



Excellence Application Handbook 2019-2020

# Activity for criteria 1

- Think about your service and note which theme best fits your exceptional practice
- Write down some examples of the exceptional practices, programs or partnerships
- How have these improved outcomes for children and families
- Remember it is about celebrating your service



Theme	Examples of exceptional practice, program or partnership	What are the positive outcomes?
Collaborative partnerships with professional, community or research organisations	Speech therapy Screening Program. Guliyali Preschool has partnered with a local speech therapy company who is able to offer speech therapy assessments. This program began in term 1 of 2017 and has continued each year. The program has diagnosed many children in need of continued speech therapy . The therapist has provided the educators at the service with tips and strategies for speech development and continued to offer speech therapy activities to our families during the COVID 19 period.	- Early speech issues have been identified and intervention provided. The educators and families are now aware of indicators for speech issues and encourage families to seek further assistance should an issue arise. Our Guliyali children benefit from this program as by receiving early speech intervention speech delays are addressed and supported before school.
Commitment to children that respects, reflects and celebrates culture and diversity, including place of origin	-In our 2017 QIP Guliyali Preschool identified the need to improve how we engaged with families and community. In collaboration with the Woy Woy Public Early Intervention Aboriginal Educational Teacher the preschool developed the Aunties Learning and Yarning Circle that is made up of female members of the Mingaletta Aboriginal community. The Aunties meet in a culturally safe place to discuss and share knowledge of children’s learning and development. An inclusive culture is the foundation of Woy Woy Public School. The preschool program includes regular opportunities to learn about Aboriginal culture and develop children’s sense of identity. The Preschool invites school staff, community Elders and specialists into the service to run activities such as traditional storytelling and dance. Aboriginal organisations such as the Mingaletta ‘Sisters Together’ weave baskets, make soaps and with the children and families collect bush tucker from our community garden, make traditional fish traps, collect bush medicines and attend special ceremonies.	This program improves children’s learning outcomes by developing their understanding of Aboriginal culture, sense of self and connection to community.

## Inclusive partnerships with children and families

Guliyali Preschool is committed to being a central link to information and support services within the wider community. As we recognise that every child, regardless of their needs, has the right to fully participate and have the same choices, opportunities and experiences for them to reach their potential. By working in partnership with our children, families, community, and agencies, we are able to provide the resources to meet students' additional needs. To ensure this occurs, our preschool actively engages with our exceptional Learning Support Team (LST). This team involves a school Counsellor, Principal, Deputy Principal (LST Coordinator), Assistant Principals, Aboriginal Early Intervention teacher & specialist teachers. Our LST plays a vital role in supporting children and their educators by ensuring that observations and assessments are conducted, appropriate resources are secured and utilised and personalised learning plans are developed in full collaboration with parents.

Young children flourish when the adults caring for them work well together. When families and staff work together they can exchange information and can focus on meeting each child's needs and supporting their development. This positive partnership allows children to see important people in their lives working well together. When children see positive communication between their parents or carers and staff, they begin to learn it is important to build healthy relationships. Children can trust and feel safe with staff who are respected and supported by their family and who respect and support their family in return. Children can then feel comfortable at their early childhood service and enjoy positive experiences. Children feel valued and important when families and staff support and respect each other equally and take an interest in their lives. Parents and carers who are positively involved with their children can help reduce mental health difficulties.

<p>Positive workplace culture, organisational values, support of educators and sustained commitment to professional development.</p>	<p>We actively pursue an ongoing Community of Practice with other local Public School Preschool educators. This activity aims at increasing our capacity to reflect and achieve currency around our teacher professional learning needs. We hold collegial sessions to enable professional sharing. These sessions are hosted by ourselves and our partner preschools and allow for us to refine our exemplary practice and inspire each of the settings to be the producers and receivers of practical content and commentary. Furthermore, we liaise often with these fellow educators through telephone calls, emails and preschool visits. We have contributed to the co-design of self-paced blended online quality assured professional learning modules based on the 7 quality areas of the NQS in collaboration with the Coordinator of Early Learning and Creative Director of easyA. These modules support the achievement of learning and promote the continuous improvement in the provision of quality in DoE preschools. We have contributed to Early Years Learning Conferences by promoting our Community engagement programs. Most recently we have joined the Pedagogical Leadership Program and presented at the Statewide staffroom</p>	<p>Benefits for children</p>
<p>Practice and environments that enhance children’s learning and growth</p>	<p>Continued improvements to our outdoor environment. As part of our long term planning and commitment to creating a more in-depth nature play and exploration space, our preschool is continuing to create a bush preschool environment in the school’s Bush Tucker garden . In consultation with local Aboriginal Elders to ensure the bush preschool program recognised the significance of land within Aboriginal culture. Guliyai has upgraded its outdoor environment, consulting with children and families to create a space that reflects the coastal nature of the local community.</p>	<ul style="list-style-type: none"> <li>- A well-arranged environment enhances children’s development through learning and play. The way the physical environment is designed and configured influences how children feel, act, and behave. The physical environment allows growth and development through activities and materials in defined play areas.</li> <li>- The children have developed an appreciation of and respect for different cultures since engaging in the Bush Tucker garden. It’s has also helped to increase the number of Indigenous families attending community events.</li> </ul>

