

# NORTH INGLE SCHOOL & PRESCHOOL



## Quality Improvement Plan 2018

Updated August 2018



Australian Children's  
Education & Care  
Quality Authority

## Service details

<b>Service name</b>		<b>Service approval number</b>	
North Ingle Preschool		SE-00010725	
<b>Primary contacts at service</b>			
Dina Zunis			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	7 Rothwell Avenue	Telephone	8264 7498
Suburb	Ingle Farm	Mobile	
State/territory	South Australia	Fax	8396 1778
Postcode	5098	Email	dl.1183info@schools.sa.edu.au
<b>Approved Provider</b> Department for Education		<b>Nominated Supervisor</b>	
Primary contact		Name	Dina Zunis
Telephone	8226 1000	Telephone	8264 7498
Mobile		Mobile	0409 112 785
Fax		Fax	8396 1778
Email		Email	Dina.Zunis504@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24-hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8.45 am	8.45 am	8.45 am			
Closing time		14.45pm	11.45 am	14.45pm			

## Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

North Ingle Preschool is a school based preschool on the same campus as North Ingle School.

We share a car park, resources and some facilities within the school which includes the school's Resource Centre, Hall and Early Years Unit.

The Preschool's Pupil Free Days, School Closure Days operate in conjunction with the school.

School holidays align with the South Australian school term dates.

There is an onsite OSHC program operating offering before and after school care to preschool and school children.

Playgroup operates in the Preschool on Fridays between 9-11am.

How are the children grouped at your service?

At present we currently operate five sessions over two and a half days a week on Tuesday, Wednesday and Thursday.

Children attend the five sessions which is inclusive of three mornings and two afternoons.

Pre-entry is accessed once a week and negotiated during a morning session in Term 4.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor)

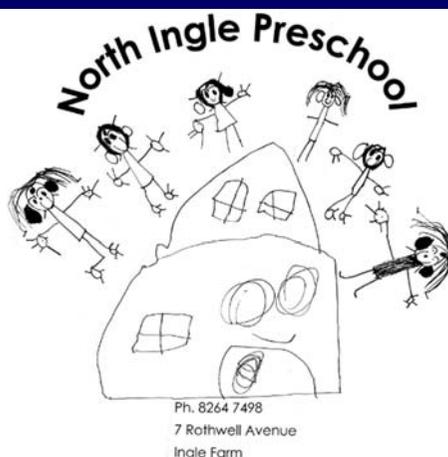
Nominated Supervisor/Preschool Director: Dina Zunis

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

# Philosophy

*Mission statement...*  
*'At North Ingle Preschool*  
*our mission is to inspire*  
*children to explore their*  
*true potential and*  
*cultivate a lifelong*  
*passion for learning'*



We believe families are the primary and most influential educators and therefore work together to build trusting relationships which provides opportunities for communication and encourages family participation. We encourage families to share and celebrate their culture and family values. We work with families to set out various learning goals and encourage their input into the curriculum through conversations and reflection in the floor book.

We believe children are powerful and curious learners. We foster this by responding to the unique set of skills and interests that each child possesses and by providing an inquiry rich play-based environment. We encourage children to develop resilience and take risks with their learning within a safe and secure environment. We inspire children to use their voice and celebrate the cultural beliefs of the community.

## Parent Statements...

How do you believe children learn?

*Angela 'They learn by watching and observing'*

*Faye 'Learning through music. Learning through vision and hands on'*

*Laura 'Through play'*

*Melissa 'Observing having a go and encouraged to persist'*

## Staff response ...

*At North Ingle Preschool we will endeavour to scaffold each child's learning to accommodate their needs. We will promote a play based environment full of music and movement where children are given the opportunity to observe and are encouraged to be involved in hands on experiences.*

We foster a strong sense of community by establishing partnerships and accessing support within our local area. Staff network in early years' meetings to foster school readiness and enhance the continuity of learning across the site. We are working in partnership with the site to prioritise literacy and numeracy development.

Educators value their own learning and are committed to improving practices and pedagogy through critical reflection and implementing current research. Educators embrace the Reggio Emilia approach to learning and incorporate the environment as the third teacher.

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## Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

The Early Years Learning Framework guides the development of the curriculum at North Ingle Preschool and supports curriculum decisions made through an ongoing cycle of planning. Educators draw on their pedagogy, understanding of each child, and contributions from our families to observe and document each child's learning and development. Educators have implemented a range of strategies to get to know each child's knowledge, strengths, interests and culture through the information provided by their families through questionnaires at the beginning of the year, during everyday conversations and deliberate noticing. Every year each child has the opportunity to take our soft toy home named 'Chick' and share with us in a journal about their home life through photographs and drawings.

Observations and learning stories are completed on each child per term which are based on the child's interests, ideas and abilities. The observations include extensions of ideas and evaluations on the child's learning against the outcomes. This is documented in each child's portfolio for children and families to view and discuss and celebrate with staff. Program plans are completed fortnightly by the educational leader with feedback from all educators and include play-based experiences which have derived from the children's current interests and ideas. The program includes intended EYLF outcomes and intentional teaching opportunities. The program is informed by critical reflection, student voice and up and coming events such as Harmony Day, Book Week and Reconciliation Week, planned community involvement such as performances, author visits, whole school activities and literacy and numeracy indicators. The critical reflection is led by the educational leader and drives improvement in the program as staff reflect on their individual practices and work together to make improvements where needed. It is also based on learning opportunities staff have observed, ideas and cultural needs families have discussed with staff, concepts and ideas that have been created during group inquiry discussions, play based ideas the children spontaneously develop and considers the circumstances and rights of every child.

