



# Quality Improvement Plan

<b>Service name</b>	Koonawarra Public School		
<b>Service motto/vision statement</b>	Koonawarra Public School Preschool provides an inclusive safe and enriching learning environment where all children have a sense of belonging, creating a foundation for lifelong learning.		
<b>Principal, Nominated Supervisor, Educational Leader</b>	Amanda Kowalczyk	<b>Approved provider</b>	NSW Department of Education
<b>Service approval number</b>	SE-00007944	<b>Approved Provider number</b>	PR-00005345
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<b>Educators</b>	Louise Rodot, Rhys Bannister and Amanda Schalk		

# Statement of Philosophy

Koonawarra Public School Preschool provides an inclusive safe and enriching learning environment where all children have a sense of belonging, creating a foundation for lifelong learning.

At Koonawarra Public School Preschool, we believe play is essential for a child's brain development and is the best way for children to learn in the early years. We meet individual and group needs through play ensuring children explore, practice and develop skills in all areas of learning.

We respect that children come with vast cultural and experiential knowledge. The children's uniqueness is valued and we encourage them to share their knowledge and make choices about their learning, nurturing individual strengths.

Relationships with children and families are essential to build a strong sense of belonging, developing social and emotional wellbeing within our school community. These open and consistent relationships ensure robust and honest communication between families and preschool ensuring supportive engagement to foster the holistic learning process.

Educators use ongoing reflective strategies and value the importance of continued professional learning to maintain best practice in the provision of high-quality early childhood education.

# Quality Area 1: Educational program and practice

Compliance: 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
S.168	STD 1.1	Is the Early Years Learning Framework used to guide the development of the program?	Yes
R.73	STD 1.1	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Yes
R.74	STD 1.3	Do you document an assessment of each child's development, interests and participation in the program?	Yes
		Do you document an assessment of each child's progress towards the program outcomes?	Yes
R.75	STD 1.3	Is the information about the program displayed in a place at the service that is accessible to parents?	Yes
		Is evidence of the program available at the service for inspection on request?	Yes
R.76	STD 1.3	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> </ul>	Yes
		<ul style="list-style-type: none"> <li>A copy of their children's assessment/evaluation documentation?</li> </ul>	Yes
<b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</b>			

# Strengths

Standard 1.1		The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	<p>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.</p> <ul style="list-style-type: none"> <li>• We give the children the opportunity to explore identity and express themselves through the arts, including music, painting, craft and role play. These experiences have fed into our social and emotional program, linked across the EYLF, and most clearly in learning outcomes 1 and 2. This approach has been a valuable medium for self-expression as well as being a calming experience that builds connection and sense of belonging at Koonawarra PS preschool.</li> <li>• The Early Years Learning Framework informs decisions we make about children's learning at all stages of the planning cycle. An example is when we observe children's learning, we use the EYLF outcomes to inform our analysis. We also reference the 'educators support this learning by' table within each outcome descriptor to support our implementation of children's learning programs.</li> <li>• Our curriculum is organised by learning outcomes using a mind map approach. We have organised the program template in this way, after reflecting on previous approaches and recognising an opportunity to strengthen our explicit linkage of the documented program with the outcomes of the EYLF.</li> <li>• We use the principles and practices listed in the EYLF to foster children's learning by ensuring these underpin our documented critical reflection procedures. As a result, we have found our knowledge of early years pedagogical approaches has strengthened amongst both experienced and those newer educators.</li> </ul>
1.1.2	Child-centred	<p>Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <ul style="list-style-type: none"> <li>• We gather information about each child's knowledge, strengths, ideas, culture and interest and use that to inform curriculum decisions during the pre-enrolment interview and through ongoing interactions with children and families. As a result, the program is consistently based on children's interests, passions and informed by family priorities they may have identified for their children.</li> </ul>

		<ul style="list-style-type: none"> <li>• We plan for children’s learning individually and in groups to ensure curriculum decisions are child centred. We achieve this through maintaining learning portfolios and observations recorded on Kinderloop (for individuals) and reflecting on the planned program to inform group planning needs.</li> <li>• Each educator, including regular duty staff, have deep knowledge of each child’s learning dispositions and passions. This knowledge contributes to planning decisions during the responsive and spontaneous interactions we have and inform forward planning. Analysis of observations provide evidence in action of how deep knowledge of each child contributes to planning for their learning.</li> <li>• We ensure all children experience a sense of belonging, being and becoming in our preschool, considering all aspects of a child’s context including background, culture, attendance patterns, family situation, additional needs. An example in action is displayed projects, recording child’s voice and supporting them to revisit and consolidate previous learning. We also have family and educator photo displays which support us all to feel connected and a sense of belonging.</li> <li>• Our programming decisions support all children to actively participate in experiences and guide their own learning. We achieve this through a variety of play options being always available and children having choice and agency. An example is a child being very connected to monster trucks, so we ensure ready access to these and use this as an opportunity to support his learning to consider other’s perspectives and to build vocabulary and awareness of the need to take turns, share and wait.</li> </ul>
1.1.3	Program learning opportunities	<p>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.</p> <ul style="list-style-type: none"> <li>• The program delivery is flexible and adaptable to support individual children’s learning. An example of a change we made to the routine, informed by the needs of a child is changing a child’s pattern of attendance in collaboration with his family, after identifying an opportunity to support his learning best, with enhanced access to different peer social and language models.</li> <li>• Learning is at the heart of what we are doing and in every part our program. This is evident with a learning focus being linked to specific planned experiences on the documented program. This helps orientate all educators to the planned purpose for experiences and helps frame our evaluations of the overall program and observations and analysis of learning for groups and individuals.</li> <li>• Learning opportunities within the program both planned for and spontaneous, capture learning throughout each day. This is observable through organisation of the daily timetable where children</li> </ul>

		<p>have long blocks of uninterrupted time to play both indoors and outdoors. We also have access to school facilities such as the hall and ninja course (soon to be completed) and support to enjoy unhurried mealtimes.</p> <ul style="list-style-type: none"> <li>• We make the most of all learning opportunities throughout the day by using routines and transitions as teachable moments. For example, we extend phonological awareness key concepts of rhyme through daily targeted transition songs such as 'Willaby Wallaby Woo'.</li> <li>• Responsive to feedback, we moved the documented program to a digital platform and shared on google drive. This has enabled all educators and the principal as educational leader, efficient and effective access to the program at any time.</li> </ul>
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<b>Standard 1.2</b>		<b>Educators facilitate and extend each child's learning and development.</b>
1.2.1	Intentional teaching	<p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <ul style="list-style-type: none"> <li>• Educators use observations of children, discussions with children and between educators, to reflect on and plan the program. Experiences are responsive to our community context such as community events, school events such as book week and family cultural occasions. As a result, children enjoy opportunities to extend and consolidate their sense of belonging in our preschool, wider school and broader community.</li> <li>• Educators effectively model literacy and numeracy skills and engage children in mathematical, literature and scientific discussions daily. Children are supported to engage with the necessary tools to develop their literacy knowledge. For example, a child asking how to spell certain words. Recently a child wanted to write the word 'mum' on their work. Responsively, educators modelled the letter sound relationship and modelled how the 'm' sound is written as a letter.</li> <li>• Educators scaffold children's learning by being play partner and ensuring our focus is always child centred. We value and understand the importance of relationship and conversation for underpinning children's learning.</li> <li>• Through ongoing critical reflection, formative assessment (analysis of observed learning) and shared collaborative conversations between educators and leaders, we can gauge effectiveness of our</li> </ul>

		<p>teaching practices and update our approaches accordingly. An example is through Best Start Kinder Assessment and early weeks of Kinder, we took feedback from teachers where they had identified gaps in scissor skills and ability to predict what's next in shared stories. As a result, we made changes to our planned program to ensure we were intentional and regularly providing opportunities to build skills in these areas.</p> <ul style="list-style-type: none"> <li>• Strategies used when engaging with children to support and extend thinking and learning include questioning, language rich texts and discussions around these, and yarning circles. These choices draw on our knowledge of educational and developmental theories, as referenced in the EYLF educators guide and inform evaluations and planning decisions. As a result we ensure the program is robust and high quality.</li> </ul>
1.2.2	Responsive teaching and scaffolding	<p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <ul style="list-style-type: none"> <li>• Children's interests during learning experiences are often extended using technology, books and other resources. For example, during a drawing experience a child showed a keen interest in dinosaurs. To further extend this, the educator researched with the child different types of dinosaurs and used Google to enable the child to identify the dinosaur they had drawn.</li> <li>• Educators use sustained shared thinking strategies to engage in conversations with children, enabling them to respond to children's ideas and thinking, then include and extend on these ideas and questions in the program. As a result children's voices are embedded in the planned program.</li> <li>• Resources are provided as a stimulus for spontaneous learning, and children are scaffolded through planned educator questioning to promote problem solving, inquiry and extended thinking. An example is the use of clip boards and pens being readily available for children to use to record their thinking at any time.</li> <li>• We make the most of spontaneous teachable moments and draw on children's response and feedback to further extend their learning. An example is one day we found a spider. One of the children showed excitement about finding this spider. We looked at the chart in the kitchen and tried to identify the spider against this chart. We looked at its size, colour and shape to work it out. We then contained the spider for the day so the child could refer to it to extend and consolidate learning over time.</li> </ul>

