



## Bass Hill Public School Preschool

# Quality Improvement Plan 2022

Amiee Jahshan – Principal, Nominated Supervisor, Educational Leader and Responsible Person

<b>Service number</b>	Licence Number – SE - 00006566	<b>Approved provider</b>	NSW Department of Education
<b>Educators</b>	Joanne Jurgait – Teacher M - F Trish May – SLSO M - F	<b>Service approval number</b>	PR-00005345
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# Bass Hill Public School Vision Statement

Bass Hill Public School supports every child, teacher and leader to be brave, confident, self directed learners who strive for continued growth. With students at the centre of every decision, staff set high expectations, provide challenging and engaging learning opportunities and work in partnership with families, communities and organisations to foster students who are happy, healthy, engaged and successful.

## Statement of Philosophy

Our Program is based on the Early Years Learning Framework (EYLF), fundamental to the framework are the concepts Belonging, Being and Becoming, which have become the basis of our Philosophy. We understand that the curriculum in early childhood encompasses all the interactions, experiences, routines and activities both planned and unplanned occurring throughout the day. This understanding forms a foundation for creating a nurturing learning environment promoting the achievement of EYLF Learning Outcomes:

1. Children have a strong sense of Identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Our aim is that every child in our care experiences a genuine sense of belonging where they feel welcome, safe, recognised and valued. We understand that families are children's first and most influential educators and that building collaborative partnerships with families is key to the provision of a high quality education and care environment. At Bass Hill Public School children are provided with opportunities to explore the cultural diversity of their peers and local community.

We believe that an environment that promotes play based learning, where each child is encouraged to engage actively with people and resources is essential for young children to flourish and build success for life. Our program is child-centred; organised according to their strengths, goals and interests; and recognises that all children develop at their own pace. Great care is taken in the presentation of activities and play materials to ensure equitable access to resources and participation. We provide children with a range of choices, encouraging each child to reach their potential. Our program promotes the development of the whole child (self/help, social/emotional, language, intellectual, physical) and creatively, within the five outcomes of the EYLF.

Our role as educators at Bass Hill Preschool is to facilitate this through nurturing, supporting, extending, teaching, guiding; and reflecting objectively on our observations, practice and principles. In this way, we work with children to co-construct learning developing their sense of agency and creating a lifelong enthusiasm for learning.



## Quality Area 1: Educational Program and Practice

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

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

**Date of self-assessment:** 9th March 2022

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
S.323 S.168 R.24	Is the Early Years Learning Framework used to guide the development of the program?	<b>YES</b>
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	<b>YES</b>
R.74	Do you document: <ul style="list-style-type: none"> <li>• An assessment of each child's development, interests and participation in the program?</li> <li>• An assessment of each child's progress towards the program outcomes?</li> </ul>	<b>YES</b>
R.75	Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request?	<b>YES</b>
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> <li>• Information about the content of the program and service routines and how they operate in relation to their children, including their participation?</li> <li>• A copy of their children's assessment/evaluation documentation?</li> </ul>	<b>YES</b>

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

## Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators.
Child-centered	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.

The ongoing use of the Early Years Learning Framework (EYLF) is the basis of our program that supports the learning and development of all children attending our preschool, as supported in our philosophy. Our educators have a thorough understanding of the EYLF and are continually striving to improve and develop their ability to enrich the learning opportunities provided to children. We collaboratively plan for learning and development in relation to children's identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Educators build strong relationships with families to build trust so that they can gain information and understand the needs of the children. This process begins through one on one family induction sessions prior to the commencement of the child's enrolment. Personalised learning goals are collaboratively devised in preparation for interest and developmental based programs.

Preschool routines, the setup of the environment and the provision of play and learning experiences reflect the EYLF and are adapted to support the needs, goals and interests of each child as an individual and in consideration of the group context. Daily communication with families is reciprocal and allows for the opportunity to share information and make connections between home and preschool. Class DOJO, an online communication platform was introduced to strengthen connections between home and preschool, allowing a medium that bridges the cultural and linguistic divide, providing all families the opportunity to become a part of their child's learning at preschool and share experiences from home. This

information supports the continued decision making and development of the preschool program.

The foundation of our program reflects our knowledge of the children and incorporates each child's strengths, goals, ideas, culture, abilities and interests. Programs are written using the assessment planning cycle where intentional and purposeful observations, evaluations and reflections inform the decisions about the learning environment and teaching program. Resources utilised in the program support children's agency and enable children to play and use resources according to their individual learning styles and level of development. In addition, daily interactions with children allow for the contribution of their ideas and interests to enrich the program, creating a dynamic and responsive learning environment. Daily routines are created to support the learning and development of all children in the preschool. Routines in the preschool evolve and change over time and are responsive to the individual strengths and needs of children, in turn promoting increasing independence and autonomy.

The use of a visual schedule across the day promotes a sense of security and comfort in the preschool environment and supports children to make predictable transitions smoothly. The visual schedule promotes equity, as it is accessible to all children regardless of language or developmental barriers. Children actively engage with the schedule across the day, both with educators and independently. Daily routines are flexible and changes to the schedule are discussed and made with the children. Children with additional needs are further supported through one on one instruction as well as the use of modified language and visuals. For example, to support a child within the preschool who has Down Syndrome engage with the daily routine, educators use the visuals, gesture, real object and Key Word Sign (KWS) as a whole communication approach. The use of visuals and KWS has proven successful when supporting EALD children in the preschool.

Routines are scaffolded according to the individual needs of a child or a group of children. Educators provide support based on their understanding of the emotional needs and development of each child and the support provided reflects that knowledge. For example, when children are placing items in their bag or putting socks and shoes on after playing in the sandpit support can take the form of physical assistance through to encouragement and allowing additional time.

<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.

Educators are available and responsive to play and learning opportunities moving in and out of roles during children's play to both support interactions between children and scaffold the learning of new skills and knowledge. As part of this approach we use a range of communication strategies that can involve, explanation, wonder, commenting, questioning and problem solving to support children in meeting EYLF outcomes and developmental milestones.

Observations and critical evaluation and reflection of an individual child's or group of children's learning and development provide direction for future learning programs. This supports and promotes all children's learning, development and wellbeing. For example, on one occasion during indoor play, an educator observed a child very interested in a dinosaur book, using the pictures as a prompt to 'read' the book to his peers. As she approached he said "I love dinosaurs and I'm reading this book." To follow on from this observation the child's interests were extended and some dinosaur experiences were set up to increase his knowledge of dinosaurs, volcanoes, paleontology and fossils.

Responses to children are adapted to meet the unique personality or learning style of a child and extend all children's interests, ideas and thoughts. Educators use a range of teaching strategies and provide relevant equipment, tools, materials and support that promote individual and group goals identified in the learning program. A child had an interest in cutting paper. To allow the child to experience success and encourage perseverance and continued participation in similar activities the child's interests were followed and cutting activities incorporated into the program. Planning structured cutting activities gave the educators an opportunity to observe the children's fine motor skill development

and led to some more interest in using scissors which fostered a disposition for perseverance in an activity a child initially found challenging.