An evaluation of planned and spontaneous experiences is documented every week in a floor book where the successes of the children are shared with families which also includes the literacy and numeracy indicators children are exploring. Educators follow negotiated educational plans that have been created for students accessing extra support and individual learning plans for Indigenous students. A behaviour plan is in place for children who require support in regulating their behaviour to ensure that all educators use consistent strategies. These are reviewed and adapted regularly. These behaviour plans are derived through input from the child's family and with support of our Department for Education behaviour coach. Speech and Language screeners are completed on those children felt to be at risk and appropriate referrals are made to the sites Department for Education speech pathologists where extra support programs are put in place and speech packs sent home to families. Summative assessments are written at the end of each year and are linked to the EYLF outcomes and the Preschool indicators of literacy and numeracy. They demonstrate the distance a child has travelled over their year at preschool. These summative assessments are then used as a focus when staff are meeting with reception teachers to ensure a continuity of transitions to school. Families are informed about the program and collaboratively make decisions that strengthen their child's learning. Families share their ideas in our floor book, parent board and verbalise with educators at arrival and departure. Educators spend time with families in their second term sharing their child's progress through discussion and evidence in their child's portfolio and together identify future goals. These goals are monitored on a data wall in the office where educators make regular jottings and use this data to drive planning for continuous improvement.

A predictable visual routine (with flexibility) is displayed and maximises opportunities for each child's learning. The day has been planned to give children a range of uninterrupted play experiences. Five-minute warnings are given by the star of the day before group and meal times and children are encouraged to place CAUTION WORK IN PROGRESS signs on work and ideas they want to continue with. Children have easy access to their lunch boxes and in the afternoon a rolling snack has been introduced where children are able to eat their afternoon tea when they are ready.



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Educators are responsive to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. Educators try to not ask questions they already know the answer to. Educators make use of spontaneous 'teachable moments' to extend children's learning by voicing additional ideas, encouraging children to have a go and collecting resources and materials to extend learning. For example, a group of children were acting as Pirates, the educator immediately found a large box so children could use to create a boat and supported children to create a pirate flag. Group times are normally derived from an idea a child or group of children has had that day or an interest the group is continuing to have for example, our space theme continued for an entire term as children were still discussing planets and making rockets on the making table. Group time also includes talking explicitly about phonological concepts, such as rhyme, letters and sounds when sharing story and songs. Educators respond to children's learning dispositions by commenting on them for example 'You are thinking like a mathematician' or 'You are investigating like a scientist'.

Children's agency is promoted, and children are encouraged to make choices and decisions about matters that affect them. Children have a choice of whether they want to play inside or outside and a range of activities are provided incorporating children's ideas and suggestions. For example, educators set up the environment in the mornings based on the program but if a child enters communicating they want to play Doctor's then educators will find an area to implement a Doctor's Surgery with the children's help. A range of different experiences are implemented where children are encouraged to take risks as well as quiet areas for children to rest. If a child comments they are tired staff have easy access to a mattress stored in the store room which can be placed out for children to sleep if needed.

## Key improvements sought for Quality Area 1

### Improvement Plan



Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	How can staff record each child's <b>emerging</b> knowledge, strengths, ideas, culture, abilities and interests more <b>frequently</b> ?	Children's <b>current</b> knowledge, strengths, ideas and abilities are the foundation of the program.	H	Staff will engage in regular conversations with children gauging current interests and learning goals	Student voice will be used to inform planning and programming which will create a greater engagement and involvement of children individually and in groups	Term 3	Staff have made time one on one to discuss with each child what they want to learn while they are at preschool. Each child has a student voice record containing visual representations. This information is collated and used to inform planning and learning experiences through an ongoing cycle of planning and is documented in the program.
				Staff will record daily in an 'ideas book' that will record spontaneous events and activities children have created that day, ideas and comments children have made and learning, and cultural traditions that have arose	Staff will reflect on daily learning and plan appropriate follow up actions whether it be intentional teaching during group times, providing children with an art activity or collecting resources for the following day	Term 3	Staff are recording in the 'ideas book' and finding children are having their ideas extended more regularly than before.
				Staff will record teachable moments that have occurred and make suggestions on extensions of learning which will be used to plan during programming time	Planned experiences during fortnightly program time will better reflect the current trends and intentional teaching during group times.	Term 3	Group times are more exciting and engaging as they are up to date with children's ideas



				Staff at the end of the day will have conversations to discuss the happenings of the day and plan any activities that will be followed up the next day.	Children will be more engaged in their learning environment and follow and extend their own interests which will develop confidence and a love of learning	Term 3	Staff are becoming more efficient in finding the time to debrief daily
1.3.3	Are we informing families of the curriculum and their child's progress?	Families are informed about the program and their child's progress	H	<p>Staff will actively seek families' thoughts and advice and create a specific place for family feedback in the curriculum. This has been placed on the parent feedback form.</p> <p>Staff will work as a team to complete a summative assessment on each child end of term 1. This information will then be used in parent/teacher interviews in term 2. Goals will then be constructed in partnership with families and recorded. These goals will be reviewed regularly with progress notes made. The goals are visual on the data board in the office where staff are able to make notes as the year progresses.</p>	<p>Complete summative assessment end of term 1. New format will be introduced. It will include how the children have transitioned, social skills, speech and language, interest, strengths and any concerns or follow ups. This is documented and kept in the family communication tray. This will give educators a better understanding of the distance travelled over the year.</p>	Term 3	<p>Parent/teacher interviews were offered in term 2 for those families wanting to discuss progress. All 30 families took the opportunity to be involved in this and staff found out useful information about children's interests, concerns parents had, ways to help staff improve practices and celebrated their child's growth over term one. This was a time any concerns or questions were raised by families and referrals to appropriate services were made such as our Department for Education speech pathologist and behaviour coach. Staff worked alongside families to record goals for each child.</p> <p>A summary of the parent teacher interviews goals has been placed on a pin up board in the office for all staff to view and reflect.</p>

## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation. Staff communicate early in the year with all families through conversations and newsletters to ensure they let educators know on arrival if children's routines or individual needs may be different from day to day. Where possible a Bilingual support educator is utilised to have conversations with those families who have English as a second language. Educators are accommodating and work with family's needs. During 2018 educators worked closely with a child with cochlear implants, all staff spent time with the family understanding how to correctly install the device and maintain and change batteries when needed. The daily routine balances long periods of uninterrupted play which is planned with both active and quiet experiences and short group times that are based on children's current learning and interests. Educators begin group time with action songs and follow up with an idea a child has had that day for example if child has made a Shark on the making table the educator would follow up with a song, story or inquiry discussion about a Shark. Children have easy access to physical equipment such as soccer balls, footballs, tennis, t-ball and climbing blocks if they choose to participate. Restful areas are provided inside and outside such as the reading nook with cushions, puzzles, blankets and calming materials, and our family nook contains a cosy lounge. A mattress with clean bedding is stored hygienically in the storeroom for easy access if children are wanting to sleep. We also provide quiet mindfulness group time experiences through music and movement, yoga and story times.

Visual inspections of preschool equipment indoors and outdoors occur daily and any unsafe items of equipment are removed until correct maintenance procedures are conducted. Verbal risk assessments are discussed when needed and kept in the group time folder for any areas needing extra caution for example the cubby house and tee-pee. Risk assessments are completed by staff along with children in areas where children may have access to porcelain cutlery or glass jars during science themes, a staff member scribes these conversations a record is kept in the group time folder to regularly discuss at group time. Staff support children to have a go at in risky play and are proactive, responsive and flexible in using professional judgments to prevent injury from occurring. Staff educate families on the benefits or risky play through articles and visual displays. Staff refer to the Department of Education Risk Assessment Scales and follow appropriate actions when needed for example when preschool is going on an excursion or when an incursion occurs such as a visit from the Fire Brigade for when children are walking near the car park. Practices are in place to ensure the safety of children throughout the day in a range of ways for example children are dismissed one by one at the end of the session and are required to shake a staff members hand to ensure each child is matched with a parent/caregiver. A clip board is available near the entrance to record any changes to pick-ups, e.g. when a child is being picked up by another family member/friend or going to OSHC. All families are asked to provide a copy of their child's immunisation history to be sighted by a preschool staff member and sign in their enrolment forms before commencing preschool. In the case of an infectious disease on site educators follow the Departments protecting children against vaccine preventable diseases procedure that states if there is an occurrence of an infectious vaccine preventable disease (VPD) covered by the Childhood Immunisation Program at a service, then a child who is recorded as non-immunised is to be excluded in accordance with the SA Health exclusion period guidelines. Staff also refer to Staying Healthy in Childcare guidelines for other infectious diseases, notifying the community when recommended and following exclusion requirements respectfully.

All staff have up to date First Aid, Asthma and Anaphylaxis training and follow the centre's policies with regards to managing injury, illness and the administration of medication. All children with an identified health issues have a Health Plan in place and an allergies/health list of children is

displayed in the staff room and in a record is kept in the TRT folder when relief staff are needed. If a child receives a bump to the head the child's family are immediately notified by phone call and staff work with parents to determine if the child needs to be collected or if staff will monitor their child at preschool. A First Aid record is entered by filling out the appropriate First Aid form and this is then sighted and signed by families at departure. In case of a serious accident or illness requiring medical attention, a report is made on the Departments Incident Response Management System and the regulatory authority is notified where appropriate. Follow up actions are completed. All staff are trained in Reporting Abuse and Neglect and are aware of roles, responsibilities and procedures to follow when needed.

Children are explicitly taught safety protocols and routines such as not going outside until the green go sign is turned over by a supervising staff member. Visual cues are used to reinforce safety in relevant areas by using red flags, stop signs and red tape in no go areas such as the staff kitchen and office. These are regularly discussed with children. Children are taught the protocols and routines of emergency procedures regarding invacuations and evacuations. Procedures are practised with the school twice each term. We maintain staff to child ratios at all times and ensure adequate supervision of children at any given time both indoors and outdoors.

Routines and hygiene practices for eating times are explicitly modelled and taught by staff. This is embedded into our daily routines by using visual cues which are displayed in the toilet and handwashing areas at children's eye level. Children are taught how to sing the handwashing song and count to ten. Sun safe practices are guided by our Sun Smart Policy are modelled and embedded by checking the UV levels with the children daily. If UV is 3 or over staff and children wear hats outside and sunscreen is applied twenty minutes before going outside. A sunscreen station is situated on entry with a mirror for children to rub their own sunscreen in. Staff ensure that all areas are maintained and clean by cleaning tables before and after eating times and regularly checking the toilet area. The toilet area is wiped down by a staff member at lunch time and floors are mopped when required for example if a child has a spill or toileting accident. Children are encouraged to be involved in setting up and cleaning up of meal times. Children have the choice of sitting down on the mat or at tables during lunch time to avoid overcrowding. Lunch boxes during the cooler months are stored outside in children cubbies and during the warmer months they are stored inside.

We have developed a healthy eating policy at our preschool and this is modelled and embedded into daily routines, group time discussion and displays for families. This is promoted to our families by providing them with relevant information as part of our enrolment pack as well as a healthy eating display regarding healthy snacks for fruit time, rolling snack times and lunch eating times. Children are involved in hygiene and healthy eating discussions daily where staff discuss the rainbow of fruits the children are eating. During morning tea all children are encouraged to eat a healthy snack before eating other food items from their lunch box. Families place this fruit snack in a basket for easy access after washing hands. Healthy eating is promoted on site by our fruit and vegetable gardens which children share responsibility for. This promotes awareness of how foods are grown, prepared and eaten.

