



Guliyali Preschool Woy Woy Public School

Quality Improvement Plan 2020

Ms Fiona Buckley / Mr Dan Betts – **Principal, Nominated Supervisor, Educational Leader and Responsible Person**
‘We challenge and support all students to achieve their personal best’

Service approval number	SE - 00009601	Approved provider	NSW Department of Education
Educators	Ms Buckley (Principal, Nominated Supervisor, Educational Leader & Responsible Person in Charge - Tues, Wed & Thurs) Mr Betts (Principal, Nominated Supervisor, Educational Leader & Responsible Person in Charge - Mon & Fri) Mrs Williams (Preschool Supervisor) Miss Williams (Early Childhood Teacher - Mon, Tues, Thurs & Fri) Mrs Kleppen (Early Childhood Teacher - Wed) Mrs Arnot (Cert III Early Childhood Education & Care)	Approved Provider number	PR-00005345
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Step 1: Statement of Philosophy

Guliyali Preschool Philosophy 2020- Woy Woy Public School

Respectful relationships

We foster the child's:

- *curiosity and sense of wonder, their imagination and confidence.
- *time to *be*, to seek and make meaning of the world.
- *agency, ideas, opinions, interests, knowledge and experiences.
- *relationships with others to develop confidence and feel respected and valued.

"Let me be me!"

High expectations & equity

We provide:

- *capacity for the child to succeed regardless of diverse circumstances or abilities.
- *we provide opportunities for the child to achieve all learning outcomes.
- *high expectations for achievement in learning.

"What can I become?"

Play as the Beginning of Knowledge

We aim:

- *to provide a play-based & STEM program that promotes a sense of wonder, exploration, investigation and interest.
- *to offer indoor and outdoor play simultaneously to build on the interests, needs and strengths of the child.
- *to provide the most natural and meaningful process for children to *become* active participants in learning.

"Let them Play."

Respect for diversity

We value:

- *Aboriginal People as the traditional owners of this land.
- *the histories, cultures, languages, traditions and lifestyle choices of our families.
- *respectful interactions with those children and families who have additional needs.
- *our children's sense of *belonging* to family, cultural groups and the community.

"Everyone belongs!"

Partnerships with families

We support:

- *and value each other's contributions and the roles in each child's life.
- *open communication and respect for each other.
- *working together and shared decision making.
- *families as being the child's first and most influential teachers.

"Together We Can Achieve."

Reflective practice

We strive:

- *for educators to continually seek ways to build their professional knowledge and develop their learning communities.
- *for educators to reflect on their practice through an ongoing cycle of review, examining current practices and generating new ideas to enhance the child's learning outcomes.

"I Aspire"

We challenge and support all students to achieve their personal best

Belonging

Being

Becoming



Quality Area 1: Educational program and practice

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed 12/02/2020
S.323 S.168 R.254	Is the Early Years Learning Framework used to guide the development of the program?	Yes
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Yes
R.74	Do you document: <ul style="list-style-type: none"> • An assessment of each child's development, interests and participation in the program? • An assessment of each child's progress towards the program outcomes? 	Yes
R.75	Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request?	Yes
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> • Information about the content of the program and service routines and how they operate in relation to their children, including their participation? • A copy of their children's assessment/evaluation documentation? 	Yes

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

The educators at Guliyali Preschool are guided by the approved learning framework, *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)*. The Principles, Practices and 5 learning outcomes of the framework inform educators when observing/collecting information, analysing the learning, planning for future learning, implementing the learning and evaluating/reflecting on the learning and educator practice.