Educators engage with children by listening, showing interest and asking open ended questions to encourage thinking and conversation. Open ended questions are used to promote purposeful conversations with children.

The environment is organised to allow children to make choices about where they play, what they play with and who they play with, to influence their own learning. Spaces have been created both in the outdoor and indoor learning environments that invite children to explore resources and materials to allow for children to have moments of quiet play and active play. In the indoor environment a sensory and quiet area has been created to allow children to self-regulate their emotions providing them with the opportunity to withdraw and spend some time by themselves or in a small group without the need for interaction.



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

At Bass Hill Preschool we utilise the assessment and planning cycle from the Guide to the National Quality Standard - ACECQA and EYLF to guide our planning. We observe children and collect information, analyse learning and document, plan, implement, reflect and evaluate.

A planning cycle template supports educators to document individual children's current knowledge, strengths, interests, skills and abilities. This is supported through annotated photos, reflective observational notes and daily evaluations.

Educators plan and implement relevant experiences to support the learning of children and at the same time identify and utilise teaching moments to respond to emerging interests, strengths, abilities and calendared whole school events and experiences. Recently the children were involved in a special interest project exploring Sea Life. This interest emerged from the children reading a book about sea life. The emerging interest spawned activities and experiences in the preschool where children could further explore sea life. The children's learning was shared on DOJO which led to conversations with families about the experience.

We critically reflect daily with colleagues on arising issues and everyday observations to support program development. Fortnightly meetings and 5 week planning days allow time to celebrate successes and evaluate and improve our practice. Whole school events, network meetings and professional learning opportunities allow time to critically reflect and gain new information that supports best practice. Preschool teachers and the supervisor attended professional learning around the cycle of planning and programming using the EYLF and how to meet/exceed Quality Area 1

of the NQS. This learning allowed the team to collaboratively develop ways to make the learning visible to families and how to engage them with their child's individual goals and the planning cycle. One to one inductions take place prior to student commencement, during this time goals are collaboratively devised. During Term 2, families engage in one on one interviews to reflect on each child's progress towards their goal and to develop further goals for the following semester.

The weekly program is also sent through DOJO to support parents who aren't able to attend for various reasons which allows parents the opportunity to respond, engage and offer feedback and suggestions.

Our preschool program is displayed for the parents to view both on the premises and through DOJO. At orientation we explain our planning process and how the program is set out so that they may refer to it throughout the year and ask questions if they wish. The National Quality Framework (NQF) is displayed within the room together with the Quality Improvement Plan (QIP) goals and families are invited to provide feedback and comments. Formal and informal opportunities are utilised throughout the year to engage and inform families about the program and their child's progress. For example, prior to each child commencing preschool, an orientation meeting is held. During this personalised meeting families find out information about all aspects of the preschool, discuss any additional needs or support their child may require and set goals for the beginning of the year. At the beginning of the year a meet the teacher barbeque is also held as a whole school initiative that provides an opportunity for families to have informal discussions about their child's initial start to preschool. Midyear provides the time for formal parent teacher interviews for families who wish to take part in this experience to discuss their child's progress and set goals for the remainder of the year. Interpreters are available through the school for all formal and informal meetings so that we can better communicate with our families. At the beginning and end of each day time is taken for educators to greet and converse with families, to share information about experiences that occurred for their child across the day. Information is also shared daily on class DOJO and each week the program is also shared on DOJO

After receiving feedback from families and through collaboration with educators we became aware that our current method of communication was not meeting family needs and expectations. Through discussion with school staff we were informed of the whole schools success in engaging families in children's learning through the use of the App DOJO. Investigation and discussion with families found that many were already aware and connected to DOJO through siblings at the school. We have since introduced DOJO and have had an overwhelmingly positive response. Recent parent/teacher interviews were used to survey parents about their use of the app and how the app supports conversations about their

child's day of learning. The success of the app has now meant that it is a requirement of preschool attendance and communication. Each family will be supported to download, install and connect to the application during their orientation interview so that all families can engage. This also allows new families to be sent information over the long break ready to begin on the first day of attendance. Through DOJO, families have the opportunity and are encouraged to share their concerns with staff in an open manner and where the privacy of the family and the child are always respected. Through the complaints and compliments form being made available as well as contact details for the Principal openly displayed, families are empowered to address any concerns they have about their child, staff or the program itself without involving preschool educators.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.3 1.3.2	Upon reflection we noticed the need to improve our practice on critical reflection.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To improve our practice on critical reflection to ensure we are closely examining all aspects of events and experiences from different perspectives to better understand what happened and why.	<ul style="list-style-type: none"> <li>● Attend &amp; engage in professional learning about critical reflection.</li> <li>● Review program format and teaching and learning</li> <li>● Set up a system for regular critical reflection - Team meeting to establish this.</li> <li>● Staff to develop PDP goals that align with improving critical reflection practices</li> <li>● Continuous follow up - what do we do well? What needs further changes? What learning needs to occur to further improve? Is our practice improving?</li> </ul>	Term 2 - Ongoing	Joanne Trish	<p>1/6/22 - sourced resources to display in the staff office to prompt critical reflection conversations.</p> <p>22/6/22 - Ongoing - Ongoing research about best practice for recording critical reflections. They occur daily in conversations. What is the best way to record them? Is it sustainable?</p> <p>19/7/22 - PDP goals set around critical reflection.</p>

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.1 1.1.3 1.2 1.2.1	Upon reflection we feel we could better utilise the resources available within our school to strengthen literacy and numeracy learning within the program.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To include meaningful literacy and numeracy experiences in the program to maximise each child's learning.	<ul style="list-style-type: none"> <li>● Engage in professional learning with Diana (AP curriculum and Instruction)</li> <li>● Timetable regular time to meet with Diana</li> <li>● Collaborate with ES1 AP to introduce the emergent section of the schools 'Soundwaves' program.</li> <li>● Continuous follow up - what do we do well? What needs further changes? What learning needs to occur to further improve? Is our practice improving?</li> </ul>	Term 2 - Ongoing	Joanne  Trish	4/5/22 - Spoke with Diana about our plans around the goal.  20/7/22 - Fortnightly meetings timetabled with Diana.  24/8/22 - Met with Deb (ES1 AP) to learn about the emergent component of the sound waves program. We have agreed that I will introduce the foundation 1, phase 1: exploring sounds section.  5/9/22 - Began the sound waves program. Children loved it and understood the concept. We will definitely continue the program as it is so beneficial to the children attending our preschool.

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

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

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

**Date of self-assessment:** 3rd May 2022

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

S165	Have you ensured that educators are supervising children effectively?	<b>YES</b>
R.82-83 R.97 R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	<b>YES</b>
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	<b>YES</b>

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<b>Standard 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.