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
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2.1.3	Some children are still not bringing a healthy option to preschool.	<p>To encourage families to pack a healthy snack at least once a day for their children</p> <p>To inform parents on the benefits of healthy eating</p>	H	<p>Morning fruit basket separate to lunch and afternoon snack. Staff have introduced a new practice where families must place a healthy food option in a large basket every morning. This ensures children are eating their healthy option first before they can access what's in the rest of their lunch boxes.</p> <p>Provide parents with a hand out on healthy eating and display posters in the family information area.</p> <p>Have friendly one on one conversations with families who are constantly packing unhealthy foods on a daily basis.</p>	<p>All children to at least have a few bites of their fruit or healthy snack.</p> <p>Parents will be more educated on the benefits of healthy eating and brain development</p>	End of Term 3	<p>All children are now having a healthy option in the morning which is placed into the basket.</p> <p>Staff have begun working with families to promote healthy eating habits during lunch and afternoon snack. Parents were sent a letter informing them of the benefits of healthy eating and provided with examples of healthy and unhealthy lunch boxes. The letter was based on the Right Bite - The Easy Guide to Healthy Food and Drink Supply for South Australian Schools and Preschool and the Healthy Eating Guidelines.</p> <p>Staff have sourced a health cooking class through the Ingle Farm Community Centre. Parents have been informed on a Eat Well, Live Well practical and fun program which allows families to learn essential nutrition information to help cook fresh, healthy and inexpensive meals for the whole family</p>
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## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

Our Preschool building was redeveloped during 2017 and meets NQS safety standards with adequate indoor floor space, carpeted and vinyl flooring. Child and disabled/adult toilets are located inside the Preschool with windows to maintain adequate supervision and safety. Our yard fencing has been replaced by higher fences and higher latches to ensure the safety of children at all times. We have access to an outdoor undercover area with both fans, heating panels and café blinds for adequate and suitable use all year round. Both indoor and outdoor environments are aesthetically pleasing and inviting with a home like feel. Our preschool is located on the North Ingle Primary School campus. We have the opportunity to share facilities and resources such as the library, hall, playground, oval and learning materials.



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The setting up of the outdoor learning environment is varied and carefully planned by staff. Preschool staff consider children's creative ideas and interests, skill development, dramatic and imaginary play. We have an adequate sized yard for children to access and explore which incorporates both hard, soft fall areas and climbing frames. We have a large shade covering a large portion of our outdoor area. Children have safe access to a tap outdoors for water play. An undercover sand pit is used all throughout the year. Our philosophy incorporates Reggio Emilia practices and educators' value and utilise the natural play environment when designing the learning environment for children. Educators have sourced a mud kitchen a volunteer made out of recycled materials where children make mud cupcakes and soup, a cubby house made out of pallets that was donated and restored by our maintenance man, a tee pee children have helped to construct using large sticks we sourced on a nature walk, a loose part area where children can use materials such as wooden planks, tree stumps, plumbing pipes and logs to create cubbies and car tracks, a large number of succulents have been donated by families and governing council and children were actively involved in re planting and maintenance. Children have access to our garden beds where they can water the plants, turn the soil and watch the plants/seeds grow. Children are involved in the process of planting in the garden and harvesting fruits and vegetables they eat and share with their families.

Aspects of the indoor area are created to foster the environment as the third teacher as well as flexible areas for staff to respond to children's spontaneous interests. Materials and resources can be easily accessed by children and staff. The inside environment is deliberately planned to foster children's play-based learning based on emerging interests of every child to enable them to demonstrate curiosity. Children are supported to take on challenges and try new activities. Areas are created using a range of equipment and resources to develop coordination, balance and strength. Children are encouraged to express themselves using visual arts, dance, drama, music and explore literacy through group times, conversation with staff and oral language activities such as barrier games. Numeracy concepts are explored such as sorting, categorising, ordering and comparing through hands on activities, group games, group time discussion and access to numeracy materials in the home corner and maths table. STEM exploration is encouraged through inquiry and reflect the cultures, interests, abilities and learning styles of every child. Educators recognise children as active learners and competent decision makers by providing areas where children can extend their creative, social and cognitive skills through easel paintings, playdough, puzzles, construction and role plays.

Educators are mindful and scan the environment to support the full participation of every child. Educators are currently focusing on bringing the outdoors inside by adding plants and more natural materials such as wooden logs, woven baskets to replace plastics and natural materials such as pine cones and pine nuts as numeracy equipment. Where possible educators provide children with materials and equipment that are sufficient in number and children are taught the process of using the egg timer in areas such as the swings and computers. Team building and leadership skills are guided through group games, role plays and songs. Premises, furniture and equipment is safe, clean and well maintained. Educators regularly conduct safety checks and monitor the maintenance of buildings and equipment. Educators following safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences. Areas that used by children that are regularly cleaned and maintained.

We have a Family Nook in our Preschool to promote a sense of belonging for all families. This is a space for families to spend time with their child at pick up or drop off times and engage in a story, puzzle, quiet activity, or to browse their portfolios. Additionally, we have a Family display containing collaborative family and child input. We have a Family Tree with photographs of children's loved ones, and a Family Values star for each child. This develops a sense of belonging for all our children and families. This area along with our cosy reading nook provides children with a quiet rest area when needed. The backgrounds and cultures of families are reflected through our family tree, Harmony Day display map of the world poster which indicates cultural backgrounds, a display of hello in children's home languages where children are encouraged to say hello in a different language to



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educators before transitions such as hand washing. Photographs are displayed in our family nook area to celebrate cultural events that occur throughout the year such as Chinese New Year and Reconciliation Week.

Children are involved in daily sustainability practices using colour designated recycling, food and waste bins. All food scraps are reused as chicken feed for one of our families to take home. Staff and children regularly engage in discussions regarding sustainability practices and are actively involved in reducing waste and saving power by turning off lights when not needed, drawing on both sides of paper, recycling food packaging and reducing the amount of waste by using boxes for the making table.