- Educators have a strong understanding of and implement the Principles, Practices and 5 learning outcomes of the EYLF. The language of the EYLF is embedded in the statement of Philosophy, curriculum planner, on Storypark and face-to-face communication with families. During team meetings educators use the EYLF as a guide to reflect on their early childhood pedagogy. By doing this, educators are strengthening their professional knowledge and skills, knowledge of children, families and communities, awareness of how their beliefs and values impact on children's learning. An example of this was when the STEM Process was introduced into the preschool by the Central Coast Academy of STEM Excellence, it was also addressed at a team meeting and reflective questions were posed to the team and responded to on Storypark.
- Educators are guided by ACECQA's 'The planning cycle' as a process of planning and documenting children's learning to ensure that children are achieving best outcomes. Observing and collecting information is gathered using a range of methods. These can be narratives, audio recordings, jottings and parent reflections and completed as individual, small or whole group. All information gathered is linked to the EYLF Principles, Practices and 5 learning outcomes, the Standards and Elements of the National Quality Standard and theoretical underpinnings.
- Educators engage with communities of practice as ongoing professional learning to strengthen their knowledge and understanding of how to document children's learning, development and wellbeing effectively. This supports the development of the educational program as educators make changes based on evidence based pedagogy. An example of this was when the preschool's Early Childhood Teacher

used an idea suggested by a P-2 Initiatives Officer about how to incorporate positive affirmations in the program. The educator documented the positive impact this practice had on the children's health and wellbeing.

- Our pedagogy is guided by the elements in our philosophy including the capacity of the child, valuing each other's contributions and families being the child's first and most influential educator. As educators who value our families input, we continue our conversations digitally with families via the Storypark app and respond to their comments. After documenting a visit from NSW Oral Health, one family commented that a child's grandfather was a dentist and the mother is a dietician. This led to further discussions and play based learning experiences and opportunities about teeth brushing and healthy food choices. The parent also shared her knowledge and suggested resources such as "eat a rainbow" that linked in with the learning. The child felt a real sense of connection and pride knowing that his mother had shared valuable resources that we were able to engage with at preschool.
- The educational leader respects the values, beliefs and knowledge of educators, families and communities into the development of our philosophy which is critical in defining the purposes, objectives and focus of children's learning, development and wellbeing.
- Educators foster the capacity for the child to succeed, regardless of diverse circumstances or abilities and provide opportunities for achievement in learning by planning a play-based program that promotes a sense of wonder, exploration, investigation and interests.
- The Aboriginal Early Intervention Teacher (AEIT) collaborates with educators, families and children to design Personalised Learning Pathways (PLPs) that identify specific learning and developmental goals for children who are Aboriginal or Torres Strait Islander. We use these goals for ongoing collaboration and planning with the AEIT. The individual PLP's are documented with the individual child's profile. Families can access their child's PLP at any time. Each child's PLP follows them into the K-6 community. This enables a smooth transition between settings.
- Each day, the children and educators acknowledge that we meet on Aboriginal land and pay our respects to the Aboriginal people. We strive and critically reflect on ways to meaningfully and authentically incorporate indigenous language, Aboriginal culture and perspectives into the daily routine and learning environment. Links are made with the school's Aboriginal Early Intervention Teacher and Aboriginal community members through weekly visits with the MINGALETTA Aunties. Aboriginal families within the school have reported a greater sense of connection with their culture since their child has been involved in the program.
- Identified English as a Second Language or Dialect (EALD) children are supported through programmed learning experiences such as, Music and Movement, classroom displays, involvement in whole school celebrations and sourcing appropriate resources. This EALD support is identified on a needs basis
- Children with identified additional learning needs are supported through the collaborative intervention of the Learning Support Team (LST) who collaborate with educators, families and the child to create an Individualised Education Plan (IEPs). Educators' plan intentional learning experiences based on the strategies recommended by the LST and the goals in the child's IEP. Educators work in partnership with interagencies to support the child's learning, development and wellbeing. This process supports the child to have a successful transition into Kindergarten. [Learning Support Team Meeting Minutes](#)