At Bass Hill PS educators support all aspects of children's wellbeing and comfort by ensuring that all health and comfort requirements are met. We consult parents upon enrolment about their child's rest and relaxation needs and gather this information using personal information sheets. We use this information to support children's rest needs by providing a quiet space within the learning environment for those who need or request a rest or sleep. Spaces have also been created in both the outdoor and indoor environments for children to withdraw from daily activities to rest and relax as required. If a child has slept, their parents are informed of the time they slept at the end of the day.

On enrollment families attend an induction session where they are formally introduced to educators and the preschool program and space. As part of the induction session families are informed of the requirements for children's daily attendance, including appropriate footwear, clothing, hat and a spare set of clothes in case of toileting accidents or spills. To support and ensure understanding of requirements all information discussed during the induction is written in the Preschool Information Book which is issued to each enrolled family.

All sun protection measures, including time of the day, availability of shade, clothing and sunscreen are considered when planning daily programs and excursions. Outdoor play in term one and four is restricted to morning sessions due to the increased temperature across the middle of the day. Sun safety is explicitly taught as part of the preschool program and routines are taught and practiced daily when transitioning from indoor to



outdoor play spaces. Our preschool funds the purchasing of wide brimmed hats for each enrolled child. These are left onsite in student individual pockets. Spare hats are available should a child need a replacement. Parents are encouraged to apply sunscreen on their child before attending preschool, however, sunscreen is available for families to use at the sign in desk. Children are taught explicitly how to apply sunscreen and apply sunscreen before transitioning outside. To further support sun safe practices staff act as role models by wearing a sun smart hat, clothing and sunscreen.

Educators ensure that the wellbeing of children with medical conditions is provided for at all times and all children are supported to be successful at our preschool. Prior to enrolment, we collaborate with individual families and medical professionals to understand any medical conditions and to be provided with support on how to adequately care for the child with medical conditions. We work in partnership with families, the learning support coordinator and medical professionals to develop documents and plans to support each child depending on their condition. These include individual health care plans, emergency response plans, communication and risk minimisation plans. The preschool supervisor, educators, and parents of children with medical conditions work collaboratively prior to enrolment developing plans and procedures to ensure each child is able to transition to preschool successfully and educators are confident to manage children's day-to-day needs.

Children's personal medication and emergency action plans are stored in the preschool office. Information and copies of emergency plans are also located in the casual folder. General use Ventolin and epi-pens are located inside the first aid cabinet in the room and in the portable first aid box kept in the office area. During discussions at a term 2 stage meeting where it was brought to our attention that during an evacuation process we needed to have a more refined procedure for evacuation of students with individual health care needs. It was decided that educators would place a copy of personalised emergency plans inside sealed plastic bags with students medication i.e. epi-pen, Ventolin to ensure all information was together and students had necessary medication and plans.

A "medication administered" form is completed when any medication is given and parents sign this upon collecting their child to ensure that all information has been communicated.

The '*Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services (5<sup>th</sup> edition)*' is used to inform practice when there is an infectious disease outbreak within the preschool. Fact sheets from the text are used to inform educators and families and to explain and list responsibilities for all persons affected by the outbreak. '*Staying Healthy Preventing Infectious Diseases in Early Childhood Education and*

*Care Services (5<sup>th</sup> edition)*’ is also used to inform and guide the construction of health procedures within the preschool, such as the infectious diseases and handwashing procedures.

Children are explicitly taught hand washing procedures at the start of the year and reminded throughout each day of the importance of this hygiene practice. Posters are displayed in the bathroom and kitchen areas as a visual prompt to remind children and staff of the correct hand washing procedures. Photos of children performing each step of the handwashing procedure are displayed in the children’s bathroom to allow ownership and connection with the procedure.

As the preschool expectation is that families provide food and drinks for their child while at preschool, educators use the induction session to discuss healthy, safe and convenient options for lunch boxes with our new families. The preschool information booklet also contains information on healthy eating and pamphlets are available for families at the doorway to the Preschool. Additionally, preschool educators interact with children during mealtimes to model, support and encourage healthy choices. However, staff raised a concern at a term 2 stage meeting that our families are still confused about what to provide in a healthy lunch box and that they require further information. We consulted with the Munch and Move and Healthy Kids websites for information and tips on healthy food choices then organised for some visual representations to display and created activities with healthy lunchbox at the tables for the children to engage with. Looking to future families we are now organising additional information session for new families. Part of the information session will include a healthy lunch box in preschool workshop where a representative from NSW Health will assist educators with demonstrations on packing healthy lunches.

The Bass Hill Public School Community Hub located on the school grounds conducts cooking classes across the year that support healthy eating options. Staff ensure that these days are advertised within the preschool to allow our families another avenue to learn about healthy eating.

Children with special dietary needs are identified during the induction process and through the enrolment forms. Educators conduct interviews with parents of identified children to develop risk minimisation plans where necessary. Information is displayed in the office and communicated to staff through staff inductions, the casual folder and email.

For the safety of children when bringing in food items from home families are asked to provide an ice brick in their child’s lunch box to keep the lunch at an appropriate temperature. Should families forget to place an ice brick in their child’s lunch box the preschool offers ice bricks for daily use. Families are also encouraged to place food in child accessible lunch boxes and ensure that food has been appropriately portioned to develop

independence during eating times. Notices are displayed and constant communication is used to ensure that families understand the importance of keeping lunches cool and healthy.

Children are supported in developing and understanding personal hygiene practices to prevent cross contamination. Explicit teaching opportunities are programmed to develop handwashing procedures and routines before eating, when coming inside from the outdoor environment and after toileting. Procedures for handwashing are developed in collaboration with children and displayed in the bathroom area.

Staff ensure that children have access to water throughout the day. Each child has a water bottle which is placed in a drinks caddy at the beginning of the day so that it can be moved indoors and outdoors as necessary or easily accessible from all spaces.

We regularly reflect on opportunities to promote physical activity with children and join in the children's physical activity experiences and spontaneous play. We use the large grass area within our school for activities which require additional space such as whole group games or athletics activities. Our new equipment allows a wider variety of activities for children that will support their gross motor and fundamental skill development. We have used the Munch and Move website to practice various games to ensure we are continually supporting the development of our children's gross motor movement and balance skills through play. A fundamental movement skill is focused on each week in the program.

<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.

On arrival and departure students are signed in and out of the preschool by their parents or an authorised adult. Only parents listed on the authorised collection sheet are permitted to collect children from the preschool. People unfamiliar to preschool staff must present ID and be cross checked with authorised collection sheet.

Daily safety checks are completed of the outdoor environment. Checks are recorded and concerns are promptly addressed through a risk analysis report which is forwarded to the WHS team. Identified hazards are directed to the principal immediately and area is isolated from play space. Staff continuously monitor and respond to the indoor and outdoor environment of the preschool throughout the day to ensure a consistently safe environment.