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	More nature play outside	To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments to promote the benefit of nature play which include: Develop imaginative and creative ways, show improvement in language and collaboration skills, learn to negotiate risks taking and build confidence and competence.	H	<p>Add a new mud kitchen with mud, natural materials and cooking utensils</p> <p>Establish a new garden area – native plants, vegetable patch for children to learn about the importance of sustainability practices</p> <p>Educate parents on the benefits of nature play and loose parts area through the newsletter</p> <p>Staff to correspond with families, local businesses and local council for resources and materials</p>	<p>The natural environment will be designed in a way that maximises child engagement and exploration, and promotes, supports and encourages sense of agency for all children. Children will be successful and competent learners outside and will develop their creativity and social skills.</p> <p>The outdoor environment will support sustainability practices</p>	<p>Ongoing</p> <p>End of Term 4</p>	<p>Staff and children planted seedlings to grow various flowers and plants. The preschool now has a tap for convenient water access to children during sand and mud play which has enriched experiences and engagement.</p> <p>Mud Kitchen was created out of all recycled materials from a volunteer. This is used daily and a menu board was created where children can note what is on the menu for they day. There has been an increased engagement in the outside area with fewer incidents such as hitting or breaking equipment</p> <p>New recycled kitchen for outdoor use on the deck has increased social skills and numeracy development</p> <p>Cubby house made from pallets has been restored</p>



							<p>by the ground keeper. Children have increased social skills and creativity. Some days it is used as a bird watching look out, other days it's a house and it can even become a pirate ship.</p> <p>Families have donated plants and succulents which have made the environment more appealing and home like which has created a sense of calmness.</p> <p>Governing council members have donated logs which are used as stepping stones and used to form the base of planks for climbing equipment children create. They are also used as chairs and fire pits.</p> <p>Staff along with the children sourced and constructed a tee pee made from sticks. This is utilised as a place of rest to read a book, a place to have a tea party and hold group times</p>
3.2.3	Do children understand why they are using the 3 bins (waste, recycling and food scraps) and is sustainability	For all children to explain and understand why they are involved in sustainable practices and can educate others on reducing	H	<p>Reading big books about recycling and waste and energy.</p> <p>Group time inquiry discussion on reducing your foot print and how we can actively help</p>	<p>Children can explain to others why it's important to look use our 3 bins (waste, recycling and food scraps).</p> <p>Children can give examples of how to reduce their own</p>	Term 4	Children are utilising the 3 bins and are recycling their own waste wherever possible for example saving lids and yoghurt containers for our making table, placing food scraps separate which are then



	practices embedded?	their own world footprint		Educating parents through involving them in the program and practices  Sustainability display on ways to reduce your carbon footprint	footprints to families and visitors to the preschool.		sent home with a family for chicken feed.  Children are reducing the amount of waste they are creating by recycling brown paper bags for food storage. Families are also making more of an effort to send food such as sandwiches in reusable containers rather than using plastic bags.  Families are donating boxes for making, stationary and old toys they no longer need which is reducing the amount of waste families are producing and reducing their carbon footprints.
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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.

##### Quality Area 4: Standards and elements

<b>Standard 4.1</b>		
	<b>Staffing arrangements enhance children's learning and development.</b>	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2</b>		
	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

Staff to child ratios are met at all times, as are qualification requirements, for example First Aid, Responding to Abuse and Neglect training, and ongoing Professional Development Learning. Additional staffing is targeted to children with additional needs. Preschool staff work closely with additional SSO's and BSSO's - Bilingual School Services Officers to implement negotiated educational and individual learning plans. Preschool support funding is allocated every term for children with additional needs for example speech and language, behavioural and disability. Staff are guided by the Teacher Registration Board and the AITSL Professional Standards for Teachers and the SA Government Code of Ethics. Staff are positioned in a way throughout the day that provides adequate supervision of children both inside and outside.

The preschool team is comprised of a permanent teacher and a permanent S.S.O with two additional teachers contracted for the year to allow children to experience continuity of educators. In the instance of relief workers every effort is made to employ regular TRT's familiar to families and children. Administration and programming time occur Wednesday afternoons once children have departed to ensure all staff are working with children at the time they are attending. All staff are available to facilitate effective communication with families at drop off and pick up times

The preschool team pride ourselves on the way we work as a team in a culture of respect, staff cohesion, communication and shared understanding to provide quality learning for children. The team share responsibility, celebrate strengths and successes and the correct conflict resolution procedures are in place if needed. The educational leader leads the programming and critical reflections however all staff contribute to the learning program, observations, data collection and assessment of children. Preschool staff have a designated staff meeting time each week. Minutes and agendas are recorded, and appropriate follow up action is taken. Staff strive for continuous improvement and work together to implement agreed changes when necessary. All staff have access to professional development learning opportunities to continually improve practice and develop new skills. Staff work collaboratively with other Preschool staff within our partnership to engage in ongoing professional learning.

Children's wellbeing, learning and development is at the heart of all we do. We have adapted a vision statement and philosophy collaboratively with children, families and governing council. This is reflected in the way we build relationship with children by getting to know them through conversations and observations. We build a strong foundation with our families at the beginning of the year and continue to maintain this relationship through discussions, newsletters, emails and parents all are made aware they can approach staff daily or make a time to meet with a staff member if they are wanting to address any issues of concerns. Decision-making and problem-solving in regard to ethical issues that emerge within the preschool environment are informed by the voices of families, leadership staff and the community. The curriculum reflects and draws on the voices, priorities and strengths of the children and families. Educators make time one on one to sit with children in a quiet area to discuss with them their learning goals and interest, this is then used as the foundation when planning the program. This occurs once a term and is recorded on our 'Ideas wall'. Children demonstrate their trust and comfort with educators by happily responding to them, having conversations and initiating interactions with them and seeking their company during play.

All educators have access to the information they need for example Early Years Learning Framework, Educator Guide, philosophy statements, policies and QIP are located in the office drawers which are labelled and easy to find. All relevant policies, family information, current QIP and community notices are displayed on the parent shelf and wall outside near lockers. This is updated regularly and staff have access to Parent Easy

guides if parents raise a concern when educators require additional support to assist the family. The program is updated fortnightly and available in an easy to read manner for families. A copy of the critical reflection is recorded in the floor book for parents to view as they are dropping off or picking up.