- An Initiated Speech Pathology program funded by the school to identify and work intensely with children, families and educators to best support the needs of all children. Speech pathologists are also able to access Storypark to strengthen our links with families and support of their children.
- Educators identify the holistic needs of individual children by observing the child's current knowledge, interests, identity and culture to assess their learning journey. By fostering reciprocal relationships with each child this allows us to understand individual learning styles and temperaments.
- Educators enjoy spending time interacting and conversing with each child to map and plan their future learning directions. We believe in long periods of uninterrupted play which allows for rich and meaningful interactions. Educators communicate the daily rhythm to the children using visual prompts which supports them with transition and routine times throughout the day. Children are encouraged to be a part of this decision making. Families are educated via Storypark announcements and verbal discussions about the importance of a flexible daily rhythm and how this benefits their child.
- Educators show flexibility through responding to spontaneous happenings and acting on any changes that may need implementing. We allow for emergent ideas from the children by demonstrating this flexibility. Our understanding of the children and the relationships we build helps us to confidently engage in curriculum decision making and supports active participation from the children. The educational program is discussed with families during parent/teacher interviews at the start of the year where they are asked if they would like to contribute to significant celebrations or commemorating events throughout the year.
- Educators use their knowledge of theorists to guide to their practice and understanding of how children learn and develop. Theoretical underpinnings are included as learning tags when documenting children's learning on Storypark which strengthens their analysis of learning and future planned experiences.
- The preschool's Early Childhood Teacher is a part of the K-6 Science Team. The educator ensures the preschool children are offered experiences and learning opportunities during science week and any knowledge and skills are passed on to other educators from team meetings.

Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

At Guliyali Preschool our aim is to ensure that the educational program and practice provided is stimulating, engaging, and enhances children's learning and development. Our program nurtures the development of life skills and complements children's experiences, opportunities and relationships at preschool, at home and in the community.

- Educators draw on daily family and child communication, individual parent/teacher interviews and survey feedback, enrolment information, observations and whole team critical reflections to purposefully inform their decisions and actions. A good example of this is when an educator made an observation on Storypark of two children dressed up as superheroes while engaging in rough and tumble play. At the end of this observation the educator posed questions to the parents, "I would love to know what your thoughts and opinions are on rough and tumble play? Do you see this type of play often?" The parent expressed that rough and tumble play is a big part of their family life and that she is grateful that her child can engage in rough and tumble play in a controlled environment at preschool. From this the educator is planning to invite Black Belt Martial Arts (BBMA) to deliver a program that supports the child's interest and learning of life skills such as self-discipline, self-control, courage, focus and goal setting.
- Educator's use strategies such as modelling and demonstrating, open ended questioning, speculating, explaining and engaging in shared thinking to extend children's problem solving and challenge thinking and learning. Educators engage in reflective conversations around this and these are recorded in our in-depth observations. This was evident through an observation of a child who was fascinated with testing whether an object would sink or float. The educator provided a range of open ended materials for the child to make boats and test their reliability in a body of water. The educator then prompted the children and recorded the child's reflective thought processes about why their boat would sink or float.
- Programmed projects are aligned with children's interests and goals for learning. These are recorded on Storypark and available for feedback from families via this forum. Educators adjust and amend in response to children's changing needs and continually collaborate and reflect.

- Educators reflect, plan for and create inviting learning experiences that intentionally challenge the learning and development as individuals and groups in meaningful ways. This is done by being purposeful in their selection of resources and are intentional with how they set up defined spaces to reflect the individual learning of children and the overall program. This was evident when an educator added a range of authentic cooking materials such as soup bowls, spoons and ladles to the home corner/kitchen space to extend upon a child's interest in cooking soup.
- Educator's decisions and actions build on children's existing knowledge and skills to enhance their learning. Educators respond to children's evolving ideas and interests via open-ended questioning, providing feedback, challenging their thinking and guiding their future learning. We then take this information and discuss how we can best support this through our verbal daily reflections and then implementing any adjustments.
- Educators use spontaneous teaching moments to scaffold children's learning. Our educators are quick thinkers and responsive to children, building on the child's current strengths, skills and knowledge to ensure motivation and engagement. An example of this was when a child approached an educator showing a picture where they had made a pattern. The educators added a range of resources to the environment to support this, including coloured beads, books about patterns and ventured out into WWPS to search for more 'real life' patterns in the environment.
- Educators provide a learning environment that captures the identity, culture and interest of each child while providing an opportunity to promote the child's sense of agency. As cited in our philosophy, we value the histories, cultures, languages, traditions and lifestyle choices of our families. One example of how educators promote children's agency at Guliyali Preschool, is by giving the children the responsibility in completing a safety checklist of the outdoor environment and wiping down their lunch before and after eating.
- Educators embrace learning experiences initiated by children to extend their learning. As educators we reflect and infer theoretical approaches in our planning to ensure children are given opportunities to achieve best outcomes. An example of this was allowing the children to use real tools when working in the preschool garden. The educator linked using real tools to Steiner's approach as it is believed that when children are given the opportunity to use real authentic objects they will gain confidence, independence, safety awareness and a sense of agency, among many other things.
- Educators respond to individual children's diversity on issues of inclusion and exclusion and unfair behaviour by fostering a culture of respect. We are able to respond to children's developing understanding of social justice and equity and we have Sorry Day/Reconciliation Week.
- A child's sense of agency is promoted and opportunities for autonomy are provided for thorough expectations such as, cleaning their own yoga mats after rest time and wiping down their table space after lunch.