Programs for the indoor and outdoor play spaces are strategically planned to ensure a balance of supervision without the invasion of privacy in relaxation or withdrawal spaces. A supervision plan has been developed to support this and sits with our providing a child safe environment procedure. Staff are aware of movement and constant monitoring around play spaces to ensure safety of all children within the preschool. Effective supervision is reinforced to all staff across the school through the whole school Positive Behaviour for Learning (PBL) professional learning sessions.

Staff continuously monitor and respond to the indoor and outdoor environment of the preschool throughout the day to ensure a consistently safe environment.

Staff are aware and responsive of specific heightened needs in supervision and this is communicated to staff in programming documents,

meeting and informal conversations. For example the new equipment purchased for the outdoor play space meant children needed greater support and supervision when learning through experimentation and trial and error how to use the climbing wall frames. This was communicated with staff before equipment was set up to ensure the safety of all children using the equipment.

All planned incursions within the school as well as excursions are assessed for risk and risk management plans put in place to ensure the safety of children attending. Notes for intended incursion or excursion fully explain the excursion to families including destination, mode of transport, educator/ child ratio and number of adults attending.

There is an emergency folder at the sliding door exit of the preschool that contains an evacuation plan, lock down procedures, class rolls and family contact information. Each exit has an emergency exit map to make known where the emergency evacuation point is located. There is a first aid kit on the premises located to the right of the back door. A portable first aid kit is taken outside with staff when engaging in outdoor play, during evacuation drills, evacuations and excursions.

A telephone is available in the office which connects to all areas and contacts of the school directly. Phone numbers for each contact in the school are located next to the telephone. In addition emergency service numbers and information are located next to the telephone in the office.

Emergency drills are completed every 3 months in the preschool and once per term as a whole school. The emergency drills are recorded in the Drills and Emergency Incident Register as well as ICE (whole school drills). Drills and emergencies are evaluated during staff meetings and procedures are updated to reflect the evaluation. Environmental factors as well as a child's individual needs are evaluated as they occur and emergency procedures updated accordingly.

Preschool staff are aware of their role as a Mandatory Reporter and the Mandatory Reporting guidelines through annual professional learning sessions. They are aware of their duty of care to all children. Each year, preschool educators update their Child Protection Training. Records are kept of mandatory training in the preschool and in the school office.

## Quality Area 3: Physical Environment

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

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

**Date of self-assessment:** 3rd May 2022

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

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Our preschool is a purpose built building with accessible inclusive play spaces in both the indoor and outdoor environments. The indoor and outdoor spaces have been designed to ensure accessibility by all users with minimal steps and ramp access when steps are inaccessible to students or staff. Bathroom is accessible from both indoors and outdoors allowing student's independence and autonomy with toileting. The building provides a light filled, open space that offers flexibility for the educators to design and arrange a variety of learning experiences.

The floor plan encourages spaces for large and small group experiences, as well as the creation of quiet areas for individual and paired learning. The indoor space and furniture are designed to reflect natural elements and homely undertones supporting the welcoming and safe environment that fosters a sense of belonging, driven by our philosophy.

The outdoor space offers a large playground with a variety of areas for educators to cater to different learning experiences and styles. There is ample space for both active and passive play and exploration. A combination of fixed and transferrable equipment is available to allow experiences to vary and more fully support children's learning and development. Recent renovations have allowed us to expand our shaded spaces to allow greater access by children to each area.

A cleaner and General Assistant (GA) are employed by the school to ensure the cleanliness and upkeep of the preschool and grounds daily. However general cleaning is maintained throughout the day to ensure a child safe environment for example the constant monitoring of the children's bathroom to clean up any spills.

Daily safety checks are completed of the outdoor environment. Checks are recorded and concerns are promptly addressed through a risk analysis report which is forwarded to the WHS team. Hazards are directed to the principal immediately and the area is isolated from play space.



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

Our preschool's physical environment is designed to enhance children's learning through exploration, discovery, and experimentation and promotes the development of the whole child, as documented in our philosophy. Great care is taken in the presentation of activities and play materials to ensure equitable access to resources and participation of all children. The equipment inside is stored at their level and organised to enable children to choose from a variety of activities promoting independence and choice.

Educators work with children and families to continually adapt the indoor and outdoor spaces so that each space supports a sense of belonging for every child. Our equipment and the materials offered are strategically sourced and utilised recognising the children's interests and support child development and learning. Recent purchases have allowed us to explore interest in dinosaurs and robots with outdoor and indoor resources. This has allowed children to further explore their understanding of dinosaurs and robots through active and imaginative play based learning. Outdoor learning spaces invite interactions, exploration, risk taking, discovery and interactions with natural and man-made resources and are incorporated into the learning program through careful observation of how children use and explore their environment.

Experiences are guided by children's voice either through informal conversations or through formal evaluations. For example the children's emerging interests are recorded in the program in the 'children / family voice' section of the program. This allows us to use this information when planning experiences.

Sustainability forms part of the educational program and practices are continually revised and improved. Children are explicitly taught and provided with learning opportunities to develop the skills required to care for the environment and understand why this is such an important task. This occurs through interactions when exploring the outdoor environment and through conversations and participation in whole school initiatives such as recycling and Clean up Australia Day. Resources are sourced and purchased with multiple uses in mind and activities are planned so that materials can be reused if possible modelling good environmental and sustainable practice. Our preschool now has a worm farm where students are learning about how they can contribute to a healthy environment. They also learn empathy, care and responsibility for living things which fosters a connection and respect for nature.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.1.1	Our outdoor environment currently does not strongly reflect our philosophy, Early Years Learning Framework or our pedagogy.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
<p>Create an outdoor environment providing multiple play spaces that invite children to think, explore and discover. A place that is inspirational as well as functional, fosters curiosity, problem solving and promotes a connectedness to the natural environment.</p>	<ul style="list-style-type: none"> <li>● Research different preschool environments</li> <li>● Reflect on professional readings around outdoor environments</li> <li>● Investigate different approaches to creating the environment</li> <li>● Work with P-2 officers</li> <li>● Improvement to the gardens and sandpit</li> <li>● look at implementing more strategic outdoor learning centres</li> </ul>	ongoing	<p>Preschool Team</p> <p>Joanne</p> <p>Trish</p> <p>Amy</p>	<p>Upon the completion of the mentioned works above that took place in 2019, the current preschool staff feel that there is still work that needs to be done to improve the outdoor learning environment.</p> <p>Stage Meeting term 2 week 8 - discussion about needs and wants in the Preschool - Sandpit is a concern for safety as there are a lot of loose rocks, and the runoff of the natural environment that ends up landing in the sandpit due to the structure and placement. Due to this, children have not demonstrated much interest in this area.</p> <p>Speak with the P-2 Officer to gain advise</p> <p>Speak with the principal for possible solutions. - Principal is happy to make changes</p> <p>Speak with P-2 officer to ensure regulation requirements. Upon this, seek quotes</p> <p>Contact Bunning as a community link to support the development of our gardens - Bunnings not willing as they have recently donated to the school.</p> <p>Overall Covid has slowed down our process to</p>