## Key improvements sought for Quality Area 4

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Are educators improving and growing their professional standards?	Educators maintaining a high professional standard where critical reflection regularly strives continuous improvement in practices.	H	Educational Leader to ensure staff attend trainings and leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Increased collaboration between educators within the Montague Partnership to develop common understandings and improve practice. Educators will develop a deeper understanding of critical reflection and will adapt pedagogy when needed. Which will lead to improved engagement and learning outcomes for all children	Ongoing	Staff have engaged in professional learning during Pupil Free Days, release days and Professional Learning Communities in reading. As a team staff chose to use the Wednesday's afternoon to delve deep into the everyday running of the preschool. Staff have improved on their ability to reflect individually and as a team which has helped to create a more engaging environment where children's ideas and needs are met
	How can we improve the oral language development in pre-	Educators to improve the literacy outcomes for all pre-schoolers and be		Staff will engage in professional learning at site level, Pupil Free Days and Professional	Children's active listening skills will improve. They will develop increased receptive and expressive language which will set them up to be		Staff attended professional development led by the Partnership's early childhood leader. Staff



	schoolers? With a narrow focus on active listening?	consistent with pedagogy practices  Increase opportunities for pre-schoolers to develop receptive and expressive communication skills		Learning Communities with educators within the partnership.  Montague Partnership Literacy Inquiry with a narrow focus on oral language: <i>Does the deliberate focus on barrier games improve pre-schoolers active listening?</i> <ul style="list-style-type: none"><li>- Deliberate focus on barrier games will be implemented in a literacy table and at group times. The games will be age appropriate, engaging and focus on developing receptive and expressive communication. Staff will gather data over the inquiry and add and adapt as the emerging needs arise.</li></ul>	successful learners as they transition to the school environment	delved deeper into the preschool literacy indicators focussing on oral language. Staff have created an inquiry into pre-schoolers active listening and are currently collecting and analysing data. This is then shared with other preschool across the Montague partnership.  Educational leader has encouraged and monitored staff practises in the cycle of planning, learning environments and routines. Teaching staff have attended literacy training in 2018 and are regularly reading and reflecting on best practise.
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## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

<b>Strengths</b>	<p>Staff are responsive and meaningful in their interactions with children to build trusting relationships which engage and support each child to feel secure, confident and included. To begin with when children enter they all have their own cubby and named hook to place their bag and belongings. As children enter they are welcomed into a safe environment which has a calming and homelike feel. Educators greet each child individually and spend time getting to know them through conversations and questioning. Educators gauge those children that need extra support to separate at arrival and that educator becomes their primary contact. The educator spends time with the child and the child's family to get to know their interests and we encourage families to bring a familiar security belonging from home such as teddy bear or family photograph the child is able to hold on to. If children take to certain objects or enjoy certain activities that educator ensures they have the object or activity ready to go as the child enters. If a child is very distraught once their family leaves then we are able to call for extra support from leadership to ensure that child has one on one attention from educators. Once the child has settled into the environment and builds confidence the rest of the staff team slowly begin to form a relationship with the child once they feel comfortable.</p> <p>Early on in the term we encourage children to bring in family photos to be displayed on our family tree to develop a sense of belonging. Educators regularly scan the room to monitor the involvement of all children and assist those who need supporting. The preschool provides security and stability to foster children's confidence and resilience through our carefully informed program and familiar routines and transitions. Staff are responsive to children's play ideas and participate in children's play episodes by taking on role plays, reading stories, assisting in building with materials such as blocks and questioning children. Staff explicitly teach the language of negotiating and turn taking, modelling and encouraging skills and strategies for self-regulation through group and individual discussion. Two puppets are often used at group time which includes a Friendly Frog and Cross Croc.</p>
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Children are encouraged to act as Friendly Frog and not a Cross Croc, children are involved in role plays and questioning to discuss how they would feel or respond in certain social situations. Children are encouraged and supported to develop self-help skills and independence such as looking after their belongings, toileting, hygiene and building confidence to communicate to staff and peers to get their needs met. Staff consider the backgrounds of children and adapt and change the environment and resources when needed.

Educators use appropriate techniques, such as sign language and other resources and tools such a picture cards, to support communication with all children. Educators respond promptly to children’s disruptive behaviour by acknowledging their feelings, spending time with them and suggesting alternative ways of responding. Educators are patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger. If a child is demonstrating disruptive behaviour on a regular basis educators engaged with families to have conversations to find out if the child has had any changes to home life and work together with the child’s family to implement strategies to connect preschool to home. These strategies are regularly reviewed with progress reported to families through conversations and observations. In partnership with families we have been successful is reducing the amount of interventions in the past and children are able to regulate their behaviour and feel more successful. Staff assist children regulate their behaviour by providing a calming down area which contains a basket fall of sensory items, a tent is in place for certain children who are having difficulty regulating their emotions with comfortable cushions and books. First and Then charts are created to support children to be involved in routines successfully such as group times and meal times by giving them the choice of the FIRST activity, after this is completed the THEN activity encourages children to negotiate the next move whether it be helping to pack up or joining in for a short group time. If a child is choosing not to participate in group activities, then an educator is always available to either read with the children or be involved in a small group activity which better suits the needs of the child.

Group times are used as a time to focus on talking to children about the importance of empathy, treating others equally and celebrating differences. We do this by reading stories with friendship messages, singing songs, acting out social situation with desired and undesired outcomes, talking about what we are grateful for, talking about what their rights and responsibilities are.