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

At Guliyali Preschool, educators and the leadership team take a planned and reflective approach to implementing the program for each child. Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observing/collecting information, analysing the learning, planning for future learning, implementing the learning and evaluating/reflecting on the process.

- Educators collaboratively and critically engage in planned and spontaneous critical reflection on children's learning and development by having robust debates and discussions. This supports the implementation of a meaningful program for each child, guided by ACECQA's 'The planning cycle.' An example of this was around the topic of 'gun/superhero/villain play' and how educators could ensure that children were made feel safe while engaging in play at preschool and families were supported in their views on the topic as well.
- Each child's learning and development as individuals and groups is documented on the Term Planner on Storypark and displayed as a visible learning tool for the children to revisit for further learning opportunities and reflection. A project evolved after a child shared his experience of a recent visit to the Sydney Sealife Aquarium. Parents were asked to share photos of the children linked with the topic which were placed in the room for the children to visit. As the project progressed the children drew pictures of their favourite sea creatures which were proudly displayed. This display generated a lot of discussion amongst the children as they revisited and reflected upon their learning journey.
- Individual Educational Plans (IEPs) & Behaviour Support Plans (BSPs) are developed for children who are identified as requiring support. IEPs are written on a needs basis and are based on observations, analysis, discussions with families and goals collected during the term. These plans are communicated to families and learning goals are established for each child with input provided by the family. This may lead to referral to Support Services. Parents/Caregivers receive copies of these plans and are kept up to date with progress via formal/informal discussions that shape our practice and the ongoing cycle of planning.
- All educators ensure parents/caregivers have many opportunities to communicate with educators and receive information. Newsletters are sent out by the Staff Administrative Officer every even week of the term. The newsletters contain photos of children's work, achievements and learning at Preschool and any upcoming/relevant information in the Preschool/School community. The newsletters

are also linked to the EYLF principles, practices and 5 learning outcomes. Communication methods such as displays, emails, text messages, Storypark uploads and the 'Skoolbag app' are also used.

- Each child's learning and involvement is acknowledged and documented in their Storypark portfolio, which is always available to children and their families. Various systems are sustained at the preschool to guide educators in planning for children's developing interests, dispositions, strengths and needs. These systems involve learning stories, observations, samples of work & photographs. These documents and information are linked to the EYLF principles, practices and 5 learning outcomes.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 1 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?	Priority L/M/H
<p>1.1.3 Program learning opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning</p>	<p>After reviewing our Assessment & Rating Quality Improvement notes we have identified that the interests learning and development of children in our setting might be further enhanced by considering how planning cycles from the other settings our children attend could be incorporated into the planning cycles we prepare for each individual.</p> <p>After completing the ACECQA Self-Assessment Tool and having discussions with our Director Educational Leadership, our P – 2 Initiatives Officer and the Lead Project Officer from the Central Coast Academy of STEM, Guliyali Preschool has identified the provision of opportunities to engage with STEM activities as an important means to ensure that our children:</p> <ul style="list-style-type: none"> • Are connected with and contribute to their world • Are able to develop their own autonomy, inter-dependence and sense of agency • Become socially responsible and show respect for the environment • Develop dispositions for learning such as curiosity, cooperation, confidence, creativity, persistence, imagination and reflexivity • Develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating • Resource their own learning through connecting with people, places, technologies and natural and processed materials; and • Interact verbally and non-verbally with others for a range of purposes <p>It is hoped that STEM can provide a context through which we can challenge and equip our children with skills to solve authentic problems for the complex world around them, and will encourage our children to think in a more connected and holistic way.</p>	<p>M</p> <p>H</p>