			<p>move forward at a faster rate.</p> <p>The worm farm is cared for outside and students can explore this during outside play.</p> <p>Term 2 2021 - In the process of obtaining quotes to redesign the sandpit area.</p> <p>Gardens become overgrown very quickly. Need to look into a more manageable way of maintaining this. Kristen to speak with principal regarding this issue. GA to tend to the preschool gardens more regularly. When sandpit is redesigned, look at surrounding areas to have other natural components other than garden.</p> <p>Term 2 week 7 - companies have visited to provide design ideas and quoting of the project. These have been communicated to the principal</p> <p>Term 2 - week 8 GA cleaned the garden area so it was safe and usable. Week 9 - students planted seeds from the woolworths discovery garden.</p> <p>Term 2 week 9 - quotes have been submitted</p> <p>Term 2 - week 8 GA cleaned the garden area so it was safe and usable. Week 9 - students planted seeds from the woolworths discovery garden.</p> <p>Term 3 SDD- visit other local DET preschools (Lansvale, Canley Heights) and seek advice to improve our outdoor learning space so that it fosters curiosity, problem solving and connectedness. Will ask network educators for ideas and how they meet our goal in their service. Due to Covid outbreak. This will hopefully be implemented when restrictions have eased.</p> <p>Term 3 - Work on the preschool sandpit is put on</p>
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				<p>hold due to Covid outbreak and restrictions.</p> <p>Term 1, 2022 - Extreme weather conditions have prevented work on this goal.</p> <p>Term 2, 2022 - look to purchase new resources to expand the learning opportunities.</p> <p>2/5/22 - Company engaged to complete sandpit works contacted to send through final quote.</p> <p>3/5/22 - Assets contacted to approve works.</p> <p>18/7/22 - Sand pit works completed during the school holidays and is now ready for children to use.</p> <p>8/8/22 - New resources purchased, including tuff tray. This will be programed each week - look into tuff tray ideas.</p>
Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.2.3	On reflection of our daily practice we have found that our sustainability practices within the preschool need to be reviewed and improved. Practices in place are minimal and need to reflect the growing importance of sustainability in our world.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection

<p>Research and implement a range of authentic sustainable practices in the preschool that supports children's understanding of how to be environmentally responsible citizens</p>	<ul style="list-style-type: none"> <li>● Develop a plan of ideas for implementation - Look at daily practices - How can we make our daily practices more sustainable?</li> <li>● Revamp veggie garden - get GA to clean up</li> <li>● Approach woolworths for donations - from their discovery garden</li> <li>● Incorporate care and use of the worm farm into daily practice.</li> <li>● Develop a plan for what to do with the produce from the garden. eg, baking experiences, package it for families to take home.</li> <li>● Plan and educate children through quality literature, discussion and activities to promote environmentally friendly strategies in the preschool</li> <li>● PL around best practice for sustainability</li> <li>● Look at recyclable programs for example: return and earn bins - Donating funds to community initiatives.</li> </ul>	<p>End of Term 4, 2022</p>	<p>Preschool Team  Joanne  Trish  Amy</p>	<p>Woolworths donated boxes of seeds from their discovery garden promotion which will be used for planting.</p> <p>Veggie garden is prepared and ready for planting at the end of term 2.</p> <p>Term 2 Joanne PL - Sustainability practices in childcare - <a href="http://aussiechildcarenetwork.com.au">aussiechildcarenetwork.com.au</a>. Gave idea on how to imbed day to day practices into the daily routine.</p> <p>Term 3 SDD- visit other local DET preschools (Lansvale, Canley Heights) and seek advice to improve our sustainability practices. Due to Covid outbreak. This will hopefully be implemented when restrictions have eased.</p> <p>Joanne has researched how to use the worm farm as a cycle of sustainable practices.</p> <p>Joanne to research ideas on how to better utilise the produce from the developing garden. - ongoing</p> <p>Upon discussion we felt that a more permanent/easy to maintain addition to the garden would be suitable for a variety of purposes. Joanne to investigate the best environment to plant fruit trees. (lemon and maderine or orange) by mid term 3.</p> <p>Term 3 - Joanne attended professional learning through 'Sustainable Schools New South Wales - <i>waste auditing and action planning</i>. Showed engaging always for students to recycle. Jo will look at how this can be added to the program. Part 2 of the program to be held in term 4.</p> <p>Term 1, 2022 - Extreme weather conditions have prevented progress of this goal.</p>
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				<p>Term 2, 2022 - GA to clean up the veggie garden area.</p> <p>15/8/22 - veggie garden clean up complete. New plants and seeds planted in the garden, with consideration to what can be used in cooking experiences, by families and can be harvested as snacks.</p> <p>29/8/22 - Recycling incursion booked for both classes for this week. We will use this information to inspire more sustainable / recycling practices.</p>
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## Quality Area 4: Staffing Arrangements

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

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

**Date of self-assessment:** Tuesday 15th June 2021

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	<b>YES</b>
R.13 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	<b>YES</b>
R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	<b>YES</b>
R.135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	<b>YES</b>
<b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</b>		



## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

The preschool is staffed by qualified staff members (1 teacher and 1 SLSO per day). One teacher has a Bachelor of Education. The School Learning Support Officer (SLSO) has a certificate 3 in Children's Services.

Qualified staff from within the school release preschool educators for breaks and during programming and professional learning sessions. We are deliberate and thoughtful in consideration when rostering educators on a consistent basis to ensure continuity with the children. For example, we roster some of our Kindergarten teachers for duties as this enables children to form relationships with teachers to ensure a successful transition to kindergarten. All staff rostered partake in an induction program where their role and responsibilities whilst in the school is explained and documented, they have the opportunity to explore the play spaces in the preschool, routines and procedures are explained and special needs of children are shared. Timetables are displayed in the foyer and staff are required to sign in the responsible person on duty book on entry. Staff also place their photo on the duty board, allowing our parents/families to have an understanding of who is working with their child at any time of the day.

All casual and relief staff are directed to the casual folder and local procedure folder when they arrive for duty. They are required to read the information within the folders on arrival which includes a copy of the preschool philosophy, daily routine, emergency procedures, health records/plans, attendance rolls, behaviour profiles and local procedures.

<b>Standard 4.2 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.

The National Regulations, Guide to the NQF, ECA Code of Ethics and DoE Code of Conduct are reflected upon and used to help guide practice and interactions. Educators are respectful and professional in their interactions with children, families and each other at all times.

The preschool philosophy is reflective of current staff, children and families beliefs and practices. The philosophy guides our decision making and practice in all areas of the preschool.