1.2.3	Child directed learning	<p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <ul style="list-style-type: none"><li>• Throughout the day children freely ask for activities that meet their interests and these are readily supplied. These activities are then added to the next day's program to offer children the opportunity to extend on and revisit preferred experiences at any time.</li><li>• Educators are ever vigilant and use deep understanding of each child's dispositions for learning to identify and support those children who are less confident and those who do not have a strong sense of agency. As a result, children feel supported and are able to participate in the program in meaningful ways.</li><li>• Responsive to children's learning needs and identified strengths, we specifically plan partner play experiences where children are able to model for and learn with their peers. This promotes leadership, language development and friendships.</li><li>• Our approach to providing children with choice and an ability to influence decisions that affect them both at the preschool and in the wider world is exemplified by our commitment to sharing learning highlights via Kinderloop and conversations with families. We often follow up with sharing identified opportunities to extend on children's learning and ideas at home.</li></ul>
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Standard 1.3		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	<p data-bbox="521 217 2085 284">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.</p> <ul data-bbox="568 347 2112 1313" style="list-style-type: none"> <li data-bbox="568 347 2112 517">• Individual portfolios are developed for each child which provide a snapshot of each child's planning cycle. This is complemented by learning highlights shared on Kinderloop. As a result we can track and reflect on each child's learning over time, efficiently. We also use an observation tracking sheet as a class on a page summative sheet to help us ensure all children are being planned for across all outcomes of the EYLF.</li> <li data-bbox="568 564 2112 734">• The planned educational program is underpinned by the Early Years Learning Framework and informed by information we collect related to children's needs, interests and strengths. Planned experiences intentionally build upon experiences from previous weeks and utilise several information sources, including observations of learning; communication with the families and children; information collected during enrolment; educator collegial discussions; and critical reflection.</li> <li data-bbox="568 782 2112 916">• Educators have established routines for regular collegial discussions and reflection regarding children's needs, interests and strengths. From this reflection future learning plans are developed targeting the needs and interests, while being responsive and inclusive of the culture of each child and family.</li> <li data-bbox="568 963 2112 1098">• Educators regularly hold both formal and informal conversations with families about children's milestones, events, interests and transitions. We also discuss children's needs and, as much as possible, provide space in the program for including special experiences for those children who need them.</li> <li data-bbox="568 1145 2112 1313">• Children's learning is carefully planned, tracked and recorded in the daily program through both individual and group observations by the use of jottings and formal documentation using Kinderloop. This then forms a guide to adjustments to the next day's programming and planning. Our program is responsive to family feedback within Kinderloop and informal ongoing conversations throughout the year.</li> </ul>

1.3.2	Critical reflection	<p>Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.</p> <ul style="list-style-type: none"> <li>• Educators support each other to reflect on their documentation of the program cycle through collaborative informal and formal discussions, during our afternoon reflection time and throughout the day. Consistency of teacher judgement is supported through common understandings generated through this approach.</li> <li>• Critical reflection processes are used for evaluating children’s learning and participation. This enables us to make tweaks and changes to our approaches in timely and effective ways.</li> <li>• We document key points in our critical reflection/evaluation stage of the cycle to inform future decision making around all aspects of professional practice, including programming for children’s learning. We achieve this through use of a critical reflection template that helps us maintain focus and clarity on our evaluative process.</li> <li>• We consciously focus on ways to improve opportunities for children’s participation, learning and development and how we can communicate with family’s key information to support their children’s learning. As a result, the learning portfolios are used as a key formative assessment tool and conversation starter with children and families, which enables us to capture their perspectives on learning progress in meaningful ways.</li> </ul>
1.3.3	Information for families	<p>Families are informed about the program and their child’s progress.</p> <ul style="list-style-type: none"> <li>• Educators consult regularly with all parents regarding their child’s progress using formal and informal conversations, as well as using Kinderloop and learning portfolios. This ensures the continuity between school and home and helps share learning achievements in meaningful ways throughout the year.</li> <li>• Educators hold meetings with families prior to enrolling their child to familiarise them with the services approach to educational program and practice and to enable them to share their learning aspirations or concerns with us. As a result each child’s program is developed from a strong foundation of what works best for families.</li> </ul>

		<ul style="list-style-type: none"><li>• Kinderloop enables families to regularly access information about their children's learning and to provide comments where necessary. Educators regularly collect work samples to add to portfolios that are always available for families. Portfolios are accessible to children and families at all times in the classroom for ease of use and to support planning and celebrations of learning conversations.</li><li>• We have a display wall informing families about the Early Years Learning Framework and how we plan and guide the children's learning. This is to ensure families have an understanding of how the preschool curriculum works and how we support their children's learning through play and relationships. We also make it known that we are able to provide additional information if they wish to know more.</li><li>• We work hard to support families to understand their child's progress including strengths and priorities for learning to support success through the transition to school. We partner with brighter beginnings to conduct the 4yr old NSW Health checks onsite at preschool, responsive to the high level of vulnerability and learning support needs of children and their families in our community.</li></ul>
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# Improvement Plan

Standard	Purpose			
1.1.1	We are aware of the new EYLF 2.0 being mandated from Jan 2024. This year, we seek to learn about it, ensuring our program and practice fully align with it, in readiness for full implementation next year.			
Goal	Steps, strategies, resourcing	Who-when	Success measures	Progress notes
<p>During 2023, we will build our familiarity with the updated EYLF (EYLF, 2022).</p> <p>We will have a clear understanding of the changes, review current practice aligned with the updated EYLF and articulate any changes required in our practice and program documentation ahead of 2024.</p>	<ol style="list-style-type: none"> <li>1. Download and review the updated EYLF (Version 2, 2022). Discuss as a team, key insights and compare the original and updated EYLF.</li> <li>2. Plan our timeline and approach for implementation journey, noting it must be used from Feb 1, 2024. See the learner journey guides in Early Learning Website to guide our local approach.</li> <li>3. Each staff member to participate in or listen to the recording of the Early Learning Statewide staffroom familiarisation session in Term 1, and additional workshops termly.</li> <li>4. In a team meeting with principal as educational leader, collaboratively review the key changes and rationale/ evidence base behind them to help unpack:               <ul style="list-style-type: none"> <li>• what we are already doing well,</li> <li>• what we may need to change or do differently</li> <li>• what we may need to communicate to families and</li> </ul> </li> </ol>	<p>All educators and preschool leaders collaboratively.</p> <p>By the end of Term 4, 2023</p>	<p>All educators are able to use the language of the EYLF 2.0 and use each of the principles and practices in our daily program. This is evident in the documented planning cycle and our physical learning environments.</p>	<ol style="list-style-type: none"> <li>1. 18.02.23 – Louise and Amanda joined the EL SWS session. We downloaded V2, EYLF for ongoing ease of reference.</li> <li>2. 05.05.23 – Louise reviewed the implementation resources in the EL SWS UEYLF folder and shared link with team at our W2 stage meeting. UEYLF is a standing agenda item at our f/n team meetings.</li> <li>3. 27.6.23 – Updated program information display to reflect the updated EYLF.</li> </ol>

broader school community  
over time.

5. Review our philosophy and approaches to program documentation aligned with the updated EYLF
6. Review program information to display for families and ensure it reflects updated EYLF principles, practices and outcomes.