Goal or Outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
1.To ensure the educational program enhances each child's learning and development	<ul style="list-style-type: none"> - Identify other children and families accessing other Early Childhood services - Receive permission to share information via Storypark (Term 4 parent/teacher interviews for 2021 enrolments) - Load stories on Storypark and tag other Early Childhood service 	Preschool Educators End Term 1 2021	<ul style="list-style-type: none"> • A number of children accessing another service are linked on Storypark and information is shared developing the child's sense of belonging. • Stories have been shared 16/2/2020 for two students.

Goal or Outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
<p>Collaborate with families and children to introduce culturally sensitive STEM practices into the preschool's learning program to promote & enhance investigative and inquiry based projects</p>	<ul style="list-style-type: none"> - Utilise the expertise of Early Childhood Teacher Tess Kleppen who is on the whole school science committee to introduce STEM ideas into the preschool setting - Term 3 Science Week experiences for each group - Gather materials to create a loose parts - Offer educators TPL to support the implementation of STEM 	<p>P-2 Initiatives Officer and STEM Officer to support process & work with Preschool and whole school staff to implement P-Year 2.</p>	<ul style="list-style-type: none"> • Guliyali families and wider school community asked for donations of loose parts materials (Storypark and Newsletter Term 2, Week 6 2020) • Emailed Bunnings Umina Beach asking for a donation of loose part which was gifted in (FEB 2020). • Whole school STEM resources shared with Preschool • Meetings with P-2 and DET STEM co-ordinator taken place. • 22/09 – TPL Nikyetta Pencheff • 14/10/2020- Team meeting including Nikyetta ,educators and leadership team

Quality Area 2: Children's Health and Safety

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 06.03.19

Ref. to Law (S) Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 R.162	<p>Have you received a medical management plan from the parent/carer of all children with specific health care needs, allergy or medical conditions?</p> <p>Do you have a risk-minimisation plan and communication plan for all children with specific health care needs, allergy or medical conditions?</p> <p>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?</p>	yes
R.91	<p>Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of:</p> <ul style="list-style-type: none"> • Student Health in NSW Public Schools: A summary and consolidation of policy and • preschool procedure relating to medical conditions in children. 	yes
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it and complete administration of medication records?	yes
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	yes
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	yes
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness and accurately complete incident, injury, trauma or illness records?	yes
R.89	<p>Do you have sufficient first aid kits?</p> <p>Have you checked that they are fully stocked and removed all out-of-date items?</p>	yes
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	yes
R.77	Is food stored, handled and served safely?	yes

S.165	Have you ensured that educators are supervising children effectively?	yes
R.82-83 R.97 R.103 S.167	<p>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?</p> <p>Are risk minimisation plans in place for (a) the general preschool environment (b) visits into the school?</p> <p>Are emergency evacuation plans and floor plans displayed at all exit points and have you developed a risk minimisation plan to support emergency and evacuation procedures.</p> <p>Are emergency and evacuation procedures practiced at least every 3 months, documented and evaluated?</p> <p>Have you conducted a risk assessment to identify potential emergencies specific to the preschool?</p>	yes
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes
R.100 -102	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
<p>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</p>		

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

Standard 2.1 Each child's health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.