## Key improvements sought for Quality Area 5

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Develop self-regulation	Children to develop skills in negotiating, sharing, turn taking and conflict resolution.	H	Staff will intentionally teach, model and reinforce children to share their feelings and emotions and discuss this with one another	Children will begin to use expressive language to express to one another when they are feeling a certain emotion and how	Ongoing	Staff implemented the Keeping Safe Child Protection Curriculum to assist the children in discussing their feelings and emotions. This resulted



				<p>Staff will explicitly teach, model and reinforce sharing negotiating, turn taking and conflict resolution through discussions, games and role play in individual, small and whole group situations.</p> <p>Children will learn skills and strategies to self-regulate</p> <p>Visuals and social stories will be used to further support children</p>	<p>they can help one another when feeling this way</p> <p>Children will become confident and able to resolve conflict and interact positively with peers</p> <p>Less conflict as children learn to manage their own behaviours through developing skills and strategies to self-regulate</p>		<p>in children using expressive language and communicating with one another about how they are feeling during their play. Staff saw a significant improvement in children's ability to self-regulate and ability to discuss their feelings and emotions with one another. This was further supported through visual stories, whole group and small focus group learning experiences and role play where staff supported children to talk about their emotions and how to manage them.</p>
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## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

<b>Strengths</b>	<p>Staff are guided by the co-developed philosophy and believe families are the primary influence in their children's lives. Families have contributed to the preschools philosophy and a copy of the QIP is located outside for parents to view and make notes if they wish. Staff are aware families often have strong beliefs and values regarding the education and care of their children. Staff collaborate and build respectful relationships with children and their families through an effective enrolment and orientation process. Families initially meet and are greeted, by our Principal where a guided tour showcases and highlights the warm and friendly environment of the preschool. New families are introduced to preschool staff and are encouraged to venture around the preschool to familiarise themselves with our centre facilities. A copy of the philosophy is provided to families with a welcome pack containing preschool information which details how much we value family input. Staff verbalise with families to contribute to service decisions by speaking to staff or leaving notes in our parent suggestion box. Detailed information about the preschool is also provided online through the school website, and through the Parent Information Handbook. When new families join our preschool, we direct them to our family tree and family displays. We encourage all families to have input to these to foster a sense of belonging. We formally seek family feedback by using the Department for Education preschool opinion survey to provide staff with further information/suggestions to enhance the program and identify areas for improvement.</p>
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To ensure regular and open communication, clear and consistent information is given to families about preschool services offered as well as regular newsletters, notes sent home and information displayed on the family/community notice boards. Staff communicate with parents and families daily regarding their child and their learning. Staff are approachable and friendly, and are available to families through informal chats, scheduled meetings, and via email or phone. Families are encouraged to engage in an activity with their child at drop off times. We have designated spaces such as the 'Family Nook' and 'Reading Nook' areas. Children's learning portfolios are available at any time to have a look at with their child or to take home.

Open, respectful and non-judgmental communication occurs between educators and families. Staff are respectful in their conversations with families and maintain confidentiality when families disclose information. Staff refer families to local support services and our school chaplain when needed if they are under times of stress. Staff encourage families to attend playgroup on Friday mornings where they can meet and develop relationships other families at the service. Families receive in the first week of preschool a family pack which includes All About Me sheets which has questions about their family and indicates family strengths. If a family expresses or makes requests or concerns staff are prompt to follow the appropriate action and have conversations with leadership to find a resolution. If a child is showing anxiety families are encouraged to stay with their child for as long as they choose during the settling-in period and on an ongoing basis.

The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. Children with specific or additional needs are noted on enrolment and discussed with families as needed. The Preschool works closely with Department for Education and other agencies such as Speech Support, Bilingual Support, Psychologists, Occupational Therapists to ensure all children are supported appropriately. Appropriate referrals are made to support services if educators have noticed a developmental concern such as speech and language difficulties. Families are actively involved throughout these processes. We encourage families to use the early entry process to ensure smooth and secure transitions to Preschool, for Aboriginal, EALD and special needs enrolments.

Families are welcomed to come in and share their culture through activities such as cooking, crafts, arts, music and cultural celebrations. Parent teacher interviews are a time where staff verbally invite all families to share their culture and gauge whether they have any up and coming cultural celebrations such as Diwali. If families indicate they don't have any specific cultural celebrations, they are invited to come in and read with children and support with craft activities and volunteering on excursions if they indicate they want to be involved.

We have an extensive transition and relationship with our adjoining school which support children and their families. Children are involved in an intensive transition program and participate in school visits during the end of the year where a member of the preschool staff assists while the children are transitioning. If children are noted to need extra support staff make time to formally meet with reception staff to discuss the current needs and strategies that have been successful in the preschool environment. If children are enrolled in schools outside of North Ingle staff provide reception teachers with a summative report which indicates the distance of the child travelled over the preschool year. Staff fill in school questionnaires and are available to communicate via phone or email to outside schools. We participate in, and work with an older buddy class where they act as a mentor to the preschool children. We are involved in activities with the school such as Assembly, Book Week and Reconciliation Week activities. This ensures a smooth transition once starting school as our children become familiar with school students, classroom/school spaces and school teaching staff and this process is reviewed each year to ensure it is supporting successful transition

We liaise with other services within the community such as the local police and fire departments, local organising such as CAFHS, Ingle Farm Community Centre through donating resources, providing support services and information to families, or by personally inviting services to visit our Preschool. We participate on local excursions where we have visited the Mawson Lakes and Para Hills Library. We actively seek parent and