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

Compliance: 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.89	STD2.1	Do you have sufficient first aid kits?	Yes
		Have you checked that they are fully stocked and removed all out-of-date items?	Yes
R.77	STD2.1	Is food stored, handled and served safely?	Yes
R.90 R.162	STD2.1	Have you received a medical management plan from the parent/carer of all children with specific health care needs, allergy or medical conditions?	Yes
		Do you have a risk-minimisation plan and communication plan for all children with specific health care needs, allergy or medical conditions?	Yes
		Prior to enrolment have you collected an AIR Immunisation History Statement or an AIR immunisation history form-for each child, as required under the NSW Public Health Act?	Yes
R.91	STD2.1	Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of Student Health in NSW Public Schools: A summary and consolidation of policy?	Yes
		Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of preschool procedure relating to medical conditions in children?	Yes
R.88	STD2.1	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?	Yes
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness and that they accurately complete incident, injury, trauma or illness records?	Yes
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it and complete administration of medication records?	Yes

R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	Yes
R.78-79	STD2.1	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?	Yes
R.97	STD2.2	Are emergency evacuation plans and floor plans displayed in a prominent position at all exit points and have you developed a risk minimisation plan to support emergency and evacuation procedures.	Yes
		Are emergency and evacuation procedures practiced at least every 3 months, documented and evaluated?	Yes
		Have you conducted a risk assessment to identify potential emergencies specific to the preschool?	Yes
R--98	STD2.2	Do you have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services?	Yes
R.100 -102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations for any excursions or regular outings and conducting appropriate risk assessments?	Yes
R84 S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	Yes
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes
S.165	STD2.2	Have you ensured that educators are supervising children effectively?	Yes
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe, clean and in good repair and that children cannot access dangerous items?	Yes
		Are risk minimisation plans in place for (a) the general preschool environment (b) visits into the school?	Yes

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

# Strengths

Standard 2.1 Each child's health and physical activity is supported and promoted.		
2.1.1	Wellbeing and comfort	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.</p> <ul style="list-style-type: none"> <li>• Hats, water bottles and sunscreen are provided by the preschool to ensure these are always available and the children are safe and hydrated. We have explicitly taught the children how to apply sunscreen and support the children to apply sunscreen by setting up a sunscreen station, so children are independent when doing this.</li> <li>• All staff have completed Munch and Move training and explicitly teach the children about the importance of leading a healthy lifestyle. This is also followed up and constantly referred to during eating times in a relaxed and subtle way.</li> <li>• Educators ensure that there is a balance between quiet and active play spaces. These are reflected on and rearranged as required to ensure the children always have the appropriate spaces they require to extend their learning. This may be through negotiation, discussion, developing concentration or needing access to quiet spaces.</li> <li>• The children's need for rest and relaxation are catered for in different ways throughout the day. There are always areas available, such as the reading area and the calm corner where children can go if they need a rest or some quiet reflective time. There are also beds which are available should a child need to sleep. After lunch each day we turn the lights down and have some calm, quiet activities which may include a mindfulness experience or a visual story.</li> </ul>
2.1.2	Health practices and procedures	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p> <ul style="list-style-type: none"> <li>• Effective hygiene practices are implemented and promoted, with signage clearly displayed and regular instruction given for handwashing, nose blowing and coughing. Children and educators wash their hands at specific times of the day, including on arrival, before eating, when coming inside from outside play, after blowing or picking noses and after using the toilet. We also have a nose blowing station set up for the children to develop their independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• All staff are aware of individual children’s dietary needs and/or food sensitivities or allergies. These are catered for in the food that is offered and in the seating arrangements during eating times.</li> <li>• Responsive to our community context, being highly vulnerable with nutritional needs being identified. As a result, we provide milk to drink as an option at morning tea time, complementary to water throughout the day and fruit and vegetables, provided by families. We currently have one child who has oat milk, so we decided that to make this more obvious and ensure his safety is assured we use a different cup for his milk. This also offers us an opportunity to have conversations with children about being allergy aware and respectful of different ways of being.</li> <li>• We intentionally teach the children about germs and how easily these are spread and how easily we can mitigate the spreading of these through our own actions. We use glitter to explain and show how germs can be spread as well as spontaneous times during the day while children cough, sneeze and/or are involved in eating or hand washing routines.</li> </ul>
2.1.3	Healthy lifestyle	<p>Healthy eating and physical activity are promoted and is appropriate for each child.</p> <ul style="list-style-type: none"> <li>• Physical activity is undertaken by participating in the Munch and Move program that encourages healthy eating and activity. Physical activity is included every day, including yoga and dance and other fundamental movement skills. As a result key health and nutrition messages and habits can be supported to help families maintain healthy habits at home also.</li> <li>• Children are encouraged to ‘have a go’ with new experiences, and to take considered risks with their physical play. Educators also role model physical play, getting involved in games and dancing with the children.</li> <li>• All children are encouraged to bring healthy food for mealtimes. At morning tea staff cut up and serve fruit/vegetables that the children have contributed from home ensuring children are receiving at least one serve of fruit per day. A small glass of milk is provided by the Preschool. Children are asked is they prefer milk or water with morning tea. Toast is supplied from the Breakfast Club daily, to give children and their families an opportunity for extra breakfast if desired, at the school canteen, before coming to preschool.</li> </ul>

		<ul style="list-style-type: none"> <li>Educators are aware of spontaneous teachable moments that encourage the development of healthy habits with the use of posters, books and puzzles and other targeted health care resources in our intentional teaching programs and environment to teach children healthy habits.</li> </ul> <p>Families are provided with healthy eating leaflets at the beginning of the year about providing food that is healthy in their lunchboxes.</p>
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<b>Standard 2.2</b>	<b>Each child is protected.</b>	
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2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
		<ul style="list-style-type: none"> <li>Staff are situated strategically throughout the learning environments and engage in meaningful, intentional interactions and play with the children while ensuring they are aware of what is happening around them and assisting as a child needs guidance or help.</li> <li>Regular assessment is made of environments and changes made if required to ensure learning areas can be supervised properly for example, the outside book area was put in a more central location. The supervision of children adapts and changes to best meet the needs that arise.</li> <li>Staff communicate with each other about where they will be, for example, if we are in the outdoor learning space but a child requires assistance in the bathroom, or we need to access a store cupboard for a resource. This procedure ensures we are consistently aware of and vigilant of potential blind spots mitigating supervision hazards.</li> <li>Our preschool's local procedures, including child safe environment procedure detail agreed practices to keep children safe from harm and hazards. One example is the responsibility for the daily environment check being completed by all educators on a roster. This ensures we are all aware of and can communicate any required maintenance or safety issues readily, even if regular educators are absent for any reason.</li> </ul>

2.2.2	Incident and emergency mgmt	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <ul style="list-style-type: none"> <li>• Daily safety checks inside and outside are completed to ensure there are no hazards before the children enter the service. Any hazards are managed and dealt with in a timely manner by educators and the General Assistant as required. Children participate in safe play conversations and are enabled to make considered contributions to safety audits. For example, they may be included in cubby house checks such as educators saying, “can we check the cubby house for risks before we play there?” and we ask children about they ways we can make our spaces safer. For example, we talk about trip hazards when noticed and help children to learn to identify and minimise risks in their play.</li> <li>• Emergency planning in our preschool is collaborative with the broader school community and developed in consultation with the QARS emergency management planning tools. As a result our procedures are well understood by all and signage is effective and guides all in any potential emergency situation.</li> <li>• Our documentation practices help protect children, educators and visitors in the event of an emergency or incident by tracking our 3monthly potential emergency rehearsals. As a result children and educators know how to respond to common emergency scenarios with minimum anxiety.</li> <li>• Our preschool as a government building follows department electrical equipment and fire alarm tracking and maintenance schedules. This is recorded in our ICE digital platform by our business manager and principal. This allows ongoing review and analysis of current state and informs ongoing maintenance processes.</li> </ul>
2.2.3	Child protection	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <ul style="list-style-type: none"> <li>• Annual Child Protection training conducted for all educators and leaders as a component of Department of Education annual training is mandatory to ensure we are aware of our roles and responsibilities in regard to child protection, reportable conduct and notification requirements.</li> </ul>

		<ul style="list-style-type: none"><li>• Families are made aware that all educators are mandatory reporters through conversations at the pre-enrolment interview. This is then re-iterated if an incident occurs or a family informs educators of any incident or scenario that is deemed reportable. We use the mandatory reporter guide and engage with child safe standards guidance for early childhood settings to guide our practice.</li><li>• All staff are aware of their roles and responsibilities to respond to every child at risk of harm, abuse or neglect, and follow the procedures for notification. Educators keep confidential records of conversations with children and families that may be reportable to ensure accurate information is available. These processes are carefully supported by school leaders as per department policy. We also utilise office of child and guardian learning videos and resources to support our ongoing learning as required.</li><li>• We have a diary stored in lockable and confidential location in the kitchen that we use to record initial or potential child protection concerns. These are then discussed and principal is informed and leads any required follow up process. As a result all educators are able to sensitively support and track any potential concerns.</li></ul>
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# Improvement Plan