- The flexible daily rhythm at Guliyali Preschool has an allocated time for 'Rest and Relaxation.' This is a period in the middle of the day where the children's rest or sleep preference can be accommodated. During this time the children have the opportunity to engage in a range of quieter experiences including yoga, mindfulness, stretching, visualisation techniques, playdough, reading books or accessing a variety of 'Busy Boxes' prepared by the educators. We respect that like us, there is no one way of winding down and refuelling our bodies with energy for the remainder of the day.
- There are several soft spaces within the preschool environment that allow children to take a moment to relax and enjoy some quiet time. These include the home-like lounge, the hollow with books and puzzles, soft cushions and cubby's in the outdoor environment and a newly refurbished "calming room." The "calming room" provides a range of resources that promote positive mindset and strong foundations for each child's emotional health toolkit. One example is the visual and tactile prompt for Rainbow Breathing. Several families have given positive feedback that their child has used this tool at home and is helping them regulate their emotions and feelings outside of the preschool environment.
- The children are supported to take increasing responsibility for their own health and wellbeing. We see our children as capable of mastering effective hand washing practices and take the time to support and guide them in the process through intentional teaching, singing songs and verbal prompting. Visuals of the Guliyali preschool children are also displayed at eye level in the children's bathroom so the children can independently recall the steps needed to complete routine tasks such as handwashing. Educators use their own health and hygiene practices to narrate and demonstrate effective skills including tissue use, cough etiquette and washing their hands.
- Each child is supported to use the toilet in their own time and are always offered support. A nurturing approach supports the children to learn the necessary skills of toileting while maintaining the child's emotional wellbeing and privacy. Gaining information from parents through conversation and parents/educator meeting, in regards to the child's ability to toilet and wash themselves ensures the educators have strong knowledge of each child's ability. Children who wet or soil themselves are supported to be cleaned as soon as possible to ensure their comfort and to minimise the spread of germs. Educators will follow the appropriate procedure that is located in the children's bathroom above the nappy change area, to ensure the elimination of cross contamination and spread of germs.

- Strict policy and procedures around keeping children safe and healthy are followed by our educators. The colour coded cleaning cloths ensure that educators are able to remove contaminants and sanitise our eating and play surfaces without cross contamination. The educators take great care in ensuring that our children enjoy their meals in fresh air whilst still maintaining high hygiene standards. Similarly, educators use good handwashing practices and the use of gloves to ensure optimal standards are maintained throughout food times, toileting, nose wiping and providing first aid.
- Guliyali educators take the responsibility of caring for children at increased risk of an allergic or anaphylactic risk to be of the highest importance. Educators ensure medications provided by families are in date, correctly labelled, prescribed by a doctor and are located in the designated kitchen area (locked/sealed boxes or top shelf (EpiPen). Clear guidelines are followed when administering medications including a thorough checklist and a two person check to ensure the item is as described in the parent signed medication form. Children's emergency action plans are displayed in the kitchen and with the child's medication. Guliyali Preschool also absorbs the cost of holding two extra EpiPens in case of emergency.
- Expectations of children who become ill are communicated to parents on enrolment. Families also have access to Guliyali Preschool Policies in the 'About' section of the Storypark online platform. We are very clear in our communication with families about infectious disease outbreak, this ensures that families feel confident in the information and advice provided. We ensure families receive health alerts and department fact sheets about outbreaks in a timely manner via hardcopy, Storypark, email to families, school website and the school app.
- Incidents, injuries, illnesses and trauma are thoroughly documented using detailed records. The rostered on designated first aid officer will ensure correct first aid practices and procedures are carried out. First Aid kits are located in both the indoor and outdoor environments and are regularly checked and restocked. In the case of a serious incident the family will be notified immediately as well as reporting to the regulatory authority within 24hours. When the record is complete with the signature of the Nominated Supervisor and parents, it is emailed to the family within 24 hours. The record is then kept with the child's information in a locked cupboard in the Staff Administrative building. Incidents will be addressed at fortnightly staff meeting to monitor the nature of the incidents and to ensure best practice is being implemented.
- Being a SunSmart preschool ensures we are giving our children and staff a healthier future and creating good habits for life. We provide 50+ water resistant sunscreen and use the middle section of the day where UV ratings tend to be higher to move indoors or seek out shade. The UV rating is checked twice throughout the day to ensure optimal sun safety measures and precautions are taken. All Guliyali educators wear hats outdoors and we support families to make sun safe choices by providing information in regards to appropriate hats and clothing on enrolment. Clean spare hats and clothing is also provided to children when needed.
- Families are provided with information and ideas in regards to healthy eating options and providing a "Magic Lunchbox" for their child while at preschool. Educators model and promote healthy eating options by sitting with children during meal times, providing intentional teaching moments around healthy eating and implementing cooking experiences into the curriculum based on the children's interests. Families are also provided with monthly 'Good Bite' newsletters. Educators advocate for children to choose water to drink and role model this by only drinking water during their time with the children. Clean, fresh water is available as requested by children throughout the day

with drink bottles monitored and refilled after lunch. Guliyali Preschool is also a “nut aware” environment and parents are discouraged to pack food products in their child’s lunch box that include nuts. This is to minimise the risk of allergic and anaphylactic reactions for children and staff in both the preschool and wider school community.

