



# 2019 Quality Improvement Plan

St Agnes Preschool



**Government of South Australia**  
Department for Education

2019 Quality Improvement Plan

## Service details

|                                     |   |  |  |
|-------------------------------------|---|--|--|
| <b>Service name</b>                 | St Agnes Preschool                                  |  |  |
| <b>Primary contacts at service</b>  | Carolyn Dundon                                      |  |  |
| <b>Service approval number</b>      | SE-0001009<br>Assessment and Rating id ASR-00018080 |  |  |
| <b>Contact and Location Details</b> |   | <b>Provider and Supervisor Details</b> |  |
| <b>Street</b>                       | <b>250 Smart Road</b>                               | <b>Nominated Supervisor</b>            | <b>Leanne Trewartha</b>                      |
| <b>Suburb</b>                       | <b>St Agnes</b>                                     | <b>Telephone</b>                       | <b>82633541</b>                              |
| <b>State/territory</b>              | <b>SA</b>   | <b>Mobile</b>                          |  |
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|                                     |   | <b>Email</b>                           |  |

## Operating hours

|              | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
| Opening time | 8.50   | 8.50    | 8.50      | 8.50     |        |
| Closing time | 15.00  | 15.00   | 15.00     | 15.00    |        |

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

|  |   |
|--|---|
| <b>Provide additional information about your service— parking, school holiday dates, pupil-free days, etc.</b>                                     | Pupil free days and closure days:<br>8/3/2019<br>7/6/2019<br>30/8/2019<br>2/9/2019<br>14/10/2019                        |
| <b>How are the children grouped at your service?</b>   | Two groups – Monday/Tuesday Full day<br>Wednesday/Thursday Full day<br>Children also attend a half-day session AM or PM |
| <b>Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)</b> | Carolyn Dundon, Teacher   |

## Statement of Philosophy

The educators at St. Agnes Preschool believe:

- Each child is a unique individual, with particular talents, interests, strengths and needs.
- Families and educators work together in partnership to support children's learning.
- Children's learning is holistic-physical, social, emotional, spiritual, creative and cognitive aspects of learning are all interwoven.
- Children are active participants, contributors and decision makers in their own learning and have the opportunity to learn through play, intentional teaching and spontaneous experiences.
- In promoting children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills and plan opportunities for intentional teaching and knowledge-building
- Developing secure, trustful relationships support children's wellbeing in developing confidence, risk taking and resilience.
- Diversity contributes to the richness of our society. Each child is an individual, member of a family, member of preschool and wider community and all of these experiences and cultures are valued and respected.
- Learning environments support different learning styles, exploration, interactions, discovery and collaboration.

It is their professional responsibility to build their professional knowledge and critically reflect on their practice and what is happening in their setting— a cycle of review to inform and improve children's experiences and learning

Critical Reflection includes the voices of Educators, children and families.

# Strengths Statements

## Quality Area 1 – Strengths Statement

**1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.**

**Programming is based on the Early Years Learning Framework and the children's interests, needs, wonderings and ideas. Educators continually wonder, question and reflect on children's learning to improve learning for all children.**

The Early Years Learning Framework (EYLF) is reflected in programs, term overviews, assessment and reporting processes (formative, ILP's, NEP's, summative and annotated photographs/learning stories) it includes Principles, Practices and Learning Outcomes. EYLF guides our planning on specific areas of learning and inquiry e.g. environment, relationships, community, safety, indigenous and cultural studies and Australia. We provide opportunities for families to respond to the program by adding their own input via information provided about inquiry topic, whiteboard feedback area and discussions. We also ask for feedback via direct questions or statements.

Each Term educators plan a Term Overview identifying goals for children and educators in each Learning Outcome from reflections and observations. The fortnightly program is displayed on a whiteboard outside and Term Program (Inquiry) on Learning Wall. The program is flexible to include children's interests and spontaneous opportunities. From observations and reflection educators add to "Emergent Curriculum" on the program either for that week or future development. Educators use a sticky note format as a way to document the learning of individuals and in relation to Learning Outcomes, interests, challenges, spontaneous play, extending the learning, ideas, and reflections. This process of documentation is documented to support consistency across educators. Educator's reflections, children's observations and spontaneous experiences noted are also brought to planning meeting. At the end of Term1 we will reflect on the effectiveness of this documentation.

Educators are willing to trial, experiment, reflect and review educational program and practice as an ongoing process. We are always looking for and open to "the next best answer" Reflection by educators occurs both informally across the day and formally during staff meetings. Educators are encouraged to reflect on the environment, program, routines, individuals and groups documenting reflections in a book. This book is used at every staff meeting for discussion.

Children make independent choices about their learning and are supported by educators to cater for their needs/requests. We believe children have a voice in their learning and are therefore involved in decision making in a range of experiences and routines confidently exploring and engaging in their environment.

We use a "Thinking Talking" Floor book to record children's thinking in Inquiry topics, social skills, ideas, decision making and also use a Children's Reflection/Ideas book. (this is an area from reflection we wish to improve. Refer to Improvement section) At end of the day photos are shown of learning and children have opportunity to tell their stories and discuss their learning. We have changed our wording from "What did you do today?" to "What have you learned today?". From these discussions with children often comes ideas for further learning for individuals and groups.

During morning group time children are encouraged to voice what plans they have for the day and to think about their plan the previous evening with support from families. Some children bring in a plan with a drawing, and what they need in way of resources.

Children choose pieces of work and/or take photos to place in learning folders or decide how they will show their learning e.g. folder, learning wall, picture frame.

Included in the program are community events, special days within school and preschool environment, excursions, incursions, and cultural days.

We provide a Literacy enriched environment. In line with school's Literacy and Numeracy plan children are exposed through play and intentional teaching; comprehension strategies, concepts of print, genres, phonemic awareness and phonics. Oral language is a focus in our program but is an area we wish to go deeper with in 2019 and in particular the use of open-ended questioning. We use Literacy and Numeracy indicators to plan units of work ensuring all indicators are covered throughout the year.

Through training with Lisa Burman we are developing skills in oral language development and book making which we will use in our program planning.

**1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.**

Upon enrolment and through child profiles (Belonging Book) we gather information about children's culture, family and medical/support needs. EYS reports are printed and filed. A Belonging Book is established at the start of the year. It includes a photo and information about each child's family and child's interests. This assists us in our knowledge of and understanding of the child and their family background and culture. We record children's interests on a whole group spreadsheet to support us in meeting children's interests, needs and family goals. This is updated at end of Term 2 to allow for change in interests and goals. Educators listen and talk with children about

interests outside of and in preschool. Educators support and extend children's interests and ideas in the here and now and through intentional teaching. A future focus or possible line of development is noted if appropriate for further discussion at planning meetings or daily discussions. Educators use spontaneous experiences to support and extend learning. "Bella Bear" is taken home each day for a sleepover with each child and provides us with another opportunity to learn about children's life experiences and interests.

Learning folders for each child are developed throughout the year and children are encouraged to select work or photos to add to folder. Educators can scribe for the child and make links to Learning Outcomes. Learning folders also contain teacher initiated works and group experiences as well as individual learning stories. We use an iPad to document learning stories which are linked to the Early Years Learning Outcomes and filed in children's learning folders.