Standard	Purpose			
2.2.3	Our current key documents including procedures and risk management plans can be strengthened by reference to the new Child Safe Standards.			
Goal	Steps, strategies, resourcing	Who-when?	Success measures	Progress notes
<p>Practices which reflect the Child Safe Standards are completed and understood by all educators.</p> <p>Our child safety standards are accurately informed by recognised guiding documentation.</p>	<ol style="list-style-type: none"> <li>1. All educators complete the Early Learning State-wide Staffroom - <a href="#">Virtual Workshop – Keeping children safe</a>.</li> <li>2. Review the service philosophy with child safe standards in mind.</li> <li>3. Use the <a href="#">CSS handout</a> to inform annual risk assessment reviews</li> <li>4. Stage meetings planned for Semester 2 with a focus on each child safe standard. Educators use reflection questions for each child safe standard. <a href="#">Implementing the Child Safe Standards</a>.</li> <li>5. Team use <a href="#">child safe standards ECE summary sheet</a> for educators to guide procedure reviews throughout 2023.</li> <li>6. Engage with preschool advisor to review updated procedures as they are completed.</li> <li>7. Consult Office of child and guardian resources, accessing and discussing those relevant as required.</li> </ol>	<p>Louise to lead reviews and share with the preschool team and principal for consultation.</p> <p>This goal is to be from semester 2 substantively and achieved throughout 2023, in line with key document reviews.</p>	<p>Our key documents, risk management plans and procedures, when annually reviewed, reflect the updated child safe standards.</p>	<p>26/6/2023 – We explored the Kids Safe resources and printed the CSS handout. Also printed Implementing the Child Safe Standards for use from next term. Also printed Child Safe Standards ECE summary sheet.</p>

## Quality Area 3: Physical Environment

Compliance 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.103	STD 3.1	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	Yes
R.106	STD 3.1	Do you have arrangements for dealing with soiled clothes, linen and nappies?	Yes
R.104		Does your premises have fencing that prevents children going over, under or through it?	Yes
R.105		Do all children have access to sufficient furniture, materials and developmentally appropriate equipment suitable for their education and care?	Yes
R.106, R.109, R.112		Are there appropriate toilet, hand washing and nappy change facilities?	Yes
R.111		Is there space for administrative functions and consultation with families?	Yes
R.110		Is there adequate light, ventilation and shade?	Yes
R.115		Are all areas of the premises easily supervised?	Yes
R.107, R.108		Is there the required amount of unencumbered space for the number of children in attendance at the service	Yes
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	Yes
<b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</b>			

# Strengths

Standard 3.1 The design of the facilities is appropriate for the operation of a service.		
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
		<ul style="list-style-type: none"> <li>• The environment is designed to support effective supervision of children at all times. Careful consideration is made in placing furniture and activities to allow for the safest space for children to play and interact.</li> <li>• Both indoor and outdoor spaces are well equipped for play and learning. Activities are set up providing different zones targeting different learning focuses and facilitating children's interests.</li> <li>• The design and arrangement of the environment support the access and inclusion of all children and families, including culture, ability and unique needs. We achieve this through resourcing play with culturally responsive equipment, tools, books, stories and songs. An example is our Deadly Ed Aboriginal play resource kit. These materials are used to support cultural safety and inspire conversations celebrating Aboriginal wisdom, history and connection to country.</li> <li>• The environment fosters small and large group interactions, solitary and collaborative learning by being carefully arranged to enable different grouping sizes. For example, we have small areas with 1-2 pillows or chairs only, supporting children to partner or individually play. While in other spaces we ensure high volume of play materials are accessible to support large group play.</li> </ul>
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
		<ul style="list-style-type: none"> <li>• Responsive to our preschool's philosophy supporting environment as third teacher, we invest and are allocated specific time by our school General Assistant (GA) to provide maintenance of both the indoor and outdoor environments on a regular basis.</li> <li>• The preschool is cleaned daily by a professional/contract cleaner following a comprehensive</li> </ul>

		<p>checklist. Educators follow child safe environment procedure to support consistent and effective cleaning of play materials.</p> <ul style="list-style-type: none"> <li>• Through a regular auditing process, embedded within the daily safety checklist, broken resources are either repaired or replaced where required. We also use identification of defective or broken materials as an opportunity to talk to children about being careful with resources.</li> <li>• Educators and children maintain the yard by weeding and watering the plants, sweeping, and raking the sandpit. GA mows and removes debris (big sticks, branches, or other hazards) as required. We use the Kid Safe NSW factsheets to support our approaches to environmental safety and hazard identification as relevant.</li> </ul>
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<b>Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>		
3.2.1	Inclusive environment	<p>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.</p> <ul style="list-style-type: none"> <li>• Educators take great care in the preparation of the learning environment, ensuring the environment is appealing, inviting, motivating and educationally robust. We achieve this through critical reflection and engagement with professional reading, which inspires and affirms our planning decision making.</li> <li>• In planning for an inclusive, responsive physical environment educators follow the children's needs, strengths and interests and use this information to plan layout and aesthetics. As a result, the physical environment changes as required in response to the needs of the children.</li> <li>• Educators present the learning environment in a way to promote inclusiveness for families, children, educators, and visitors from our local community. This includes the use of images, stories, art, songs and artefacts relevant to the cultures of our families, educators and our local community.</li> <li>• Opportunities are provided for children to be involved in planning, setting up and modifying</li> </ul>



		<p>the environment as a priority. We believe children having shared responsibility for play spaces provided, supports them to be respectful and care for the materials within these areas. It also strengthens learning opportunities as play areas are filled with themes and ideas generated by and with children.</p>
3.2.2	Resources support play-based learning	<p>Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.</p> <ul style="list-style-type: none"> <li>• The environment is designed to provide a balance of quiet and noisy activities; and to cater for individual, small group and large groups experiences. We have ample resources that are made available to the children.</li> <li>• The equipment available can be used in a variety of ways and are appropriate to the children's level of development. Educators support children to move resources from one area to another as their needs and play develops.</li> <li>• We have enough experiences planned throughout the day that every child can engage in something. If they want a particular experience and there is no room at that moment, they are encouraged to wait their turn and the other children are encouraged to share and pass it on once they have finished.</li> <li>• Resources are plentiful, for example, if there is a craft experience, all children have the opportunity to have a turn. Then at the end, for the children who wanted multiple turns, they can return and engage in more craft.</li> </ul>
3.2.3	Environmentally responsible	<p>The service cares for the environment and supports children to become environmentally responsible.</p> <ul style="list-style-type: none"> <li>• At Koonawarra PS preschool children are supported to build strategies for and awareness of environmental responsibility, through caring for our gardens and conversations about animals, insects and all living things.</li> <li>• Sustainable practices are embedded into daily procedures. For example, we have a worm farm and compost bin for scraps with output used to fertilise the gardens. Children lead these daily routines and participate in discussions with educators about what we are noticing in the worm farm and gardens.</li> </ul>

		<ul style="list-style-type: none"><li>• We actively engage in paper recycling, collecting and using recycled products in the children's play and craft, using tank water and riverbed pump to water the gardens, and sourcing information, songs and stories to promote learning about the environment and sustainability. As a result our programmed approaches are authentic and embedded in our daily routines.</li><li>• A further focus is on reducing waste. We support children to use materials carefully and promote looking after and packing away of our shared resources. Information Technology is used as a platform to reduce our paper usage. An example is our innovative digital signing in approaches.</li></ul>
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# Improvement Plan

Standard	Purpose			
3.1, 3.2	When reflecting on the ways we support children to learn about the natural environment and sustainable practices, and to ensure all families and communities can feel welcome and included, we have identified opportunities to enhance our learning spaces.			
Goal	Steps, strategies and resourcing	Who- when?	Success measures	Progress notes
<p>We will have spaces, organised in ways to enhance access for families and enhanced opportunities for children to participate in environmentally responsible play based learning.</p>	<ol style="list-style-type: none"> <li>1. Review key information required for family access in the foyer. Research examples in practice, of welcoming and inclusive foyer displays and <a href="#">environments for learning</a>.</li> <li>2. Team works to produce materials for the agreed display layout to promote <a href="#">being longing for families</a>.</li> <li>3. Agree on what improvement we seek based on shared review of our philosophy. Gain children's ideas about what they want. Provide opportunity for families to provide feedback/ insight.</li> <li>4. Engage with KidSafe NSW fact sheets and resources to frame up our initial plans for the physical spaces.</li> <li>5. Budget allocation determined and current resources audit completed before creating a wish list.</li> <li>6. Where any physical change to environments considered, AMU consulted as necessary. Early Learning advised at least 7 days prior to any proposed changes to fixed spaces.</li> </ol>	<p>Educators to collaborate to lead this.</p> <p>To be completed by end of Term 1, 2024.</p>	<p>Our learning spaces are rich in diverse, sustainable, and inclusive learning opportunities and supports families to feel connected and welcome into our preschool.</p>	<p>May 2023 – Gained the children's ideas about what they would like in the outdoor play space.</p> <p>May 2023 – We applied for an Endeavour Energy grant to upgrade our outdoor play space including more sustainable learning opportunities.</p> <p>23/6/23 – We have replaced the old lockers in the foyer with new hooks for the children's bags and added a buffet and hutch for displaying staff photos, our philosophy, a cultural display, as well as the children's portfolios and the preschool procedures.</p>