- Our preschool engages the services of a variety of health care agencies to support and promote health practices and lifestyles. Primary School Mobile Dental Program | Oral Health, Division of Allied & Oral Health
- The Early Childhood Teacher completed the NESAs endorsed professional development course, ‘A Mindful Educator Program.’ From this the educator has implemented several successful strategies and techniques within Guliyali Preschool to support children’s health and wellbeing as well as sharing the resources with the Tuggerah Preschool Professional Group.
- To enable the children to engage in Rough and Tumble play in a safe and supportive environment, the Early Childhood Teacher organised a qualified sensei from Black Belt Martial Arts Kincumber to deliver a program for the duration of a term. This program supports children’s wellbeing, self awareness and self esteem, builds confidence, resilience and respect and promotes positive physical health and activity.
- The children are supported to take increasing responsibility for their own health and wellbeing. We see our children as capable of making decisions and identifying hazards. Each day the children complete an outdoor safety check of the equipment and outdoor area. Giving the children this task promotes responsibility, independence and builds their awareness of being safe and looking after themselves and those around them. Storypark post 14/8/2020 Michelle added 15/10/2020

Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

- Guliyali Preschool building lends itself to both sight and sound supervision of children with open floor plans and approved safety glass windows throughout. The outdoor environment equally provides spaces where children can feel hidden from the world but where supervision can be maintained. The outdoor supervision plan is followed by all educators, including casual and duty staff. When moving between the indoor and outdoor learning spaces and grouping for transition and routine times throughout the day, head checks are performed and communicated between staff members. Detailed risk assessments are completed around safety and supervision requirements for all staff who enter the preschool environment.
- All staff are well equipped to respond in an emergency situation with termly lockdown and evacuation drills conducted for both groups of preschool children.
- Guliyali Preschool educators understand the importance of their mandatory reporter's role and complete annual mandatory child protection training through the Department of Education. General, non-urgent child safety concerns are documented on the WWPS Sentral system for further action. All educators understand that urgent child safety concerns need to be raised immediately with the Nominated Supervisor so that the appropriate reporting pathway can be undertaken.
- All excursions have a completed risk assessment that is provided to all educators and families. While on excursions the Preschool Leader gives educators and volunteers explicit inductions, directions and allocated care groups

- Ensuring children's safety and wellbeing is paramount at Guliyali Preschool. All Educators understand that any hazards or potential hazards at the Preschool need to be identified and removed immediately. Prevention, awareness and professional critical reflections/discussions are key to ensuring safety and wellbeing at all times. The processes embedded at the Preschool include:
 - WH&S Discussion tabled for each team meeting
 - Each morning, Educators inspect the outdoor area, which involves sweeping sand from pavers if necessary, raking the sandpit checking equipment and wooden pallets. Educators are aware of the need to create a safe environment for children. Each day a daily, 'Outdoor inspection checklist.' is completed by an educator.
 - Pest control schedule treats our playground/Outdoor Area' every 3 months. Our air conditioners are annually inspected and cleaned
 - Every morning before children arrive at Preschool, equipment, resources and the indoor/outdoor environment are visually checked. Any broken items or unsafe items are removed and/or School General Assistant(GA) is notified. The sandpit and bark chips are raked thoroughly each morning.
- Emergency evacuation plans and procedures are embedded and displayed within the Preschool. With the School, these procedures are reviewed annually. Children at the Preschool practise these procedures twice a term (reflection of practice sessions are recorded in a summary record sheet located in the 'Work, Health and Safety Folder' in the Preschool office & on the DET ICE system). In an evacuation, Educators move children to a clearly marked 'Emergency Assembly Point' located outside the preschool grounds on the main school oval. Children are provided with visual support cards and guidance during the practice lessons. [Emergency Evacuation Procedures](#)