Through extensive reading of NQS and EYLF literature, participating in online modules and belonging to many social media groups we understand the need to promote and/or initiate new knowledge and complex concepts through "inquiry approach". We use Inquiry approach to provoke learning outlined in EYLF e.g., Belonging, Environment, Sustainability, Hygiene, Nutrition, Indigenous and Cultural Studies, Keeping Children Safe etc. Children's learning is recorded using the KWL approach-at beginning and end of project.

Inquiry or Project approach can also come from children's interest, a spontaneous happening, a community significance or educators and families.

Our program is guided by the learning outcomes and within all of these is the opportunity to investigate deeper eg sustainability, hygiene, wellbeing, environment, animals, people, mathematical understandings and communication. Science is often the beginning of such intentional projects.

Children are encouraged to plan what they might want to do at preschool at home and discussions also occur at times at the morning group session.

### **1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.**

Term overview, timetable and current program is available to families and displayed. Upon reflection of program it was decided to use a fortnightly program as opposed to a weekly to give the children the opportunity to experiment and delve deeper with materials and experiences, offering a longer period of time as children only attend for 2 days a week. The program includes, planned experiences, targeted learning/children, new ideas and spontaneous. Future focus and PLODs are noted in educator's reflections.

A visual timetable is displayed at beginning of each day to support children's transitions, with the knowledge this is very flexible. The daily routine is predictable, but sufficiently flexible to allow for the development of play, deep engagement and developing the spontaneous learning opportunities that occur over long blocks of uninterrupted play. Large and small group guided learning activities are used to provide children with intentional teaching, in particular for literacy and numeracy. Small groups allows for all children to have a voice and contribute.

We have our fruit and lunch together as a group to build a sense of community and to take advantage of the opportunity for extended conversations between us all.

Children are able to access their snacks in the afternoon when they feel like them.

Systems are in place to ensure all children have equitable access to equipment and resources e.g. timers. Children discuss and decide what is fair for a particular area/experience.

Children who attend all day have a modified program in afternoon to cater for children's needs of rest and quiet times.

In afternoons we timetable library, computers, choir and early year's activities to support children who attend all day in a more relaxed afternoon.

### **Exceeding Themes Summary using dot points.**

#### **Theme 1 Practice is embedded in service operations.**

- At every staff meeting the NQS/QIP is on agenda to delve deeper into the requirements of each standard and what it looks like in our setting. Questions and statements are posed by educational leader to promote discussion.
- All educators work and contribute collaboratively through informal and formal discussions (staff meetings,PD) in developing a purposeful and relevant educational program.

#### **Theme 2 Practice is informed by critical reflection.**

- Educators are encouraged to critically reflect on all aspects of the curriculum. An example of a change from critical reflection was to change from a weekly to a fortnightly program.
- At beginning of year using our Philosophy we used a Y chart to reflect on what our Philosophy would look, feel, sound like in our setting

### **Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- Upon enrolment discussions are held with families to welcome each family and to obtain information about their child and family. Families complete an All About Me sheet, My Family leaf (for family tree). We also ask families to complete a survey/questionnaire about their child's strengths, challenges, interests and significant family traditions, days. This survey is again done in Term 2.
- Families are encouraged to participate in a variety of ways that they feel comfortable with, e.g. helping, talking about their culture, sharing a skill with children, gardening, cooking, attending special events/days etc.

#### **1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.**

Educators consistently use strategies of modelling, demonstrating, exploring, asking open ended questions and listening. The use of small groups supports children in understanding and contributing their thoughts and ideas. Educators are deliberate in using EYLF to build on children's knowledge and expose them to new learning and understandings. When planning educators intentionally use the Learning outcomes and dispositions to plan experiences that promote them. Educators intentionally model the dispositions in front of the children as they go about their work and interactions.

#### **1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning**

Educators respond to children's ideas and play by observing children, working alongside and with children when asked, following interests, supporting spontaneous experiences and facilitating learning spaces based on children's voice. Educators scaffold and extend children's learning in group time, small groups and with individuals. Educators are intentional in their approach to working with children, they are thoughtful and purposeful when they implement a variety of teaching opportunities that include, but are not limited to teachable moments, planned and spontaneous moments, sustained shared conversations, and facilitating children's initiated inquiry.

We implement an Inquiry Approach that allows us to gain an understanding of children's knowledge and theories as well as to deepen understanding of a topic and guide exploration and development of the children's learning. The Inquiry Approach allows us to scaffold children's learning with a deeper level of understanding and higher level of engagement to build on children's dispositions for learning

Educators use open-ended questions, shared thinking and intentional teaching to provoke and extend children's thinking and learning and to talk about their learning. We encourage children to share their learning with others and to use children as "experts" in helping their peers and working collaboratively. We are very much in the "here and now" recognising learning opportunities. We value and act upon children's ideas and interests.

In 2019 we want to trial an "I wonder...board" and a planning book for children.

#### **1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.**

Children's ideas and interests are noted and either acted upon in the here and now or reviewed at staff meeting. Children's choice of activity is respected and encouraged with educators observing, interacting questioning, resourcing. Choice of activities for the most part are open ended and creativity and individualism is encouraged. The environment is set up to allow children to choose resources independently. Educators model dispositions for learning and model the language of "I can do it" or "Not yet". Children are encouraged to be responsible for their own belongings, for example putting their drink and lunch away and supported to name their work and put their work in their bags to be taken home. Children are responsible for washing hands before eating and encouraged to apply their own sunscreen before going out to play.

### **Exceeding Themes Summary using dot points.**

#### **Theme 1 Practice is embedded in service operations.**

- Educators consistently respond to children's ideas and play and take opportunities to extend children's thinking and learning through open ended questions, interactions and resourcing.
- Support children in their choices in all areas of curriculum and support them in recognising and verbalising dispositions for learning.

#### **Theme 2 Practice is informed by critical reflection.**

- Educators reflect and discuss how to extend children’s learning.
- What are open ended questions? Display around room.
- When to intervene or observe?

**Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- Inform families of dispositions and how they relate to lifelong learning. Using a common language.
- Ideas in Newsletter of how children can be responsible at home and be involved in some decision making within the family.
- Support their child to plan what they might like to do at preschool following day/week.

**1.3.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.**

Children’s learning and development is documented through observations, anecdotal records, learning stories, samples of work, PASM and Numeracy Indicators. A St. Agnes Planning cycle has been developed, including a more explicit format to support educators. Observations are recorded on sticky notes, linked to appropriate Learning outcome and placed in child’s assessment folder. Any further planning for that child is added to reflection book to be discussed at staff meeting (an interest, strength, challenge, need) or recorded what happened in the here and now. Each educator has 3 focus children/week. Notes are also taken in regards to an individual or group of children and added to reflection folder. This helps in planning strategies and experiences for individual children, groups of children to either extend or support. Planning can also include input from families and also in relation to a community event or special day/experience.