## Quality Area 4: Staffing Arrangements

Compliance 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.122-123 R. 271	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Yes
R.145-149	STD4.1	Are staffing records for nominated supervisors, each educator and staff member, volunteer and student maintained with all required information?	Yes
R.148, R.150		Do records include the name of the educational leader and responsible person?	Yes
R.151, R.152		Have you ensured that record of educators working directly with children are maintained with all required information?	Yes
R.135 R.152	STD4.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	Yes
R.126 R.129-135	STD4.1	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	Yes
R.136	STD 4.1	Have you ensured that at all times children are in attendance at the service there is at least one person who holds an ACECQA approved first aid qualification, management of anaphylaxis qualification, and emergency asthma management training?	Yes
<b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance</b>			

# Strengths

Standard 4.1 Staffing arrangements enhance children's learning and development.	
4.1.1	<p>Organisation of educators</p> <p>The organisation of educators across the service supports children's learning and development.</p> <ul style="list-style-type: none"><li>• Educators consistently base their decisions around the needs and interests of the children and families, discussing how best to meet their needs and ensure they feel a sense of belonging in our service. We achieve this by working to ensure a familiar educator greets families and is available to have discussions in the morning as well as at pick up time. This approach ensures educators practice is informed by meaningful engagement with families and any changes or requests can be discussed and understood by all key educators. Additionally, we record in the diary, key communication points, for reference of all educators.</li><li>• During all components of our routine, highly qualified and experienced educators are strategically positioned to actively supervise, interact with children and provide support and scaffolding when needed. This ensures the children always have support to extend their learning, ask questions and guide their social interactions.</li><li>• All staff are flexible in working with families to ensure we are available to address the needs of their children and any concerns in a caring and supportive manner. We ensure regular staff and leaders have access to and use Kinderloop as a communication tool with families. This approach is responsive to families feedback indicating they like this platform and pathway for connecting. As a result, families can inform educators of important information efficiently in ways that suit them and processes ensure organisation of educators facilitates access to these messages effectively.</li><li>• To ensure consistency, when a new duty or relieving educator joins the preschool there is a critical information folder for their reference that includes information regarding the preschool's mission statement, philosophy, risk management plan, emergency and evacuation information and procedures, as well as key student information, authorisations to collect, consent for publishing and other matters including additional needs and health plans. This ensure child safety and quality practice and support for all educators to feel connected and across the requirements of their role.</li></ul>

4.1.2	Continuity of staff	<p>Every effort is made for children to experience continuity of educators at the service.</p> <ul style="list-style-type: none"> <li>• Experienced and qualified educators work collaboratively to support all children and their families holistically. One example is having a long-term educator with deep connections with community. This helps vulnerable families in particular feel safe and connected. This strength is complemented by additional educators having pedagogical expertise. Together these forces enable continuity for families and children and consistently high-quality program and practice.</li> <li>• To support continuity for children at all times, the staffing roster has been thoughtfully constructed to ensure consistent replacement educators are used across the week. This ensures the children's program is delivered with consistency and supports educators to feel strong and connected, through capacity to build and sustain relationships. For example, during the recess break we have the same Student Learning Support Officer (SLSO) replacing our regular SLSO each day of the week. This ensures seamless transitions and effective practice.</li> <li>• We have an early childhood teacher full time leading the program and overseeing all aspects of service delivery. She is supported in her role by the principal as educational leader and strategically, in the classroom, by an additional teacher with expertise in special education and working with children with high support needs. Together they ensure the program is effective, based on the EYLF and enables reduced educator to child ratios to support specific children's participation in the planned program.</li> <li>• We celebrate educators' commitment to and successes within the service over time through a culture of collaboration and conversation. We take time to acknowledge the support we provide each other and share gratitude by simply saying thank you, being considerate, and always working in ways that promote the success of the overall program implementation.</li> </ul>
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Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
4.2.1	Professional collaboration	<p>Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <ul style="list-style-type: none"> <li>• Educators have allocated time each day to reflect on the happenings of day and discuss any challenges or wins. We all contribute to these discussions, which in turn ensure all voices are reflected in the program implementation and approaches are understood and agreed to by all. We also have an allocated meeting time on Tuesday afternoons, during which time we can consult deeply about any concerns, discuss new professional development and review current research. We then use our insights to enhance the learning outcomes for the children and to support families in our care.</li> <li>• All educators work together to review the preschool philosophy annually or more often if needed. We take time to discuss each other's perspectives and work to include our shared beliefs and ensure these align with the EYLF. This is achieved through robust debate and work together to ensure we believe in what we have written and it both informs and reflects our pedagogy and practice consistently.</li> <li>• We are supported by the Early Learning team as our Approved Provider, through the provision of a Preschool Advisor. The Preschool Advisor connects with the preschool regularly to support and guide educators around compliance, best practice and supports us to achieve our identified continuous improvement priorities. As a result, we have a culture of collaboration and deep understanding of legislative and quality practice expectations.</li> <li>• Educators collaboratively support each other whilst interacting with children to enhance the learning environment. All educators contribute to discussions and decision-making responsively throughout the day as appropriate. Our documentation reflects everyone's voices with regards to planned and spontaneous experiences.</li> <li>• All educators are enabled the opportunity to connect with other educators from both our local region and across NSW using platforms such as Yammer and Microsoft TEAMS and by attending the Illawarra South Coast DoE Preschool network meetings. The State Early Learning Team, on behalf of our Approved Provider, also facilitates numerous opportunities for educators to collaborate with each other from the 100 department preschools.</li> </ul>

Element 4.2.2	Professional standards	<p>Professional standards guide practice, interactions and relationships.</p> <ul style="list-style-type: none"> <li>• All staff are involved in developing a Performance and Development Plan (PDP) with their supervisors. This involves developing professional goals, planning professional learning, implementation, and evaluation of the plan. The principal as educational leader uses the early childhood NESAs accreditation evidence guides to support us with PDP processes.</li> <li>• Educators have an extensive knowledge of the EYLF and we are now ensuring we are familiarizing ourselves with the updated EYLF to ensure our practice is relevant and inclusive using it as a basis for planning and reflecting on our practice. This year we are also involved in professional learning to enhance our understanding and implementation of this document.</li> <li>• The preschool is considered part of, not separate to the whole school at Koonawarra PS. An example is preschool connection with Preschool to Year 2 collaborative practice of Connect and Collaborate (CaC) sessions. These occur regularly facilitated by assistant principals, ensuring our preschool voice is included and involved in school wide and P-2 programs where applicable. For example, NAIDOC week, education week and other school events are planned to include preschool participation.</li> <li>• The service consistently supports children's learning and wellbeing, through educators active engagement with the 'Koonawarra way team' for example. This is a team of educators and leaders across the school, who share insights and perspectives to inform approaches for school wide wellbeing, inclusion and behaviours support initiatives. This results in a lively culture of professional inquiry that support us to consistently build on the strengths of each other's knowledge and skills across the whole school.</li> </ul>
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# Improvement Plan

Standard	Purpose (from the issues selected)			
Goal	Steps, strategies and resourcing	Who and by when?	Success measures	Progress notes

## Quality Area 5: Relationships with children

Compliance 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.155 S.166	STD5.1	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	STD5.2	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
<p><b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</b></p>			

# Strengths

Standard 5.1 Respectful and equitable relationships are maintained with each child.		
5.1.1	Positive educator to child interactions	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <ul style="list-style-type: none"> <li>• Educators develop and promote a sense of pride and belonging to Koonawarra Public School Preschool, the whole school and the community. We consistently model appropriate language and respectful relationships, understanding the critical importance of leading by example. We greet each other, each family and each child every day on arrival and departure. We also take time to continue conversations with children and families responsive to individual relationships and previous interactions</li> <li>• Children and educators join as a group to eat at morning tea and lunch and use this time to interact and socialise. We talk about eating habits and use this as a platform to discuss healthy choices and compare these with less healthy choices. Educators also converse with children about their interests and recent family events such as weekend sports, new babies and holidays. These approaches promote each child to feel important, valued and cared for genuinely by all educators.</li> <li>• Children frequently engage in animated conversations with educators. Children come happily to school, enthusiastically greeting their educators.</li> <li>• Through ongoing critical reflection after recent professional learning, we can ensure our interactions with children are targeted to further enable enhanced self-regulation, cooperative and collaborative learning. For example, the course attended recently via online learning, was focused on self-regulation within Early Learning's state-wide staffroom platform. We learnt about and discussed research by Stuart Shanker and have used this theoretical perspective to inform our interactions, vocabulary, and delivery. As a result, we are able to effectively support the most vulnerable children and families from a trauma informed perspective.</li> <li>• Educators support and respond sensitively and appropriately to all children's efforts to communicate in individualised and child centred ways. For example, through observation and analysis of individual learning, some children may require visual aids while others may benefit from shortened, simple sentences and others may in fact require extension and be encouraged to engage in lengthy sustained conversations. These individual adjustments, and others are evident in individual programming records and evaluations.</li> </ul>