Preschool educators collaboratively reflect daily on the program and contribute ideas to extend children's learning. This is done through respectful conversations and is recorded on the program.

Communication meetings are scheduled with preschool educators and the preschool supervisor on a fortnightly basis. All meetings are minuted and records kept in the Preschool Folder on Google Drive. All staff have access to agenda before the meeting and are able to add agenda concerns, ideas or observations as they arise. Scheduled reflection and subsequent updating of procedures is planned for each meeting, schedule is driven by the preschool Quality Assurance Procedure. The communication meetings also allow time for professional learning and discussion.

The preschool supervisor shares information related to the preschool at executive meetings and notifies staff across the school of preschool updates and events.

Professional learning planning days are organised on a 5 week cycle with the early childhood teacher being withdrawn from face to face to work with the supervisor. These days allow whole school goals related to the school plan and preschool QIP goals to align and allows for collaboration between staff across the school. Additionally, educators engage in professional development to further their knowledge of early childhood education through network meetings and both internal and external approved and relevant professional learning opportunities. These opportunities allow us time to reflect on our practice and share knowledge with a variety of professional educators.

Educators demonstrate an understanding of a shared responsibility towards children's wellbeing, development and learning and we are committed to a cycle of continuous improvement through the QIP. The preschool is fully supported in the processes of quality improvement by the Bass Hill Public School principal and staff members by way of additional planning time and open discussions between staff members. Further we have access to regular visits by the P-2 Initiatives Officer to reflect on and support practice and continuous improvement.

## Quality Area 5: Relationships with children

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

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

Date of self-assessment: 22nd June 2021

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.155	Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> <li>Encourages children to express themselves and their opinions?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>Supports children to develop self-reliance and self-esteem?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>Maintains the dignity and rights of each child?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>Provides positive guidance and encourages acceptable behaviour?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>Reflects each child's family and cultural values?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>Is appropriate for the physical and intellectual development and abilities of each child?</li> </ul>	YES
R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	YES

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

We value families as a child's first teacher and recognise their relationship as our initial gateway to understanding and building a relationship with the child. We take the time to invest in relationships with families from the beginning allowing us to develop a rapport with families that can be witnessed by the child and allow the connection between educator and family to create the sense of belonging to the group and safety and security in the preschool environment. As an example, at the beginning of the year a new family to the service had never left their child in the care of anyone else. The preschool teacher worked with the child's family to devise a plan to ease both the child and family into the new environment with as little stress and worry as possible. The child started with shorter days and the teacher kept the family updated regularly throughout the day about their child's progress (with pictures and messages on dojo and phone calls). As the rapport with the family developed, the child was able to increase their time at preschool, working up to a full day.

Early conversations with families inform and guide our interactions with children as we get to know their individual preferences and ways of being. For example, the next years preschool teacher was invited to the preschool orientation sessions where she had the opportunity to meet and begin building relationships with the next cohort of children. The future teacher was able to speak to the parents about their child's interests and gain further information e.g. medical or developmental.

As time progresses educators build relationships with the children that are responsive and respectful promoting children's sense of security and wellbeing. Educators watch and observe how children engage with experiences, the environment and each other as a way of determining each child's contentment at any given time and then respond according to each child's needs and preferences. Scaffolds of responses are put in place which are dependent on the needs of the child and may include extra resources, encouragement, and educator participation and timed withdrawal. For example, two children who do not normally interact with one another asked the teacher to play with them in the doctor's office corner, the teacher modelled some play scenarios by pretending to be both doctor and patient and then invited one child to be the doctor and the other to be the patient. The children repeated the play scenario the teacher modelled and then added their own experiences of being at the doctors. The educator's understanding of the child's needs and social development was able to promote positive interactions between the child and others playing in the home corner by modelling appropriate social skills for the situation.

Educators pay close attention to how the environment is set up and the resources that are provided within the preschool to ensure all children have a sense of belonging. Photographs are displayed in a way that they become part of the children's play space. At the beginning of the year the children share photographs of their families and they are displayed in the preschool to make connections between home and preschool. As the year progresses and the children develop their sense of belonging to the preschool space photos of the children taken at preschool are included in the space. Photos change across time and children enjoyed talking with each other about what's taking place in the photos. Children also like to share the photos with their families.

Educators ensure the environment both indoors and outdoors allows children opportunities for relaxation and play. Experiences are created to enable children choices throughout the day in play and learning activities which utilise solitary play, small and large group play. By respecting and promoting children's choices and agency and by fostering individuality educators ensure that each child's dignity and rights are preserved.

<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.

Educators ensure that the program includes opportunities for children to engage collaboratively in social and imaginative play and experiences. Resources are carefully selected and adaptable to reflect children’s diverse learning dispositions and interests and to ensure all children are able to explore different identities and points of view without bias.

Through play children take on numerous roles with some children taking the lead to teach others. Leadership is encouraged and promoted through the educator’s actions, for example, some children were engaging with the educator during a floor puzzle experience. After working on some of the puzzle with the children, the educator moved away. The children then needed some assistance to join the last few pieces. One child then took over the role of the leader, suggesting ways to work together to finish the puzzle, just as the educator had been doing.

Educators scaffold and encourage social interactions between children through intentionally creating opportunities for children to communicate and play together. For example, one child who is bilingual found it challenging to learn the other children’s names. To support the child with this, we played naming games such as, “who stole the cookie from the cookie jar”. As a result of this, the child began learning her peers’ names and found more confidence to engage with them socially during play.

Educators ensure that rights and dignity of children are respected and promoted through utilising the whole school initiative Positive Behaviour for Learning (PBL) lens in the preschool. Educators focus on intentional teaching that provides children with the strategies to make informed choices about their behaviours. Expected behaviours are modelled, taught, encouraged and acknowledged across the day by educators to ensure children interact with the environment, resources and each other respectfully.