Children with additional learning needs are supported with a specific learning plan that includes educator, family and any health professionals working in partnership. Term Overview highlights goals for children in each Learning Outcome, Principles and Practices. Each term educators record goals for each Learning outcome to focus on from observations/need. Inquiry Overview highlights possible learning experiences and intentional learning to develop and expand knowledge and skills. Experiences are planned to support Learning Outcomes and Outcomes are monitored to ensure coverage.

. We use RRR document to reflect on our curriculum and practices. Family voice and input from relevant professionals (when required) is also incorporated into planning.

**1.3.2 Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.**

Reflections of educators both individually and collectively occurs regularly both informally and during staff meetings. Reflection at beginning of each term with EYLF to see if any “gaps”/ needs of group. Highlight outcomes in program book of what covered each term.

Educators are encouraged to reflect on routines, relationships, planned experiences, the Inquiry, environment and families.

Children’s comments about their experiences and environment are recorded in Inquiry book and educators Reflection book.

Children select what goes into their Learning folder and explain why.

Beginning of each term we look at the Qip and record progress and what needs to be attended to for the term.

Each term an area of RRR is used to critically reflect on our curriculum.

Educators engage in and have access to PD and are involved in partnerships goals and priorities.

All early years centres in partnership in 2019 are trialling a Learning Outcomes checklist to be done in Terms1 and 4.

**1.3.3 Families are informed about the program and their child’s progress.**

Families are informed of the program via newsletter, program displayed on whiteboard and Learning Wall and Inquiry Book. The current Inquiry topic is evidenced in Inquiry book and artefacts are displayed with appropriate links on display boards. Families are invited to contribute their ideas, thoughts about the program either via whiteboard, Inquiry book or informal chat. We encourage families to participate in the program sharing any areas of expertise or interests. Educators are on hand on arrival and departure for informal chats and sharing of information.

In Term Two all families are invited to a formal discussion about their child-exchanging information between educator and families and receiving a Term Two report. At the end of the year a Statement of Learning is given to each child.  
 All anecdotal records, data collection on numeracy and literacy including oral language assessment using PASM are kept in child's assessment folder.  
 Children's portfolios are accessible to families at all times and is lovely to watch children excitedly sharing with their family their learning.

**Exceeding Themes Summary using dot points.**

**Theme 1 Practice is embedded in service operations.**

- Educators are engaged in planned and spontaneous critical reflections on children's learning and development.
- Educators work collaboratively to assess each child's learning.
- Educators engage with families informally and formally to inform them of the program and their child's learning and development.

**Theme 2 Practice is informed by critical reflection.**

- Educators reflect regularly on the what, how, why of documentation to ensure the documentation is relevant and authentic.
- Educators reflect on whether documentation is inclusive for all families.

**Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- Educators encourage and support families to engage and contribute to the program.
- Educators engage in two way conversations about their child's progress and participation.

Children assess their own learning and choose what will happen with their work E.g. portfolio, displayed, artist wall or taken home.

**Quality Area 2 – Strengths Statement**

**Strengths**

**2.1 Each child's health needs are supported.**

Policies, practices and procedures are in place to promote healthy eating, sun safety, general and personal safety and first aid, medical conditions and water safety.

Staff has appropriate training to handle specific health issues. All have Anaphylaxis, Asthma and First Aid.

EYS reports are printed every term on allergies, medical conditions, dietary requirements etc. Educators informed and reports kept in specific folder.

Alerts posted on office window.

Immunisation records are filed with enrolment form. Written request for immunisation records in enrolment pack. Checklist kept of who is/isn't immunised.

Each child with a specific health need has their photo displayed in a confidential location on the inside of the office wall. Inside the office a container holds medical bags containing individual children's photo, medications and medical plans.

Children with Dietary Needs and Cultural Requirements are also monitored and supported by having their individual photos and information about their needs displayed on Office cupboard door. This system supports educators to access information quickly if required.

At the beginning of each year educators are informed of children's individual health needs. Educators also practice Epipen and Asthma First Aid procedures.

Parents are instructed, and then reminded in newsletters and consequent conversations, to keep educators up to date with any changes to children's health needs. Medical Plans and medication expiry dates are also checked upon receiving them and parents are advised when plans/medications are

out of date. Expiry dates are checked every term.  
School nurse visits every other term to screen students prior to school.

The Preschool is Nut Aware. We encourage families and educators to support this by not providing foods that contain these ingredients. Cooking substitutes are provided in the preschool where required.

**2.1.1 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.**

A relaxation session is conducted prior to lunch. Students may choose any time to rest and how they will rest. Modified afternoon session to enable smaller groups inside/outside. Quiet areas provided both inside and outside. Yoga and deep breathing techniques are taught to children in Term 1.

Children have input into what is in the environment and images of their families are displayed leading to a greater sense of belonging.

Quiet experiences such as puzzles and reading are available and accessible to all children to meet their needs of rest and relaxation.

A couch and soft pillows are provided for children to relax and have quiet times.

If a child needs or falls asleep, parents are informed and consulted about the duration of sleep to be provided.

**2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.**

Children's health promoted through programming specific content-intentional teaching and spontaneous moments. This includes hygiene, nutrition and physical activity.

Hygiene practices implemented throughout day, including handwashing, cleaning of tables before lunch and after session. Toilets checked after every fruit time and lunchtime

Hand washing posters displayed in bathroom. Children are explicitly taught how to use toilet, wash hands and in using tissues.

Plastic gloves, wipes, antibacterial hand gel is supplied for first aid use and changing.

Tables, equipment also cleaned as needed during day. Timetable of cleaning schedule.

Educators role model appropriate health and hygiene practices.

In term one; educators discuss with children how to keep safe by washing their hands effectively before and after eating, after the toilet, after wiping their nose and messy craft activities. Children were also shown how to wash their hands and flush the toilets. Reminders are provided when required and plans are created to support learning through the program.

Children's lunch boxes are kept inside in their personal trays. Children can access refrigerator if required. Children are guided to consume food and drinks in a safe and hygienic manner while seated.

The children's bathroom is cleaned by a professional cleaner after preschool hours as well as after every lunch time by an educator. Toilets are cleaned, basins are wiped over.

Resources used by children are cleaned where necessary before being packed away and at the end of each term.

At the end of each term an extensive list of furniture, materials and equipment is compiled for end of term cleaning.

Site laundry is washed each week using school washing machine.

Incidents, emergencies and infection control-shared process with school.

Infectious diseases and illnesses are investigated using the “What Have You Got” handbook/website and subsequent recommended exclusion periods are adhered to. Relevant information about the disease/illness is also provided to families. Proformas are available to inform families of infectious diseases

Parents notified of incidents, injury and illness, verbally, written note, phone .Records kept in preschool.

Any head injuries, the family is immediately informed and appropriate measures are taken.

Injury forms ED155 are completed and lodged as required.

We have a “no administration of medicine” policy. Exceptions for asthmatics and anaphylactics. Families are welcome to administer medication themselves.

The preschool requests families inform them about the illness so the appropriate and relevant information can be passed onto other parents if required. Children who are not immunised are recorded on our Immunisation Register which is kept in the Emergency Contact Folder. We are presently waiting

for information from DECD regarding Immunisation Policy and what that means to us and its resources.

First Aid kits are in both inside and outside areas and every term restocked or as required. Risk identification, risk benefit and risk assessments are conducted regularly and during planning time.