5.1.2	Dignity and rights of the child	<p>The dignity and the rights of every child are maintained.</p> <ul style="list-style-type: none"> <li>• We include many opportunities for the children to be involved in experiences that foster their understanding and knowledge of the First Nations peoples of Australia. One way we achieve this is Gumaraa Aboriginal experience, a local cultural education group, attending the preschool to lead learning which we replicate, build upon and revisit with children throughout the year. Additionally, Mr Moran, the Student Support Officer provides a Deadly Dharawal program with the aim of building cultural awareness, respect and cultural safety for all children, families and educators at Koonawarra PS.</li> <li>• Educators value each child's home language, religion and family cultural identities. These insights and perspectives inform our approaches to ensuring the spaces and program are responsive and inclusive. For example, we support children enrolled who follow specific religious teachings by ensuring timely and respectful conversations with their families to collaborate and be led by them in how we are manage common celebrations, such as Mother's Day, that may not align with their specific beliefs. We work to ensure approaches in the preschool program ensure participation in equitable and responsive ways.</li> <li>• We support children to interact with others showing dignity, respect and empathy by firstly modelling this ourselves and thoughtfully planning the environments to ensure adequate resourcing of play materials. Further, we are attune to and listen carefully to children's conversations and ideas, supporting them to learn about and show consideration for gender and cultural equivalence and development of inclusive play and friendship building behaviours.</li> <li>• Our Acknowledgement of Country, developed with the children and recited each day, has been approved by the local AECG and is proudly displayed in the foyer for ease of reference by families and all who visit. This daily practice supports us to maintain a culture and lived preschool experience that celebrates Aboriginal history, wisdom and ongoing connecting to country. This also provides an opportunity for ongoing, meaningful, and rich dialogue with and between all children. As a result, Aboriginal children experience cultural safety and sense of prestige and pride in their identity.</li> </ul>
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Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
		<ul style="list-style-type: none"> <li>• Educators work hard to consistently engage with each child in sustained shared conversations to extend their thoughts, learning and verbal language. Educators interact with children and scaffold their play and learning, for example during indoor play educators often sit with children supporting them to complete an experience such as a puzzle.</li> <li>• Children work with and help others in their play and discovery experiences. Children can be seen playing together and supporting one another through the educators active scaffolding. Educators promote children’s agency facilitating and encouraging children to make choices for themselves. Children are supported to provide their input into the planned experiences. This is evident in responsiveness and immediate follow up, when children ask for specific items or are curious about something specifically.</li> <li>• Children co-construct environments for learning and lead many routine experiences and projects. Examples in action are gardening and recycled product collections and constructions, where children work in groups to develop approaches and share what they’d like to see in specific play spaces under construction. We actively collect children’s voices in these processes as identified in QA3 improvement goal for 2023.</li> <li>• Practices and routines promoting a culture of respect, equity and fairness underpin our core values as summarised in the service philosophy. We support children to learn to consider the perspectives of others and to help them find joy and value in taking turns, building capacity to wait and trust that they will not be forgotten. For example, ‘duck duck goose’ is a favourite experience where children can learn about fairness and demonstrate this in action.</li> </ul>
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
		<ul style="list-style-type: none"> <li>• Educators listen and respond to children’s needs and interests in play, supporting self regulatory behaviours and respect for shared rights. An example is, when a child asks for a resource being used by another, we advocate and support the children to negotiate fair</li> </ul>

		<p>outcomes for both other them. We give children the vocabulary and support to express their feelings and requests, and listen to those of their peers, in respectful ways.</p> <ul style="list-style-type: none"><li>• Educators plan whole group activities throughout the day to share stories, songs, music and movement or converse. Often if an incident occurs between children, educators use this opportunity to immediately support successful outcome and to plan follow up experiences to reinforce positive behaviour, for example a group time was planned around an incident where a child needed emotional support, this included a group discussion around emotions and what you can do if you are feeling happy, sad or angry.</li><li>• At team meetings emerging issues or success stories are shared in response to observations made of children and their ability to relate to others. Strategies are put into place to support children with challenges or extend their relationships with others. These strategies are then documented through programs, behaviour management plans, risk assessments, referrals to school learning support team or counsellor or referrals to outside agencies to assist with further support for a child's development.</li><li>• Children are included in developing the expectations of their behaviour while at preschool. We work as a team to develop the expectations and then these are used as a reference point and displayed with photos to remind everyone how to keep everyone safe and happy at preschool. This visual display has a dual function of supporting consistency as new and less familiar educators also reference this to understand agreed behaviour expectations when working in the preschool.</li></ul>
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# Improvement Plan

Standard	Purpose (from the issues selected)			
Goal	Steps, strategies and resourcing	Who and by when?	Success measures	Progress notes

# Quality Area 6: Collaborative partnerships with families and communities

Compliance 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.157	STD6.1	<p>Do you ensure parents have the right 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>	Yes
<p><b>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</b></p>			



# Strengths

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Engagement with the service	<p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <ul style="list-style-type: none"> <li>• Each family's Koonawarra Public School Preschool journey starts with a pre-enrolment interview. During this time the family meets with educators to share insights about their child and their aspirations for them at preschool. This is also an opportunity to learn about and discuss the preschool's philosophy and learning program. As a result, we are able to develop a shared understanding of preschool expectations at the earliest stages of enrolment.</li> <li>• Families also have the opportunity to ask questions and inform the preschool of any aspirations, goals and concerns they may have in terms of their child's development or learning. The child and family then can stay and experience the preschool environment. On the first day we offer staggered start times to ensure each family has the time to be introduced to educators and spend time orientating themselves with the preschool and settling their child.</li> <li>• We try to be as flexible as we can with giving families and children time to settle into the preschool and give families strategies to ensure a smooth transition to preschool. We are able to offer shorter days, change groups or use other strategies to ensure families can make decisions about their child's learning at preschool, responsive to family needs and preferences.</li> <li>• Families are encouraged to stay to help their child settle to ensure they feel a sense of belonging at the preschool as an extension of home and are welcomed during the morning greeting time.</li> <li>• Families are invited to visit for special days including NAIDOC week, open classroom and picnic days. They are also invited to share special talents and skills with us at preschool as well as bring items that are special to them and talk with the children about them.</li> <li>• Educators contribute and share their concerns with parents in a safe, secure and private environment. When families are making written contributions and giving feedback educators ensure they have privacy and that their comments remain in the hands of educators.</li> <li>• Opportunities exist for families to join in their children's program. Families can often be seen</li> </ul>

		<p>sitting and playing with their child before they leave, the play dough is a popular family and child experience. Families are very welcome to stay and spend time with their child at preschool</p> <ul style="list-style-type: none"> <li>• Families have access to children’s learning and development through discussions with educators and provision of portfolios which are always available to families. Kinderloop is also used to report children’s developments throughout the day and share success stories with families.</li> <li>• Families are encouraged to make comments on posts and share with their child. Kinderloop allows us to ensure families have up to date information about their child’s development. This way families have the option of spending time at preschool looking through their child’s portfolio with their child or using the digital platform to stay informed about their child’s day at preschool.</li> </ul>
6.1.2	Parent views are respected	<p>The expertise, culture, values, beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.</p> <ul style="list-style-type: none"> <li>• Throughout the year educators collaborate with families to establish their values and expectations regarding their children’s learning. Families can share their ideas and goals as well as any cultural needs at any time and we carefully record any key insights to guide program decision making.</li> <li>• Educators communicate regularly with parents and carers about children’s strengths, abilities, interests, needs, successes, and achievements through face-to-face discussions and Kinderloop. In addition to this families’ cultures are incorporated into displays and shared celebrations. We interact with families individually to gather information about family cultures, traditions and holidays celebrated to inform programming and planning.</li> <li>• Families are encouraged to share their interests and talents. Every year the preschool conducts a survey using Kinderloop, regarding the preschool and any contributions they would like to make or areas they feel need modification or enhancement to curriculum provision. This allows educators to ensure they are staying focussed on families and children’s needs and goals, as well as answering any questions and having open communication.</li> </ul>