## Step 3: Improvement Plan

Standard/Element	Rationale for goal or identified issue			Priority L/M/H
5.2	Positive Behaviour for Learning is pedagogy used to support and guide children's behaviour at Bass hill PS. We would like to further develop our own understanding of PBL to ensure common expectations and a common language is used across the school P-6			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
<p>Children being supported by all educators P-6, utilising a common language, to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<p>Connect with the PBL team at a school level and begin to unpack PBL further.</p> <p>Review shared matrix and visuals on the PBL website under preschool</p> <p>Collaboratively devise behaviour expectations with students using the language from PBL. Develop whole class social story together as a class group to support student understanding and expectations in the preschool.</p> <p>Attend preschool specific PBL training.</p> <p>*Develop a PBL matrix showcasing shared expectations within each learning area of the preschool e.g. bathroom, indoor play. This is developed with all educators.</p> <p>Develop PBL visuals in line with the matrix with the preschool children. This may include role play and the development posters with visuals of our children.</p> <p>Share PBL values with families through DOJO, newsletters and verbal communication by educators.</p>		<p>Preschool Staff</p> <p>Joanne</p> <p>Joanne</p> <p>Joanne</p>	<p>Term 1 week 3 - Joanne has liaised with the PBL Team and now has access to the PBL resources.</p> <p>Students worked collaboratively to create a slideshow with their own expectations based on the school's expectations. This was then implemented as part of the daily morning routine.</p> <p>Term 2 - We noticed that students are beginning to use the common PBL language explicitly taught.</p> <p>Term 2 - children walked around the school and found links to their PBL learning e.g. signage, class displays</p> <p>Term 2. PBL logo now in preschool.</p> <p>Term2 - Reflected on positive behaviour management strategies to support challenging behaviours.</p> <p>Term 2 - Sensory/ calming areas have been established both indoors and outdoors. Children have been explicitly</p>



				taught how to engage in these areas and their purpose.
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## Quality Area 6: Collaborative partnerships with families and communities

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

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

Date of self-assessment: 18th October 2021

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

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<b>Standard 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.

We value families as a child's first and most influential teachers and believe that by working together we can best support the development and learning of every child. Our commitment to collaboration begins before enrolment where prospective or inquiring families are given a brochure that details the beliefs and practices within the preschool as well as general information relating to enrolment. We believe that this ensures that families can make informed decisions about their child's pre-school year. The supervisor and principal follow up with phone calls should families have further questions. Our next step in the process is with enrolled children, once a position has been allocated and offered families are invited to attend an orientation day. This has become a continually developing area for us with goals this year now looking to transform the process after reviewing parent feedback and staff concerns. This year, we are trialling a new preschool orientation process. Each family will be invited to attend a one on one orientation session with preschool teachers.

\*Opportunities for planned contact with family are offered through the year through formal interviews and meetings, however, we highly value the time we have with each family in the morning at drop off and in the afternoon at pick up. These moments allow children, families and educators to have conversations that connect home and preschool allowing both parties to develop a shared sense of belonging. Families are also invited to participate in numerous events and activities throughout the year including combined school events such as meet the teacher BBQ's, multicultural

days, the athletics carnival or excursions or open days for celebrating special occasions throughout the year.

Families are made aware of the school website and the links to information about the preschool including the QIP where our philosophy, goals local procedures are shared. We welcome feedback on all documentation and support families in their ability to offer feedback and contribute to decisions about the preschool. Within the preschool foyer there are folders that allow families to make quick observations, comments or suggestions and NSW Education Compliments and Complaints forms for parents to take away and complete. A notice is also on the door which directs families to contact the principal or collect forms from the office should they have any compliments or complaints.

To further support the relationship between home and preschool and collaborative partnerships with families we have recently begun utilising the Dojo. This technology has allowed parents to view real time information, photos and videos of their child's day at preschool. Dojo also allows private messages between parents and educators as well as mass messages such as information about an upcoming event. Daily views and comments as well as family feedback during interviews at the end of term two confirm that Dojo is a great way of interacting with our parents. Dojo also offers the opportunity to translate messages into a number of languages which improves our ability to connect with all families.

<b>Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</b>		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children’s access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

The preschool is an integral part of Bass Hill Public School and preschool children participate in many whole school events and activities including Multicultural day, P-2 athletics carnival, NAIDOC week celebrations and special school assemblies. Preschool also takes part in a transition to school program where they visit the kindergarten classrooms and participate in kindergarten class activities over two weeks during term 4. Children are settled and content with the kindergarten teachers due to the duty roster throughout the year allowing kindergarten and intervention teachers to attend the preschool to cover staff breaks. We have found that by allowing relationships to develop across the year the transition to the kindergarten classroom is calm and more enjoyable for children.

The educators within the preschool have access to the school learning and support team to liaise with and refer children identified as requiring additional support. The learning support team and preschool educator are able to then plan a course of action to ensure inclusive practice, for example meetings with the family, writing personalised risk assessments and health plans or implementing new strategies to support the child while attending preschool. External agencies such as speech therapist that are employed by the school also provide support and evaluations for families and educators so that children’s wellbeing, learning and inclusion is continually supported

In addition, we seek and provide links to families for external agencies to help us provide inclusive and appropriate care for children e.g. Bankstown Community Health, speech therapy, occupational therapist and early intervention settings. Information about parenting, community services, inclusion and wellbeing is also available at the entrance to the preschool to support family needs. We are aware that for a number of families English is their second language, we have therefore ensured that a variety of brochures are available in multiple languages. We also have interpreters available through the school to support conversations with families to discuss their child’s wellbeing and learning.

We value and utilise the local community as a partner in children's learning and development and seek out opportunities to incorporate visits, demonstrations and activities in our program. Some examples of the visitors and activities have include discussions on road safety by Bankstown council, police visits, Living Safely with Dogs and STEPS eye testing. We also organise incursions and excursions to further support learning including. However, due to the current COVID19 circumstances we have been unable to engage with these experiences.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
6.2.3 Community Engagement	Upon reflection, we feel that the school's onsite Community Hub would be a great asset to support community engagement and provide our families with support to access local community resources.			M
What goal or outcome do we seek to achieve?	Steps	Who?	When?	Progress Notes
Connect our families with the school Community Hub to support their families needs.	<ul style="list-style-type: none"> <li>Meet with the Community Hub leaders to develop a plan of action.</li> <li>Put out a survey to asking what support / experiences that they would like to see from the community Hub</li> <li>Community Hub to gather Local resources to community</li> <li>Research best practice to engage families</li> <li>Community Hub leaders to attend preschool events</li> <li>Community Hub leaders to develop relationships with families (Attend one on one preschool induction sessions)</li> <li>review and evaluate processes and practices and make changes where needed.</li> </ul>	Preschool Staff  Community Hub	Term 2  Term 2	<p>Meeting was planned but needed to be rescheduled due to another commitment that needed to be prioritised.</p> <p>Kristen met with Community Hub Leaders and Educational Care Service to begin implementing play based preschool program to support and transition students into primary school. Program to be held in the Community Hub and focus on life skills and early literacy and numeracy development.</p> <p>Due to COVID19 it has been challenging to continue with this goal. Efforts have been made to connect families to the Community Hub over the phone.</p>





## Quality Area 7: Governance and Leadership

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

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

**Date of self-assessment:** 18<sup>th</sup> October 2021

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

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

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Educators and coordinators are able to discuss and demonstrate how their daily practice is underpinned by the preschool's statement of philosophy. The statement of philosophy is developed by all educators including school staff and serves as the engine to drive service practice and decision making. The Philosophy of our Pre School is renewed annually to reflect the values and beliefs of new staff, children and families. The most recent renewal took place in 2019. The statement of Philosophy meets the aims of the NQF and the EYLF, and is aligned with the school vision statement. The preschool philosophy relates to practice and guides educators in their relationships with children, staff and families.