### **2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.**

Healthy eating and physical activity programmed, encouraged and promoted. Flyers sent home to families informing them of healthy eating practices and copies of “Right Bite” newsletters in family area and “Get Up and Grow” website. Healthy food policy also gives families support and guidelines especially in trying to promote nude food.

Lunch ideas are included in the “Starting Preschool Pack”

We use the program “Rainbow Food” with the students and share information with families. Very positive feedback is received from families. Many children informing families of our need to eat rainbow foods every day and requests for the poster for home use.

Each morning we have Fruit time. Children drink water from own drink bottles and are refilled when required. Stop and Drink practiced throughout day.

Lunches are stored inside in children’s personal tray.

Have established a kitchen garden to promote children’s awareness how healthy food is grown, prepared and eaten. Children are responsible for its care and food harvested is used in cooking or shared with families. Sociable fruit and lunch eating times where educators also eat their lunch to engage in informal interactions with children and opportunity to role model healthy food and comment on children’s lunches. Healthy foods are cooked at preschool with the children eg fruit smoothies, fruit kebabs.

Physical and movement activities both inside and outside are programmed for weekly. All children are encouraged to participate to their own ability. Children help to set up and plan for outside play. Educators introduce games and team games. On occasions children are taken to primary school equipment and oval. Preschool is involved in school Sport’s day and other sports clinics where appropriate.

Preschool has access to the school gym and its equipment and at times the School PE specialist. We also use the walking track adjacent to the school oval. Families given information on importance of physical activity.

### **2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.**

Children are supervised at all times-inside, outside, fruit and lunch times. Educators consistently roam positioning themselves to maximise supervision.

Educating children that they are not to go outside without an educator. Discussions occur early in Term 1 about safety issues and correct use of equipment. Children are involved in setting safety rules where appropriate.

Staff ratios are maintained at all times. Toilet door is unlocked during outside play and then is re locked during inside time.

Preschool gates have signs to ensure all parties make sure gate is closed after entering or exiting. Preschool gates are locked every afternoon.

Risk assessments carried out regularly and on a needs basis. Power points covered. Cupboards with child locks. Oven has master off switch.

Kitchen area is out of bounds to children, marked by red tape and a yellow line is in front of outside shed as barrier to entering shed.

Safety checks of buildings, equipment and general environment including trees is a shared process with school.

Preschool is included in the annual school Work Health and Safety Audit and Test and Tag of electrical equipment.

Preschool has daily, weekly checks as well as shared process with school every term. Maintenance audit shared process with school.

Nut aware Policy. Sun Safety Policy. Water Policy, Medication Policy, Interactions Policy

Visitors sign in/out book

Risk assessment in place for excursions. Shared process with school. Specific forms required to be completed and given to Principal.

### **2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**

Regular evacuation/invacuation drills are held every term both by preschool themselves and with the whole school.

Hazards and risks are recorded, assessed and actioned as a school site. All staff are made aware of their WHS obligations as part of Week 0 orientation.

Emergency phone numbers displayed by phone. Emergency Family contacts in portable folder. Emergency procedures displayed at all exits. All educators understand their role and responsibilities.

All staff know where and how to use fire extinguishers. Fire-extinguisher tested by professional each year.

### **2.2.3 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.**

All educators have updated training in RAN and understand procedures. All documentation is kept in school principal's office. Staff have access to information folder explaining correct procedures and is reviewed in week 0 of each year.

Educators understand their roles and responsibilities in accordance with Child Protection Legislation by attending the Keeping Safe Child Protection Curriculum training.

All educators have current Working with Children Checks

Display of community help and health services displayed in family area.

**Access to school chaplain and resources.**

Procedures in place to shred sensitive documents with school.

**Exceeding Themes Summary using dot points**

**Theme 1 Practice is embedded in service operations.**

- Educators consistently respond and are attuned to children's need by changing routines, curriculum to accommodate energy levels and interest.
- Educators actively promote healthy eating, physical activity and hygiene by role modelling, intentional teaching and participating in activities alongside children.
- Educators are aware of and act on their responsibilities for ensuring children's safety at all times.

**Theme 2 Practice is informed by critical reflection.**

- Educators keep up to date with and reflect on current information and instigate changes where necessary.
- All educators together reflect on outcome after a significant injury or trauma.
- During planning time educators reflect on risky play, risk benefit and risk assessments.

**Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- Educators work with families developing health plans.
- Meet with families of children with families twice a year to review health plan.
- Promote children's health and physical activity needs via newsletters and Flyers.
- Families are informed about child protection curriculum and are aware of support agencies.

**Quality Area 3 – Strengths Statement**

**3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.**

Environment is welcoming, aesthetically pleasing and uncluttered.

The outdoor and indoor environments are developed to foster children's learning and development and cater for all children.

The environment is viewed as the 'third teacher', with resources to stimulate and invite participation and learning.

The environment provides opportunities for children to safely and effectively learn individually and collectively in small and large groups.

The environment provides opportunities for active play, appropriate risk taking, rest and relaxation.

The outdoor area consists of natural elements such as trees, lawn, plants, bark chips, wood rounds, bush area and sand. Adequate shade is provided in some areas.

The sandpit is covered by a solid roof which provides shade during summer and protection from rain during winter. A cover is placed over sandpit every afternoon and is raked as necessary.

The outdoor area is appropriately fenced with tubular fencing around the perimeter of the grounds and supports transitions to preschool and to school.

Furniture is appropriately sized for the safe use by children. Resources are age appropriate and available in adequate quantities to stimulate learning, positive interactions and communication. Where possible and part of our replacement procedure children are given real resources; shovels, rakes, woodwork, medical, home corner etc.

Hand washing basins are inside in the toilet area and are available to children at all times.

The building is lit with artificial and natural light, and the indoor area can be appropriately aired by opening windows and doors and using air conditioners.

A Preventative Maintenance Schedule and Breakdown Procedure are in place through DECD for all facilities-shared process with school. OHS issues are discussed

every staff meeting.

Staff members immediately correct or document hazards on appropriate report sheets to be actioned by school.

Maintenance schedule checking of inside/outside environments and upkeep of sofffall and sand is a shared process with school, as well as our own monitoring.

The environment promotes and encourages competence, independent exploration, agency and risk taking. Children can select any equipment inside/outside from main room, blue room, sheds. Children help to set up both in and outside. Inside/Outside experiences offered eg painting, observational drawing, construction, music, drama, puppets etc. The curriculum is differentiated by providing a variety of open ended experiences which cater for children's interests and abilities. These experiences are often guided by children's voice.

Outdoors and indoors include natural elements and materials.

Outdoor area includes plants, trees, garden, rocks, water course, digging patch, mud, bush area, lawn and different surfaces and gradients.

Natural bush area with loose parts. Community helps to supply loose parts.

### **3.1.2 Premises, furniture and equipment are safe, clean and well maintained.**

The safety, cleanliness and maintenance of the premises, furniture and equipment is always a high priority.

Safety checks occur daily and termly. All resources, furniture, equipment, fittings are checked once/term for safety, wear and tear.

Resources, equipment and furniture are cleaned after use or at the end of each term. These objects are cleaned, checked and stored in a systematic way.