## Activity for criteria 2

- Reflect on your service's leadership role in the community, a local area, or the wider education and care sector.
- Write down some examples of leadership within the community, local area or the wider education and care sector
- How has the service contributed to the development of a community, local area or the wider education and care sector
- What changes have others made based on your leadership?



Leadership	Has it contributed to the development of a community, local area or wider education and care sector?	Are the direct result of your leadership?
Regular contributor and leader of the Tuggerah Preschool Professional Group – online	The Microsoft Teams page was developed with the intention to allow networking to take place with other Det preschools across the Central Coast. It has allowed educators to discuss QA and best practice themes that have improved practice across all settings. It allowed educators opportunities to communicate during COVID 19 and ensured that all preschools were well supported.	Guliyali Preschool leadership team have proven ability to build leadership capacity in personnel which directly influences pedagogy, procedures and learning directions in DoE Preschools which in turn benefit the educational journey of all children across public school settings
Community Conversations and Transition to school Information Participant / presenters at conferences	The leadership team play an active role in promoting the preschool’s programs in leading conversations in the community regarding best practice. and	Contributions at the EYLC, online input and sharing of information and State wide Staffroom presentations and having Guliyali educators featured in the Early Learning Newsletter (Issue 7) highlights the positive and strong links the Preschool has in the wider community.
<b>EARLY YEARS LEARNING CONFERENCE &amp; STATEWIDE STAFF ROOM PRESENTATION</b>	Guliyali educators co created 'e learning modules' for the department of education early learning unit to be used in professional learning and in presenting 'cafe style' sessions at the early years learning conference in march 2020. most recently guliyali educators created and shared a movie that was presented in the early learning state wide staff room focusing on pushing play based pedagogy into K-2 learning environments.	K-2 teachers have implemented and adopted play based pedagogies in all classrooms

## Activity for criteria 3

- Reflect on how the services will maintain excellence and pursue opportunities for development over the next three years
- Write down some examples of future plans and what and who is involved in these
- Think about the services goals for future development





## Objectives? Timelines? Roles and responsibilities?

Increase interactions with other local preschools by installing a community gate linking the private preschool to our Det preschool.

Family and community engagement and through implementing PBL programs at our service we have been able to introduce safe and supportive strengthening this program and ensuring that the BWLC PBL message is extended into the community is reflected in our new school plan as we enjoy visits from the mascot for being Respectful, Safe and Engaged at preschool. The mascot will feature in social stories and short animations of children displaying positive behaviours to reinforce site specific school wide expectations. This future commitment will introduce our children to the world with the larger than life characters when they enter any of BWLC kindergarten classrooms. The introduction of our mascot will be inline with the plan outlined in Guliwali Preschool 2021 QIP and the 2021 Woy Woy Public School Strategic Directions.

Through our commitment to learning excellence and comprehensive forward planning, Guliwali Preschool is excited to work collaboratively with the community to extend more risky play opportunities for the voices of our current children and their families along with the voices of future families and our P&C have been recognised in this process to ensure that the areas and items to be added to the outdoors reflects the culture of the local community. By providing children with opportunities to explore and play independently to manage future risks independently and to develop an understanding of safety. Guliwali Preschool will seek support through a Clubs Grant, the

Woy Woy Secondary College – Woy Woy Campus Child Studies Curriculum students to support the career development of young persons to pursue work

as a practicum location for interested students pursuing Early Childhood employment for future support of children and families in Early Learning

is an integral part of Ourimbah University's Sustainability part of their Environmental Studies course, as a practical, hands on location for student participation in the Under Kitchen Garden program. It is intended to strengthen this partnership by having the Preschool as a part of this practical location visit to be conducted in an Early Learning setting at Guliwali Preschool