Our preschool is a licensed DoE preschool which ensures that policies and procedures are followed as required under regulation 168. Local procedures are developed as required by National Legislation and staff work collaboratively to develop and regularly review local procedures. Families have the opportunity to engage with and review the local procedures of the preschool via the school website where procedures are available for review. A Quality Improvement Review Planner is in place in the Preschool to ensure continued improvement in quality practice. The Planner documents planned stage meetings and planning days across the year which will allow educators and leaders time to review and reflect on Local Procedures. This process ensures that regular reviews of policies and procedures take place to ensure that they are effective, align with quality practice, and are responsive to feedback identified through the preschool's risk management and quality improvement systems and support

consistent, high quality practice across the service.

Well established administrative systems consistently support the operation of a high quality service. All staff at the school receive child protection training annually and keep up to date with all DoE mandatory online training. Child wellbeing concerns are reported in line with the mandatory reporter guidelines. Educators' concerns are analysed using the child wellbeing decision tree and if deemed reportable are reported to the Child Protection hotline by the school Principal. All staff employed in the Pre School have working with Children Checks and are up to date with Child Protection and Department of Education Code of Conduct Training. Staff have completed mandatory training including Anaphylaxis and CPR Training. These records are kept with an up to date log of training engaged with by all staff.

Administrative arrangements align with systems, policies, procedures and records. School Administrative Officers are responsible for the collection of each child's enrolment forms, Birth Certificate and Immunisation Records, fees, notes and newsletters for families. Enrolment forms are securely stored at the school office and recorded on the Enrolment Registration Number (ERN) system. Operational records including programs, quality improvement plans, visitor attendance and staff timetables and programs are stored in line with regulatory requirements and DoE policy.

Educators and coordinators are able to discuss and demonstrate how the service's management systems drive continuous improvement in relation to responding to and learning from complaints and feedback from families. Complaints or grievances are directed to the Principal and investigated in accordance with the DoE "Complaints Handling Policies and Guidelines" (CHP). Families are informed of the process for making a complaint through both the Welcome to Bass Hill Preschool brochure and a Complaint Compliment and Suggestion notice affixed to the notice board. Feedback forms for parents are available at sign in tables should parents wish to complete them anonymously. When dealing with complaints the supervisor or Principal will use the Consumer Complaint Flowchart to assess, resolve and monitor/follow up minor complaints. Any complaint with risk of significant harm /child protection or possible criminal conduct are referred to appropriate agency i.e. FACS, Child Wellbeing, Police or EPAC.

Accidents, illness or injury are recorded in the Incident, injury, trauma and illness registry. Any serious incidents or complains deemed notifiable to the regulatory authority are referred to Early Learning as the Approved Provider and notifications are made through the NQITS portal within 24 hours. All records regarding conflict management, trauma, illness or injury management are stored confidentiality and for the period of time meeting regulatory requirements and DoE policy.

There is an effective induction process that defines roles and responsibilities for all members of staff including casuals and relief staff. This process is currently under review in line with goals set in relation to QA4. Through critical reflection our preschool has recognised continuity of staff at the service as an important factor in supporting the learning and wellbeing of students. We recognise that all staff must have an understanding of regulations, expectations and the daily running of the preschool and seek to ensure this through induction for all staff that supports continuity of care and positive transitions. Staff have access to the law and the regulations, the National Quality Standard (NQS) and the Code of conduct. For staff that are not permanent at the centre there is a casual folder that contains the required information. All staff who complete duties, RFF in the centre experience an induction program to support continuity of care and positive transitions.

<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Educators and the Educational Leader demonstrate a deep understanding of the requirements of the standard, concepts and the component elements and a commitment to high quality practice at all times that is reflected in the Quality Improvement Plan (QIP). A QIP is in place, which has been developed in consultation with staff and with information gathered from children and families. Self-assessment has taken place against the NQS with staff periodically reviewing the Standards and policies and practices and working with Preschool Advisors from Early Learning and Primary Education to ensure continuous improvement. The QIP identifies strengths and areas requiring improvement and is a dynamic, living document. Input to the QIP has been provided by the Nominated Supervisor, the educators and the P-2 Officer.

Educators are expected to work according to professional teaching standards, the EYLF and the NQS. Effective leadership builds educator capacity by supporting educators through ongoing professional learning. The preschool educators and leadership team members have attended a variety of professional learning opportunities such as Teach Meets and Network Meetings to improve and align practice to the EYLF and the NQS. In 2019 the Preschool supervisor attended Leading continuous improvement in the preschool, Wednesday 22 May 8:30-3:30 and the educator attended Quality preschool practice for Wednesday 19 June 8:30-3:30. The principal has attended the Quality learning environments webinar Monday 13 May 3:30-5pm and met with the preschool supervisor after the event for reflection. Regular professional learning opportunities allow all members of the service team to reflect on their own learning on service performance in relation to the NQS, focus areas in the QIP and goals for teaching and learning. This process ensures that our preschool is meeting its own and the regulatory system's expectations for high quality and continuous improvement. As a result of this professional learning, improvements have been made in relation to welcoming, reflecting and drawing on the voices, priorities and strengths of the children and families at the preschool through the introduction of DoJo software. This innovation allows parents and families to engage with their child's learning and experiences throughout the day, further connecting them to the service.

The performance of the Preschool educator and SLSO is regulated through the DoE Performance and Development Framework. Goals for professional development planned and professional learning opportunities are sourced or developed and implemented throughout the year. The school's Performance and Development cycle ensures teachers review and reflect on their professional goals throughout the year. As part of the Performance and Development cycle teachers are observed by their supervisor and provided with feedback to support their professional development. P-2 officers also visit the Preschool, providing feedback to support curriculum development and high expectations for teaching and learning.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
7.1 and 7.2	Increased input into the QIP from families will see the development of a document that is representative of the voices of our community and will translate to increased levels of connectedness for students at the service. An increased capacity to review the QIP through the lens of the exceeding themes will allow for continuous improvement across the service.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
Educators and those with management responsibilities support families and the community to participate meaningfully in the service's QIP processes including the review of the QIP.	Opportunities at P&C meetings for sharing elements of the QIP and obtaining feedback and ideas from parents. These opportunities would need to be advertised as part of the P&C reminders to the community.	Monthly	School Principal	To be raised continually raised and discussed at P & C. The impact of COVID 19 has prevented the voice of P & C
Professional learning opportunities provided to staff by the preschool supervisor and principal in relation to reviewing the QIP with a focus on Exceeding themes to drive continuous improvement.	Preschool planning days would see an opportunity for the Pre School supervisor to work with the preschool educator to provide training on reviewing the QIP with a focus on Exceeding themes.	5 weekly cycle	School Principal and Pre School Supervisor	Working with the P-2 Officer and receiving feedback has allowed the team to measure the quality of the QIP.