We are continually updated regarding any hazards from DECD via email e.g. curtain cords as choking hazards. Once we receive these alerts we reflect upon the relevant object for our site and its potential for injury and put in action any strategies to prevent injury.

Spotless cleaning contracted to clean daily. Grounds person blows the yard weekly and maintains lawn area. Safe storage of equipment and guidelines for children in accessing some areas.

Risk assessments done regularly and on a needs basis.

Weekly access to an ICT technician supports digital learning and any problems.

### **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.**

Children have access to natural environments (vegetable garden, trees and plants, climbing tree, dirt patch, water and sand) and natural materials are provided to stimulate children's thinking, collaboration, communication and ability to make choices in their learning. Natural and manufactured loose parts are available for children to use in their play.

Children included in planning during "group time" using the "ideas book" and planning for spontaneous play.

Storage room and outside shed can be accessed by children with adult supervision only.

Children are provided with open-ended materials both inside and out. Inside experiences are brought outside e.g. music, drama, arts, dance and roleplay.

Children are involved in decision making in regards to safety and fairness. Safety rules for riding bikes, bush area, tree climbing and equipment. Provision of real tools where applicable.

### **3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play based learning.**

Educators with children creating and continually adapting indoor/outdoor environment. Children are able to choose own resources and equipment for their needs and choose how they use them.

The environment includes natural elements and educators plan for sensory experiences in both inside and outside environments. Resources are flexible and children are encouraged to use resources where and how they need to.

The bush area is only “loose parts” enabling lots of creativity, problem solving, imagination and collaboration. The community helps to resource this area as well as contributing other resources.

The use of lanyards and timers if necessary help minimise number of children using a particular area or resource at one time, for fairness and safety. Children are consulted and voice their opinions on what would be a safe and fair number at a particular activity/experience.

Purchase orders are completed each term to replenish, replace and add to resources. Endeavour to buy real, authentic and natural resources.

Grouping of children in afternoon to provide smaller groups and to create calm relaxing environments.

### **3.2.3 The service cares for the environment and supports children to become environmentally responsible.**

Science unit of inquiry "Our Environment" covers sustainability of water, energy, land and reducing waste. Also the impact of human activity on our environment including animals. Sustainable practices are embedded in our curriculum including water saving taps, use of paper towels, switching off lights, using natural ventilation when possible, water saving strategies during summer for in particular water experiences and the water course. We have introduced three coloured bins which are same colour as council bins to reduce our waste. We have two council bins, yellow and green which are picked up weekly from council. The children empty the recycling bins into the council recycling bins and place them on the kerb for the recycling collection. KESAB visit to support the learning of children and families.

Children choose which bucket is appropriate for their waste item. We aim to only fill one small red bin / day with rubbish. Families contribute recycled materials for construction and play experiences. This supports and promotes recycling from home to preschool. Vegetable garden established. Member of NTM to keep up to date with information.

Use of RRR document to evaluate learning environment.

Outside and inside environments have been updated with new carpet, lino, painting, tiling, toilets, and toilet door so children can access toilets from the inside. Fencing outside was extended to extend the play area with natural bush.

Plan for investigation of animals and their habitats and needs. Human impact on habitats, food supplies of various animals.

We use silkworms, caterpillars, tadpoles, stick insects and Henny Penny egg hatching program to observe and investigate animals. This provides an opportunity for children to interact with, observe, look after and keep safe a variety of animals and to learn about their natural world

At snack time and lunch time, children are asked to pick up any food items and packaging they may have dropped. Discussions around this, promote awareness of looking after our environment. They are also supported to tidy the outside environment using rubbish pickers.

The children have participated in inquiries focused on caring for and being environmentally responsible such as – How do we care for ourselves and our environment?  
Seasonally replant our vegetable gardens

## Exceeding Themes Summary using dot points

### Theme 1 Practice is embedded in service operations.

- Educators confidently and thoughtfully adapt spaces and resources when planning and as needed on a day to day basis.
- Educators are committed in caring for the environment and promoting that care and responsibility in the children. Global citizens.

### Theme 2 Practice is informed by critical reflection.

- At beginning of the year with both children's and families voice educators reflect on what we want the inside and outdoor environments to look like?

### Theme 3 Practice is shaped by meaningful engagement with families and/or the community.

- Educators support families to engage in and understand responsible and sustainable practices
- Encourage families to donate to preschool any unwanted goods and making materials- recycle, upcycle, reuse items and also to community groups.

## Quality Area 4 – Strengths Statement

### Standard 4.1 The organisation of educators across the service supports children's learning and development.

Educator-to-child ratios and qualification requirements are maintained at all times.

Preschool team consists of 2 part time teachers and 2 part time SSO's. Same staff work with the same group of children.

Children who have been identified requiring extra support are supported by additional SSO hours.

Staff timetables outline break, NIT times.

Phone calls and inquiries go through the front office school admin, so staff are not interrupted during preschool contact hours.

Lead teacher in preschool is a step 9 teacher.

All staff are on floor in first two weeks at drop off and collection times to develop relationships with children and their families.

#### 4.1.2 Every effort is made for children to experience continuity of educators at the service.

The Principal meets a minimum of twice a year for performance development, setting learning goals and providing feedback and discussions.

We make every effort to employ regular TRT staff to ensure greater understanding and knowledge of the site practices, children and families and the learning program

### Standard 4.2.1 Management, educators and staff are collaborative, respectful and ethical.

Educators are focussed, active and reflective in planning and delivering the program to each child.

All educators share tasks and responsibilities-usually assigned in Week0 and staff have opportunity to choose what they would like to be responsible for. As there are only two staff members working in a day they are very attuned to the other staff member and will assist and respond quickly to support the other. Close working relationships develop, alongside the ability to add humour to the day.

Preschool staff have the opportunity to plan together both informally and formally via staff meetings, ensuring the individual needs of children are reviewed, plans are developed collaboratively and opportunity for team training.

Enthusiastic, passionate, seeking "next right answer"

Educators contribute to the QIP, staff meetings, planning and review of policies, Philosophy statement and training days.

Some staff meetings are held with the school when information regarding Preschool-Yr 7 needs to be heard.

Information for staff is also through school bulletins, staff communication book, email, term calendars and newsletters. This ensures effective communication across preschool and school. The TTG partnership presents training in week 5 of every term for all preschools and early years in partnership.

Each morning during preparation/organisational time before students arrive is an opportunity for discussions and expectations for day. This also occurs at the end of the day.

#### **4.2.2 Professional standards guide practice, interactions and relationships.**

We believe learning is life long and that we learn with and from each other and therefore educators attend training and development together where possible and engage in reflections to improve practices. Through collaborative discussions educators challenge and affirm existing practices with a lens of continuous improvement

Educators share information after attending T&D

We have focused on improving our understanding and knowledge of the Preschool Literacy and Numeracy Indicators the last two years.

Regular performance meetings with Principal and observation of practice by Principal.

Educators are accessible to the children, families and each other.

Staff photos are displayed and educators are available for formal and informal interactions with families.

Reflective journal-shared document.