		<ul style="list-style-type: none"> <li>• Each year we hold family meetings during Term 3 to discuss how their child is developing and talk about any goals families have as well as concerns or need for extra support. Families can also talk about how they are feeling about the child going to school and what support they would prefer to receive going forward. This information is recorded and shared with all team members to ensure we all understand and meet the needs of all families.</li> </ul>
6.1.3	Families are supported	<p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <ul style="list-style-type: none"> <li>• Changes are made to our Preschool Handbook responsive to discussions with families and critical reflection. An example was recent updating of the handbook to include more images and less text density, to ensure key messages and information are accessible and meaningful for the audience. Specifically, we noted an opportunity to showcase curriculum implementation as play based and child centred, evolving responsive to children’s learning interests and strengths.</li> <li>• Families are invited to contribute to decision making. An example is for the review of the preschool philosophy and local procedures, annually. This is facilitated through notification on Kinderloop and invitation to talk with us or share ideas digitally on Kinderloop. As a result, we include the voice of families in all we do and take care to facilitate their opportunity to contribute in ways that are meaningful for them.</li> <li>• Methods of communication to facilitate information sharing with families to support families to access community resources and support services beneficial to them are multi-faceted. We have found through critical reflection that flyers tend to become obsolete and tattered. In response to this, we work closely with ‘Life Start’ as our local NDIS facilitator, who coordinate connections with us to then refer and work with families to meet their specific requirements.</li> <li>• Within our school community, families are provided with information about things such as child development, healthy eating, dental care and connection with our school wellbeing nurse. An example of the collaboration with our nurse has been providing support for families with connection to doctors and referrals for further support where a child may have additional health support needs.</li> </ul>

**Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing.**

6.2.1

Transitions

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

- At Koonawarra Public School Preschool, we are very privileged to be able to have a close relationship with the broader school community and can have an extensive transition to school program over the course of the year, which is seated in play-based age-appropriate pedagogies. For example, children visit the library each week and are involved in whole school events and activities as well as visits to the school playground towards the end of the year. From Term 3 we have visits to the Kinder rooms, so the children can participate in the kindergarten program and meet the kindergarten teachers. These experiences support development of familiarity and relationships for learning throughout the transition process.
- Educators hold ongoing discussions with future teachers when children are progressing to school due to their close availability. Meetings are held with the kindergarten team who will be teaching the children the following year to promote continuity and understanding of children’s known dispositions for learning. During these meetings educators also share the interests and skills of the children and areas where they may require additional support, using the Transition to School Statement as an additional document to support transition for all children, irrespective of chosen primary school.
- Transition to preschool process is well considered, led by our principal and responsive to our community context. For example, prospective families, applying to enrol in Preschool are encouraged to visit before submitting their application. This ensures our operational model, being school terms and hours meets their care needs and families are aware of enrolment criteria and patterns of attendance, informed by department preschool enrolment policy.
- We support each child’s successful transition into our preschool through caring and responsive educators, enhanced staffing numbers in the initial weeks of each year and staggered starts to ensure all children and families have access to support from educators readily at any time. We actively help children and families to feel secure and confident and experience a sense of belonging by filling the space work samples and images of children and families throughout Term 1 and ongoing. We also prioritise Kinderloop sharing of learning highlights and information about settling where appropriate that can ease families mind and support building of trust and partnership.

6.2.2	Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.
		<ul style="list-style-type: none"> <li>• Over 25% of preschool enrolments come from the Aboriginal community. To support engagement and provide a sense of belonging the First Nations Student Support Officer provides a Deadly Dharawal boys group that includes a small group of First Nations boys as well as children from other cultures to be involved in cultural experiences.</li> <li>• The principal ensures that she informs new families to the school about the preschool facility and signage at the school includes information about the preschool. These approaches and letter box drops during Term 3-4 annually help us overcome identified potential barriers for children’s access and inclusion to help ensure no child, in the year before school, is disadvantaged in our community.</li> <li>• The preschool has a partnership with the new NSW Health initiative, Brighter Beginnings, to have NSW health providers carry out the four-year-old health check at services saving families the extra responsibility of finding time to attend the four-year-old health check. This assists us to further support the child’s/family needs.</li> <li>• External agencies that are working with the children at the service, including speech and occupational therapists are welcome to have sessions at the preschool to ensure we are meeting the needs of all children at preschool and that information is being shared across services. We have an open door and collaborative approach, promoting health and education working together to support children’s learning and family needs.</li> </ul>
6.2.3	Community engagement	The service builds relationships and engages with its community.
		<ul style="list-style-type: none"> <li>• The Preschool has established partnerships with community health services, e.g., Steps vision screening, the Aboriginal medical team's dental program providing fluoride treatment for all children and The Living Safely with Dogs scheme, and a private Speech Pathologist through Necessity Kids who offers support and strategies to enhance the successful development of the children’s speech.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Learning experiences and celebrations within our program promote understanding, respect, valuing of and raise awareness of Aboriginal and Torres Strait Islander histories. We have successfully applied for a grant to employ the services of the Gumaraa Educational Group to teach the children the local indigenous language, bush tucker, Aboriginal symbols and dances. This is the third year the program is running at the preschool.</li><li>• We are very lucky that we are connected to the primary school as this allows us to fully participate in school functions. The children, most of whom attend Koonawarra Primary School are able to develop a good relationship with the staff and this also assists with the transition to school.<br/>This supports children and their families to develop a sense of belonging within the local community.</li><li>• We represent and cater for the diversity, cultures, and family types of the local community within our preschool through ensuring we include them in our classroom. Examples of this include, using the local Dharawal language to play games like 'Duck, duck, goose', learning to count in the languages of the children at preschool and singing songs in different languages.</li></ul> |
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# Improvement Plan

Standard	Purpose (from the issues selected)			
Goal	Steps, strategies and resourcing	Who and by when?	Success measures	Progress notes

## Quality Area 7: Governance and Leadership

Compliance 23.06.23

Law (S) Regulation (R)	NQS (STD)	Does your service meet these requirements?	Confirmed
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	Yes
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? This includes approved provider notice, service approval notice and notice of final assessment rating.	Yes
R.174-176	STD7.1	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?	Yes
R.145-150	STD7.1	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: Working with Children Checks (WWCC), department verification of WWCC, educational qualifications, child protection training, ACECQA approved training, first aid training and NESA registered teacher number and expiry date.	Yes
R 151-152	STD7.1	Have you ensured a record is maintained of all educators working directly with children in the preschool? This includes: the name of each educator who works directly with the children and the hours that each educator works directly with children.	Yes
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained and accurately completed? This includes: enrolment records, attendance records, health information, records of incident, illness or trauma.	Yes



R.185	STD7.1	Have you ensured that a current 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?	Yes
R.172	STD7.1	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?	Yes
R.168-169 R.170-171	STD7.1	Do you ensure that all policies and procedures required by R.168, are followed, regularly reviewed, and available at the service at all times?	Yes
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Yes
R.29 R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Yes
R.92, 99, R.177	STD7.1	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?	Yes
R.55-56 R.31	STD7.2	Have you ensured that your QIP contains a statement of the service philosophy?	Yes
		Have you ensured that your QIP is reviewed and revised at least annually?	Yes
		Have you ensured that your QIP is made available to parents on request?	Yes

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

# Strengths

Standard 7.1	Governance supports the operation of a quality service.	
7.1.1	Service philosophy and purpose	<p data-bbox="656 240 1962 272">A statement of philosophy is developed and guides all aspects of the service's operations.</p> <ul data-bbox="707 331 2087 1086" style="list-style-type: none"> <li data-bbox="707 331 2029 472">• The preschool has developed a mission statement and philosophy that reflects the uniqueness of our community, school and vision of the early years learning framework. During each review we consult with families, the school principal and all educators are involved to ensure everyone has their voice heard and included.</li> <li data-bbox="707 515 2087 651">• Our philosophy is displayed in the foyer, so all families and visitors know who we are and what we believe in. We consult the EYLF, Guide to the NQF and are connected with NSW early childhood education correspondence (news and sector updates emails) to ensure it is reflective of current early childhood pedagogical beliefs and understandings.</li> <li data-bbox="707 694 2087 829">• Our statement of philosophy connects with the school vision statement and Strategic Improvement Plan (SIP). The current SIP focus on evidence-based practice aligns with our QIP goal in QA1 focusing on engagement with the updated EYLF. Both with the purpose of best meeting the needs of all children, P-6 to best access their learning.</li> <li data-bbox="707 873 2087 1086">• The philosophy is included in the induction process for all staff and in the orientation process for families to ensure they understand and are guided by the service's purpose and values. This is achieved through the annual whole school induction session, where philosophy is shared. It is also displayed in the school staffroom for quick reference by duty staff, which supports ongoing connection and familiarity with preschool pedagogical approaches.</li> </ul>
7.1.2	Mgmt systems	<p data-bbox="656 1142 2029 1209">Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <ul data-bbox="707 1268 2087 1436" style="list-style-type: none"> <li data-bbox="707 1268 2087 1436">• Documented procedures and policies are always available within the centre. Procedures are reviewed annually, or as required following an incident. The NSW Department of Education has templates for all procedures that we follow and adjust to suit our unique service. This ensures they all reflect the NQF, Department requirements and current practices. Families are consulted during the review process through Kinderloop and their</li> </ul>