Governing Council input into our decision making and policies. We currently have one parent and one staff representative on the Governing Council. Every week the school's language teacher visits the preschool and spends time singing songs and reading stories to our pre-schoolers in Auslan whilst teaching them the actions. A weekly Playgroup session is offered on site as a service for families with children under five years of age, both within our community, and new to our community. This develops strong links with the preschool environment to assist in a smooth transition to preschool and school. Staff have regular conversations with the Play Group Coordinator and offer support and resources when needed. A term timetable is displayed on the parent information board as well as the website promoting the playgroup program. The Salisbury Library has facilitated a four-week early literacy development program promoting reading and oral language with our playgroup families. The preschool works in partnership with families to collect non-perishable goods to donate to the Hutt Street Centre to assist people facing homelessness and disadvantage.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Lack of family contribution to service decisions	Getting families to have more of a say regarding the service and assisting in decision making regarding children's learning	H	<p>Parent Feedback Board allowing parents to provide educators with feedback regarding what they wish to see imbedded into the preschool program</p> <p>Observations for parents to look at and discuss various areas regarding child's development</p>	<p>Staff will gather information and use this to drive aspects of our program.</p> <p>Staff and families will have regular conversations regarding the ideas and evaluate how well these ideas have been implemented and if further modifications are needed</p>	On going	<p>During term one staff sent home a family package requesting a family photo with a family value written on the back. Parents were asked to sit with their child and complete an all about me sheet which gave staff information about the children and left a place for families to talk about goals</p> <p>At the beginning of term 2 staff met with each family and discussed each child's progress, concerns and goals for the remainder of the term</p> <p>Staff regularly check in with families and are always available in the mornings if parents need to raise any issues.</p>



							Parents have been communicating with staff more often and celebrating what their child has been learning through conversations
6.1.2	Limited cultural input within the room	Allowing families to express their culture, values and beliefs within the program and to be valued and acknowledged	H	<p>Place a calendar on parent board allowing families to write down various cultural celebrations</p> <p>Inviting families for special events for example grandparent's day</p> <p>Allowing families to come in and share they careers with children</p> <p>Place a chart on the parent board allowing families to volunteer some time to and run a small session with the children eg. Reading a book, craft, cooking etc.</p>	<p>Staff will gather information and use this to drive aspects of our program.</p> <p>Staff and families will have regular conversations regarding various events and how staff can assist in implementing the celebrations</p> <p>Regular review of children's family celebrations and revisiting their values and implementing them into the program</p>	On going	<p>Staff have sent home information to families encouraging involvement in preschool learning experiences</p> <p>Staff actively engaged with parents and families daily and encourage parent involvement in the preschool program. Families have been involved in cultural celebrations and cooking activities for example Russian Pancakes, Dumplings for Chinese New Year and an Indigenous parent volunteered their time to speak with the group and show aspects of the Aboriginal culture for Reconciliation Week.</p>

## Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>		<b>Governance supports the operation of a quality service.</b>
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>Standard 7.2</b>		<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

<b>Strengths</b>	<p>A statement of philosophy guides all aspects of the service operations. The statement of philosophy was created in partnership with all staff, families and governing council which is based on the service's beliefs, values and aims for the educational program. Families were asked the questions on how they believed their child learns best. Families gave us their insight and as a team we constructed a response to these suggestions and we use this to drive our curriculum planning and practices.</p> <p>Systems are in place to manage risks and enable the effective management and operation of a quality service - The site complies with all policies and regulations. The preschool has Department for Education and Work Safe systems in place to ensure it meets all responsibilities for notification. - All</p>
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staff are inducted to the site with a comprehensive process and orientation. The induction folder provides information on the daily schedule, health needs of children, emergency information, site philosophy, site specific policies, WHS information and programming details. - Department for Education policy and directives are used to support and manage the service. - Folders relating to NQF, EYLF, National regulations, policies and procedures are available and clearly marked.

Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. The site has a Governing Council that is involved in making decisions regarding curriculum and the running and governance of the preschool. All families are invited to the Annual general meeting and the annual report is shared. The approved provider, nominated supervisor and educators at the centre are displayed.

Effective leadership builds and promotes a positive organisational culture and professional learning community. There is effective self-assessment and quality improvement processes in place where staff are involved in completing professional developments plans that are communicated with the line manager. All staff are expected to meet with line manager to complete a performance and development plan aligned with the Department for Education expectations. These are reviewed six monthly and twelve monthly with feedback provided by the line manager.

Ongoing reflective practice is supported with one meeting per term to review the QIP and to lead improvement. The Quality Improvement Plan is made available to all staff and families. The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. The staff work as a team in the development of the curriculum and to set goals for teaching and learning. All educators have input into the curriculum and is based on children's emerging interests and learning. Open and professional discussions to further staff's professional knowledge, to reflect on practice and build on the culture of the site is promoted. This is done in staff meetings and fortnightly critical reflections. Pupil Free days are used to review and reflect for continued improvement. The line manager attends staff meetings in the preschool every fortnight and a copy of the critical reflection and program is emailed to all staff working in the preschool. A pool of appropriate relief staff has been developed to ensure consistency and familiarity with preschool routines for staff as well as the children and families.

Professional Development and training is provided regularly for staff to practice and develop their current skills and learn new ideas to implement. Preschool to year seven staff have participated in trainings, release days and pupil free days focussing on our site priority in literacy including the Big Six components of reading, data collection, planning and programming. This has allowed for teaching staff as well as support staff to develop common understandings and consistency within the reading focus preschool to seven.

All records are stored appropriately and confidentially. Archiving is done in accordance with the Department for Education protocols. Effective management and administrative systems are in place to support the management of our service such as the use of Early Years System (EYS) to record and manage enrolment and attendance data. All staff qualifications and verifications are kept on site at the preschool.

## Key improvements sought for Quality Area 7

### Improvement plan

<b>Standard/element</b>	<b>Identified Issue</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
Element 7.2.3	Is the QIP reviewed and updated regularly?	Quality Improvement Plan to reflect current staff practices and pedagogies	H	4 full release days for staff to work on QIP as a team  Placing the Improvement plans in staff office for staff to review regularly	QIP reviewed and updated regularly	Ongoing	New staff team have had release days to work on the QIP as a team and have made relevant update changes.  QIP has been submitted to Governing Council for input and feedback
Element 7.3.5	Policies need updating	New staff team to update and change policies based on current needs	H	Staff will spend time reviewing policies on Wednesdays	All policies updated	Term 3	All policies have been updated and are awaiting approval and input from Governing council