The philosophy and the Early Childhood Australian Code of Ethics is discussed/ reviewed every year collaboratively using the lens of our practice.

Our Behaviour Guidance policy guides our interactions when dealing with conflict and promotes positive relationships and a safe and predictable environment. We use the Restorative Practices model with a focus on learning and on solving the problem/concern involving all parties.

Our Concerns and Complaints policy provides our adult community with clear and specific strategies to voice any concerns and to promote positive interactions.

All educators have access to including their own folder of EYLF, NQS, National Regulations and Guide to NQS, Educators Guide to EYLF, RRR document, Literacy and Numeracy indicators, policies and procedure and other documents which are embedded in our practice, interactions and relationships.

All staff are clear about their roles and responsibilities during the day/week and ongoing responsibilities. Educators collaboratively engage in ongoing discussions about their practices where all voices are encouraged and listened to.

Educators believe that relationships form the basis of a good working environment and acknowledge each other's strengths and skills.

As we are a small staff that have been together for a minimum of three years we have developed a cohesive working relationship as well as on a personal and social level. The staff are comfortable with each other and can confidently address issues, support each other and acknowledge strengths and skills. A positive, fun, respectful environment.

Again because of continuity of staff across the whole school we have been able to develop close, comfortable and respectful working relationships with school staff particularly those in the early years. The preschool is located in the Early Years building and therefore provides many opportunities to interact with staff and also share experiences, special events etc.

We are committed to the NQS and continually strive to deliver the best curriculum for our children and their families and the best working environment for staff.

## Quality Area 5 – Strengths Statement

### 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Our self-review at the end of 2018 showed us that the broad topic of relationships was an area that is relevant and important to focus on. Not only relationships with children, but the families as well. Much research shows that children will have enhanced learning outcomes when they feel safe and secure, and that the relationships with the educators are a key element in this. To this end in term 1 this year educators will focus on children's identity and wellbeing, observing and documenting the children's abilities to connect, explore, and bounce back (resilience).

Prior to the year they start preschool, children are invited to spend some time at preschool with Educators to orientate and transition into the preschool program.

All educators are on the floor to greet children and their families each morning, being warm, welcoming and accommodating to children's and families feelings during this transition time. This is also repeated at home time.

Listening to children and responding promptly and appropriately to their needs and concerns comforting children when required.

Respectful, friendly, caring relationships with children. Environment strives to be relaxed and calm. Educators endeavour to have one: one interactions with individuals across the day or at least within small groups.

Listening to children's voice and acting upon it supports collaborative and respectful relationships between adults and children.

Working alongside children as they inquire/research their world. Educators and children share their knowledge in this time, and learn together.

Educator visits playgroup a minimum of twice/term to develop relationships with children and families prior to starting preschool.

Implementing the Child Protection Program, reinforcing to children that educators are here to keep all children safe.

Understanding and encouraging children to communicate their thoughts and ideas, and educators actively listening.

Promoting and using language of the dispositions for learning, equips children with important life skills.

Encouraging children to try/have a go and take risks in their learning and acknowledging their efforts results in increased confidence and self-belief.

Using open-ended questions to encourage children to think deeply about the topic/situation /their actions

Guiding children to independently solve encountered problems and teaching strategies for the future. We also use "3 before me" to encourage children to seek help from peers before seeking help from educator

Informal chats/interviews with children and families to find out their interests, joys, fears etc. to try and get to know them better.

Collaborate with children about routines, expectations, experiences.

Use floorbook, charts and ideas book to record children's understandings, interests, and ideas.

Children are involved in decision making, risk assessments, choosing experiences and proposing activities and areas of learning.

Preschool is involved in whole school program "Building Learning Power" (BLP) which promotes intentional teaching and learning of learning skills e.g. perseverance, collaboration, questioning, noticing, revising.

In 2016 we introduced a Belonging Book rather than profiles displayed on wall so families and children can interact with their family and peers in viewing the book.

Seeking information from families which begins during enrolment process both verbally and upon the completion of a survey informs the learning program and is ongoing throughout the year.

We provide families with opportunities to share information about their child's identity by gathering information early in Term 1 on an All About Me sheet which allows families to comment on their family, culture, celebrations and interests. This information is also placed on a spreadsheet to support educators when planning.

Children are supported to manage their day with use of visual timetable, clear routines and curriculum planning.

Routines are established to support children to feel secure and safe e.g. playing music to indicate it's group time and time to say goodbye to families. Families are also invited to stay as long as they feel they need to and together we work on strategies if children are having difficulty separating.

Educators deliberately acknowledge children's efforts and achievements.

Bilingual and Support Educators contributing to each child' feeling of security and support through their exclusive knowledge and understanding which they share with all the educators at the centre

Singing songs, reading stories, using languages from other cultures e.g. greetings in different languages

Educators work with professionals from DECD and other agencies to ensure inclusivity.

#### **5.1.2 The dignity and the rights of every child are maintained at all times.**

Educators teach the Child Protection Curriculum which focuses on the rights of everyone to feel safe and to be safe. The children explore fair/unfair behaviour including learning how their behaviours and actions affect themselves and others. We use the support of literacy texts to help children identify fair/unfair, stereotypes, and inclusion/exclusion.

Educator's model and support children to understand the feelings and rights of other and create a culture of inclusion.

Educators use positive language and a calm tone when redirecting children and speak at their level. Educators respond promptly to disruptive behaviour and to conflict between children and use it as an opportunity to support children in consequences and outcomes.

Educators provide planned and spontaneous opportunities to discuss with children the notion of self-regulation.

#### **5.2.1 Children are supported to collaborate, learn from and help each other.**

Our school is involved in delivering a program called Building Learning Powers. It promotes dispositions such as Perseverance, Collaboration, Questioning, and Resilience. Collaborative learning opportunities are provided- Routines, play materials, environment set up, timetable, large and small group projects and play.

Activities are set up to encourage the development of relationships between children that foster cooperative play, sharing, turn taking and helping.

All children are encouraged to participate and share their ideas; if they choose not to participate their voice is sought in a one on one setting or in a nonverbal manner. We encourage children to share their learning at end of the day by looking at photos of our day, children showing and talking about their learning and responding to children's questions.

Educators model/roleplay to guide children in what collaboration looks/sounds like.

Enable children to engage in inquiry projects based on their interests and learn in collaborative ways.

Children have opportunity to work with children in preschool and school setting e.g. Assembly, Choir, Sport's day and many other preschool and school events.

#### **5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**

Preschool has a Site Behaviour policy and also shares processes with school.

In supporting children to develop and grow self-regulation skills and strategies to manage conflict situations children are explicitly taught how to respond appropriately to the inappropriate behaviour of others with strategies such as saying 'Stop, I don't like it!' and seeking help from other peers or an educator if that child does not listen to

them. Children are also intentionally taught about emotions and appropriate/inappropriate responses to inappropriate behaviours/emotions and to stop and think before acting on strong feelings as well as given strategies to calm down if feeling scared or angry, such as 'taking 3 deep breaths' or seeking out a quiet calm area.

Children are encouraged to voice their feelings/concerns, discouraging the use of physical actions.

Encourage children to seek help from an educator if they require support to resolve a problem.