		<p>comments and suggestions are considered.</p> <ul style="list-style-type: none"> <li>• We implement the department's Complaints Procedure 2023, to manage complaints in a confidential, fair and transparent manner. If a complaint cannot be resolved between the complainant and our teacher, it is referred to our principal.</li> <li>• All children's records are stored and maintained according to regulatory requirements to ensure security, confidentiality and accessibility. This includes medical records, immunisation details and parent contacts. Administrative systems are reviewed regularly to ensure best practice and to identify any areas that need to be addressed.</li> <li>• Our staff are supported through funding and release time to access professional learning to achieve their learning goals, as well as attend mandatory departmental training, such as Child Protection and Code of Conduct which are updated annually. The child safe environment procedure steps out child protection and reporting requirements for the department and additional information to support educators and leaders understanding notifiable reportable conduct or child protection related matters, that need to be shared with early learning and reported to the regulatory authority.</li> </ul>
7.1.3	Roles and responsibilities	<p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <ul style="list-style-type: none"> <li>• Information about the management of the Preschool, the roles and responsibilities of the approved provider, nominated supervisor, educators, co-ordinators and staff is communicated to all families through signage at the Preschool entrance. This approach ensures families and anyone considering applying to enrol, can access critical governance information efficiently.</li> <li>• Each educator has a clear role description to ensure they are aware of and are able to successfully fulfil their responsibilities in the preschool. This is displayed in the preschool for ease of access for every educator working in the preschool. We use the leading and operating department preschool guidelines to further inform our staffing procedure and role statements specific to a department preschool workplace.</li> <li>• All school relief staff who work within the preschool, eg. RFF, recess relief, etc are aware of their roles and compliance needs through the critical information folder as well as the role</li> </ul>

		<p>description displayed. This ensures continuity, consistency and shared understanding of roles and responsibilities at all times.</p> <ul style="list-style-type: none"> <li>• Each educator has the children's needs at heart. With their needs being the focus, we strive to ensure effective decision making is made in consultation with each other providing ample opportunities for discussion and processing time to adhere to these responsibilities. The Early Childhood Australia (ECA) Code of Ethics are displayed around the preschool and inform shared critical reflection and collaborative practice between educators and leaders on matters of staff performance against stated roles.</li> </ul>
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<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
7.2.1	Continuous improvement	<p>There is an effective self-assessment and quality improvement process in place.</p> <ul style="list-style-type: none"> <li>• The QIP is reviewed annually, supported by teacher release. Our self-assessment occurs collaboratively throughout the year at team meetings. These discussions refer to the NQF reflective questions, family feedback and advice from departmental support personnel. This process guides continuous improvement. Information collected through observation, both formally and informally is used to plan future learning directions.</li> <li>• Family surveys and other feedback, such as incident conversations inform the Preschool's cycle of improvement and self-assessment processes and, where necessary, changes are made to improvement goals and key practice statements.</li> <li>• We have adopted a Continuous Improvement Procedure to ensure we are always working towards improvement and following a practical and sustainable timeline for improvement. This procedure also supports the team to collectively understand, engage with and contribute to our culture of continuous improvement.</li> <li>• The leadership team allocate and target resources to support self-assessment processes and the progress of identified goals for improvement through staffing arrangements that enable educators time to focus on driving and leading implementation of all stages of the continuous improvement cycle. This aligns with whole school planning through established systems and delegated time allocated to key tasks and actions within the QIP and SIP.</li> </ul>

7.2.2	Educational leadership	<p>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p> <ul style="list-style-type: none"> <li>• The principal as educational leader oversees our program, while trusting the substantive early childhood teacher to develop, deliver and maintain the program on an ongoing basis. School leaders acknowledge the pedagogical expertise in their educators and lead through collaboration and connection with key guiding documents such as the Guide to the NQF, EYLF and Leading and Operating Department Preschool Guidelines to support and build capacity of educators' pedagogy and professional practice.</li> <li>• The principal is supported in her leadership by her Director Educational Leadership for performance management, and by Early Learning for implementation of age appropriate pedagogical approaches and compliance support to meet the law and regulations underpinning the National Quality Standard.</li> <li>• Responsive to our operational context, an additional teacher is employed on a part-time basis to ensure the substantive, leading preschool teacher is given time to liaise with the principal, attend meetings, networks and lead key review and continuous improvement tasks such as risk management planning, mandatory and supplementary local procedures (for department policy) reviews. This ensures everyone is aware of their roles and responsibilities and can fulfil the requirements guiding the preschool program and operational requirements.</li> <li>• The Department of Education's Preschool Advisor is incorporated in regular preschool meetings to provide support around all areas of preschool practice including the guidance of self-reflection. This approach complements our internal team reflection processes, which provide continuous opportunities for the principal to remain connected with, able to lead and support the work of the team in meaningful and sustainable ways, considering broader responsibility to oversee and lead a large and complex P-6 school within a vulnerable and high needs community.</li> </ul>
7.2.3	Development of professionals	<p>Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p> <ul style="list-style-type: none"> <li>• The Performance Development Framework creates a culture of high-quality staff and supports performance and accountability appropriate to the individual's position and role. This is</li> </ul>

		<p>achieved by all staff participating in the development of a Performance Development Plan, in partnership with the school principal. This process is underpinned by the NESAs Professional Teaching Standards, reflecting the Strategic Improvement Plan (SIP), the Preschool Philosophy and the Quality Improvement Plan (QIP).</p> <ul style="list-style-type: none"><li>• Educators value the opportunity to regularly reflect on our practices and are encouraged to have a strong voice in the running of the service. Stage meetings, staff development days and ongoing connection with sector specific online and in person networks showcase the school's commitment to ongoing learning and continual improvement through professional development and allows educators to attend professional learning opportunities that are relevant to their PDP and their ongoing learning.</li><li>• Educators and leadership actively seek, consider and reflect on a diverse range of ideas and perspectives to continuously learn and grow. Recently the educational leader, with an aspiring middle leader in the school, attended the annual department preschool leaders conference led by Early Learning. This opportunity provided meaningful insights and connection with key leadership consistencies and differences between K-6 and preschool, which informed deep and rich collaborative discussion, supporting executive team members, to develop their expertise and awareness of critical operational requirements, specific to the preschool, within a whole school context.</li><li>• The principal as educational leader supports educators' growth and fosters a professional community through actively promoting and facilitating educator participation in collaborative learning networks such as the Illawarra/South Coast Preschool Network and Early Learning moderated Statewide staffroom.</li></ul>
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# Improvement Plan

Standard	Purpose			
7.2	We have identified an opportunity to refresh and update our articulation of key statements in our QIP as part our shared critical reflection and continuous improvement focus for 2023.			
Goal	Steps, strategies and resourcing	Who- when?	Success measures	Progress notes
<p>We will continue to participate in the SAaP pilot to support refreshed approach to articulating key statements in our preschool QIP.</p>	<ol style="list-style-type: none"> <li>1. Create a schedule for the year demonstrating opportunities for all key staff to work on QIP in meaningful ways, relative to role expectations.</li> <li>2. Delegated members of the team access professional learning needs, accessing micro on demand PL  <a href="#">Educational leader – module 3 – continuous improvement Building quality in department preschools</a></li> <li>3. Formalise a <a href="#">Preschool Quality Improvement procedure</a> reflecting our agreed approach.</li> </ol>	<p>Amanda (<i>educational leader</i>) to lead in collaboration with Louise.</p> <p>To be achieved</p>	<p>The QIP underpins ongoing preschool team, shared reflective practice.</p>	<p>20.06.23 – Amanda and Rebecca (supervisor) attended annual preschool leadership conference. Key takeaways were collated to inform next steps at the executive level to embed ongoing support for preschool operation.</p>