Educators focus on developing collaborative play skills and working together as a team.

Educators plan for and make use of incidental opportunities to develop social and emotional knowledge and interaction skills.

Educators acknowledge children's feelings, support children to understand how their behaviour impacts on others and support them make a plan or choice that is useful, appropriate and safe for everyone

Role play is used to support issues and other social situations-providing skills, strategies for children to help them in similar situations.

Intentional teaching to support assertive language/actions. Children are taught ways to respond to children who are hurting or upsetting them in ways to keep themselves safe.

Situations are responded to and dealt with immediately.

Children with behaviour challenges are treated calmly and partake in discussions about what happened, who was affected, feelings and consequences.

Educators inform and work with families in supporting children with challenging behaviours.

#### **Exceeding Themes Summary using dot points**

##### **Theme 1 Practice is embedded in service operations.**

- Educators consistently facilitate cooperative and collaborative learning opportunities.
- All educators are consistent in approach either by words or actions to behaviour support.
- All educators through planned or spontaneous interactions support children to regulate their behaviour.

##### **Theme 2 Practice is informed by critical reflection.**

- Educators use RRR document-Relationships to reflect and guide their engagement and relationships.

##### **Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- Interaction with Children Policy is included in families information pack.
- Inclusion of family and specialists input when devising a management plan for individual children.

## **Quality Area 6 – Strengths Statement**

### **Strengths**

#### **6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.**

Families are taken on tour of whole school and preschool by Principal or preschool teacher. Families then complete a Registration form and are informed in Term Three if they are eligible to enrol. Families are provided with an information booklet on enrolling and a Starting Preschool pack during Pre entry sessions.

Families are invited to attend acquaintance evening to discuss preschool life. Educators present information and families are given opportunity to ask questions or clarify.

Routines established in supporting families to farewell children and families are contacted by phone to reassure them their child is settled.

Site enrolment policy and DECD policy is in place.

A playgroup for children occurs on a Friday morning supporting families and children transition in to the preschool during terms 1, 2, 3 and 4. Educators visit playgroup to develop relationships with families intending to enrol in preschool.

### **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.**

At starting preschool evening we discuss the many ways families can be involved either directly within preschool hours or how families can still contribute if attending preschool day sessions is not an option.

Friendly conversations occur between educators and families before and after sessions. Educators available to meet with families as needed.

The QIP is displayed in family area in a user friendly format. Families are invited to respond to "What do you think" questions in family area. Program displayed and families are encouraged to contribute to the planning.

Families are kept informed and are invited to participate on all levels of decision making from curriculum to engaging in the program and excursions and Governing Council, special events at preschool/school and community events.

Families are encouraged to provide ongoing information to guide their child's learning through acquaintance evening, incidental conversations and completing interest/ goal surveys twice/year.

Term planners are provided at beginning of each term and in Newsletters.

Families are invited to numerous events, e.g. Information night, Shared lunches, participating in program alongside educators, assemblies, sports day and other whole school events etc.

We support families to feel comfortable and welcome by greeting them in a friendly manner when they arrive at the centre.

We are always available to answer parent's inquiries about their child's learning at the preschool, both formally and informally, and encourage them to share information with us. These practices form the basis of building relationships with families, recognising their expertise and encouraging and supporting their involvement in the decision making process

Families have an ongoing opportunity to share information about the child through conversations and in term 1 specific information is collected through family profiles and acquaintance night.

At beginning of the year we endeavour to set up a skills/interest register so families can put name on register and add what they would like to be involved in and how often. We encourage families to participate in any way they feel comfortable to expand all of our skills/knowledge and introduce children to a larger pool of people to interact with.

Learning folders provide examples of individual and group learning and are easily accessible for families and children to view. Families are provided with the opportunity to comment about their child's learning and any future learning goals.

Preschool provides coffee mornings, shared lunches, open mornings, whole school events and invites families to participate during day.

Surveys are conducted throughout the year.

### **6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.**

Information to parents is delivered via newsletters, flyers, noticeboards and pockets. Educators also aim to pass on important information verbally whenever this is possible.

In 2016 under new leadership an app called “Skoolbag” was introduced to the school community. This is a digital media enabling educators to communicate to general school community and for us to communicate with the preschool community exclusively.

Program is displayed on the whiteboard and parents encouraged to express their ideas.

Families have access to newsletters, both preschool and school, Flyers, Noticeboard, Notes, Pockets, Slideshows, Family book, Learning wall, displays, Learning folders. Information from parents is sought in a variety of ways via questionnaires, surveys, informal and formal chats, and parent forums. Families are invited to participate in the program and celebrate their children’s learning throughout the term. Children’s Portfolios are available to view their child’s learning journal.

There are numerous displays around the preschool explaining aspects of the curriculum

There is a parent information area where policies and parent information folders are kept along with information about upcoming events. The whiteboard displays the weekly program and current week’s information/reminders.

A visual diary records a weekly overview of the curriculum

### **Current information is available to families about community services and resources to support parenting and family wellbeing.**

Parenting workshops are advertised which are usually conducted through Ardtornish Family Centre as well those offered at our site.

Emergency services are invited to preschool to enhance the children’s understanding of the Child Protection curriculum and their understanding of safety and strategies to keep themselves safe.

Child and Youth Health Services provide health screenings for children at the preschool to enhance their wellbeing.

Our preschool is in the Northern DECD Partnership. The Partnership has a commitment to working collaboratively with other kindergartens/preschools and schools in the area to provide the best care and education for children and their families. This includes supporting transitions and continuity of learning, improving pedagogical practices, working closely with families and connecting to the wider community.

School chaplain is available on site.

Family noticeboard/library area established.

Community resources displayed and in Starting Preschool pack.

### **Links with relevant community and support agencies are established and maintained.**

We have developed and maintained close working relationships with DECD special educators, speech and psychology services who provide

important services for our children and families.

The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Referrals are done through EYS.

Children with special needs have ILPs and working folders.

Sheet to record meetings, conversations with support workers and families.

Child and Youth Health Services provide health screenings for children at preschool to enhance their wellbeing and early intervention.

### **Exceeding Themes Summary using dot points**

#### **Theme 1 Practice is embedded in service operations.**

- Engage at all times respectfully with families and acknowledge them as their child's first teacher and gather information about their values, culture and priorities for their children attending preschool.
- We consistently encourage families to participate in preschool in offering a variety of opportunities that they feel comfortable in.

#### **Theme 2 Practice is informed by critical reflection.**

- Consistently consider ways of engaging with families and them engaging with us and program.

#### **Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- We encourage families to connect with others by providing morning coffee chats, shared lunches, small skill groups e.g. cooking, gardening
- In 2019 we wish to add more social type activities e.g. picnics on weekends, twilight preschool, sausage sizzles etc.

### **6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities**

Meet with early years educators in school sector regularly to discuss transition, and DECD/EYLF outcomes.

Preschool is part of early years building, which provides easy access to other classes and educators. All children are involved in using the computer suite, library and gym. Children also have the opportunity to experience the music suite weekly with music specialist and 2-3 times a term with the PE specialist.

Children are also included in assemblies, special days, buddy class, choir, book week, special lunches, jump rope for heart, sport's day and age appropriate incursions/excursions.

Children attend 2 transition visits to school in Term 4. Placement of students into classes is well considered. Principal meets with families to discuss information about the school.

### **6.2.2 Effective partnerships support children's access, inclusion and participation in the program. Inclusion and support assistance is consistently facilitated**

All children are supported and encouraged to participate in all areas of the curriculum. We use open-ended materials and children can enter at different levels and use the materials flexibly. Children's learning is discussed and reflected on, evaluated and planned for at program /staff meetings

Children with additional needs have an Individual Learning Plan which is produced in conjunction with the child's families and other professionals involved with the child and supports their participation

Children who are eligible for Bilingual and Preschool support are supported through these programs

#### **6.3.4 The service builds relationships and engages with the local community**

St. Agnes Preschool has established effective relationships and engages with the local community.

We build relationships with the Primary School through library visits, general visits, attending sports day and meetings with the teachers and Principal.

TAFE Certificate III students have completed their placements at the preschool.

Emergency services have visited to enrich the topic of keeping safe; fire engine and ambulance.

Excursion and Incursion occur in relation to the children's interest in the curriculum focus.

#### **Exceeding Themes Summary using dot points**

##### **Theme 1 Practice is embedded in service operations.**

- Engage at all times respectfully with families and acknowledge them as their child's first teacher and gather information about their values, culture and priorities for their children attending preschool.
- We consistently encourage families to participate in preschool in offering a variety of opportunities that they feel comfortable in.
- Establish ongoing relationships with support staff and specialists as each year it is often a new specialist.
- Consistently share information to all relevant parties and engage in conversation to enhance outcomes.

##### **Theme 2 Practice is informed by critical reflection.**

- Consistently consider ways of engaging with families and them engaging with us and program.
- Consistently consider ways of engaging with community and them engaging with us and program.
- 

##### **Theme 3 Practice is shaped by meaningful engagement with families and/or the community.**

- We encourage families to connect with others by providing morning coffee chats, shared lunches, small skill groups e.g. cooking, gardening etc.

## **Quality Area 7 – Strengths Statement**

St. Agnes Preschool is part of the Department for Education and Child Development in South Australia, and so Governance arrangements operate within the DECD guidelines.

Appointment of Principal as line manager.

Comprehensive induction procedures and a package of information have been developed for staff for both school and preschool. It contains information about the site philosophy, values and processes. Staff roles and responsibilities are negotiated and documented. Induction information includes information about job descriptions, first aid and incident reporting, and policies. Policy information is available for parents both on our website and in hard copy format.

Continuity of educators is seen as important. We endeavour to use a regular pool of relief staff in case of staff absence.

The Nominated Supervisor (Principal) along with lead teacher, lead the development of the curriculum and process of setting goals for learning, in collaboration with other educators. The team have regular planning and evaluation time where they can reflect together on curriculum provision and children's learning and development.

EYS implemented. Use of RRR document to reflect on practice

Commitment to continuous improvement- staff meetings T&D, PLC's discussions, meetings with like centres.

Preschool educators also attend PD, pupil free days and staff meetings of school sector.

PLC's have been formed with the early year's team of school sector and within our surrounding district of preschools and kindergartens.

Nominated Supervisor is familiar with Australian Curriculum and TFEL

Teacher registration and DECD processes ensure that all staff participate in safety clearance checks. Regular non parent volunteers are also required to undertake the DECD working with children clearances. The site philosophy was collaboratively developed and is reviewed at annual induction/orientation for staff, and otherwise as relevant. The philosophy and opportunities for feedback are included in the orientation process for families.

Individual performance development plans are in place to provide feedback, support the development and identify strengths of each staff member. Teachers with the Principal use the Professional Standards for Teachers/Principals to develop priorities for development. A site process for Performance Development has been documented and includes samples of all of the required documents

Grievance and Complaint policy-shared process. Our Grievance Policy is available on our website, and concerns raised are responded to swiftly. Parents who raise concerns are valued because they give us the opportunity to reflect and improve. Staff have the opportunity to resolve issues by raising them at staff meetings or with the Principal or PAC. The DECD Psychological Health Questionnaire was completed in 2016 and indicates that staff have a positive perception of the leadership and management of the school

Administrative systems are shared with the school and for the most part are the responsibility of the school.

Philosophy displayed and reviewed annually with staff and families

QIP displayed and reviewed annually with staff and families A family friendly QIP is displayed in family area.

All educators are responsible for reflecting on our curriculum on reflection page on back of weekly program. Programming folder is brought to every staff meeting for discussion.

Decision making is collaborative, decisions made by the staff team are documented in staff meeting minutes.

DECD Survey of families perceptions is issued in Term 3 annually

## Improvement Inquiries

Following reflection and self-assessment of current practices in the service, the next step is to identify the opportunities where quality improvements can be made and to plan effectively to implement them.

The QIP must include strategies to address the areas for further improvement identified during the self-assessment process. A service rated Meeting or Exceeding NQS in all quality areas should be able to demonstrate its ongoing commitment to continuous improvement by documenting how the service will continue to explore opportunities to improve quality.

You can focus on one inquiry in depth or up to three areas/inquiries. Inquiries will relate to more than one quality area, standard and element.

### “How can we ...”

|                           |  |
|---------------------------|--|
| <b>Rationale</b>          | How can we streamline our documentation of learning to include voices of children, educators and families? |
| <b>Standards/Elements</b> | 1.1.1 1.1.2 1.2.1 1.2.2 1.2.3 1.3.1 1.3. 3.2.1 3.2.2 2 5.1.1 5.2.1   |

| Actions                                   | Data  | Success Measure  | Reflections on Progress |
|---|---|--|-------------------------|
| Training in Inquiry/Project approach      | RRR Active Learning Environment Engagement      | All educators confidently using Inquiry approach and documenting learning in floorbook |                         |
| Work with Early Years Leader              | Monitor families contributions to documentation | All voices are represented in planning, learning                                       |                         |
| Claire Warden training including webinars | Evidence of ALL voices in documentation         | Children are engaged and can articulate their learning                                 |                         |
|   | Learning Outcomes highlighted                   |  |                         |

### “How can we ...”

|                           |   |
|---------------------------|---|
| <b>Rationale</b>          | How can we improve our knowledge of current thinking and pedagogy around nature play and resource it? |
| <b>Standards/Elements</b> | 1.2.1 1.2.2 1.2.3 3.2.1 3.2.2   |

| Actions  | Data  | Success Measure   | Reflections on Progress |
|--|---|---|-------------------------|
| Professional learning around Nature play                             | Outdoor learning and nature play is evident in planning and documentation | Educators have deeper understanding of nature play        |                         |
| Engage support of Nature Play, DECD and other relevant organisations | RRR Active Learning   | Consultants have provided plans/ideas to develop outdoors |                         |

|   |                                   |                                       |  |
|---|-----------------------------------|---------------------------------------|--|
| Engaging outdoor consultants to develop. Plan for outdoor environment | Learning Stories Individual/Group | Some ideas have been actioned         |  |
| Budget for projects   |                                   | Working relationship with Nature Play |  |
| Excursions  |                                   |                                       |  |