Step 4: Improvement Plan-what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 2 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

Quality Area 3: Physical Environment

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 21.2.19

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

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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

- Guliyali Preschool support children's access to both indoor and outdoor environments. There is sufficient space, equipment and facilities that are well designed and fit for purpose. Even pathways, ramps, wide doorways and door ramps ensure access for all
- We offer open-ended materials that invite a variety of uses such as providing children with loose parts play outside. This ensures a flexible and responsive play space. Families and School community asked for input of resources via storypark and newsletter
- Our furniture throughout the Preschool is purposeful in that it reflects a home-like environment (a full sized dining table), however, other items such as the pallet tables ensure inclusivity and accessibility for all children.
- Our environments are designed to support and promote each child's access with stimulating open spaces encouraging free movement, a balance of natural and artificial light and has flow through ventilation
- Spaces are available at our service for administrative functions and we are able to hold private conversation between the team and our families in this space. Equipment is adequately stored in purpose built cupboards and spaces.
- When considering the setting up of our environments, educators demonstrate a strong commitment to our Guliyali Preschool Philosophy and the Principles and Practices of the EYLF. We promote a sense of wonder and provide the most natural and meaningful processes for children to become active participants in their learning.
- The School General Assistant (GA) checks and maintains the Preschool indoor and outdoor areas. The DoE School Infrastructure unit is contacted for action on maintenance beyond school GA's capabilities. Educators also maintain all areas on a daily basis (for example, watering the plants, garden beds, raking the sandpit, sweeping high traffic areas).

3.1.2 Upkeep

- A maintenance safety and cleaning check is carried out daily. This is recorded on a specific form and any issues are forwarded to the appropriate DoE personnel.
- The Nominated Supervisor carries out monitoring of the building in accordance with the Department of Education, School Infrastructure Unit guidelines.
- Resources that are highly used by the children are cleaned and washed more regularly according to the need.
- Schedules are available for the cleaning procedures in the Preschool.
- All daily cleaning is carried out with natural products made from vinegar and water. Any need for harsher chemicals are completed outside of school hours by contracted cleaners. A current chemical register is available in the Preschool and chemical storage is secure. Educators respond to any significant changes to the physical environment with appropriate risk minimisation plans. Additional cleaning processes have been put in place in line with DoE COVID 19 Cleaning requirements.

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

- The learning environments have purpose and meaning to the children allowing them to engage and foster a sense of ownership and respect. Educators ensure they are balancing the sameness and change by responding to children's need for both. This is achieved by talking with the children and involving them in decision making that supports their agency, influence and learning.
- The indoor environment is set up to provide meaningful learning spaces and make the children feel safe and secure once entering the doors. The use of new and recycled natural looking furniture, reflects a home-like environment, while the use of pallets and low lying tables ensure accessibility and inclusivity for all children. A range of natural, open ended resources are offered to give children options and choice throughout the day. The spaces and resources within the room are reflective of the children's interests and passions as well as a scope of all areas of development. Children are educated and encouraged to respect the indoor learning spaces and are responsible of packing away and looking after the resources. Guliyali Preschool's play based learning philosophy provides children with the opportunity to return to an experience that they are engaged with by leaving it set up and not packing it away.
- The outdoor environment provides children with an abundance of opportunities to challenge themselves and each other through the natural play scape and surroundings. The newly erected adventure park attracts the children and encourages them to be actively involved in their learning and physical development.
- Daily indoor safety checklists are completed by the educator rostered on to ensure that are rooms are safe and secure before the children arrive
- Recycled consumables (such as collage materials, boxes, paper) to develop sustainable practices are re-stocked daily or as necessary to ensure all children have access to learning resources for their learning experiences. Parents/Caregivers are encouraged (via displays, handouts and newsletters) to donate unused recyclables such as boxes, fabrics, paper etc

- Aboriginal Bush Tucker garden is easily accessible and used regularly by the Aboriginal early Intervention Teacher and during the Mingaletta Aunties program.
- Each year Guliyali Preschool is involved in opportunities to enhance children's and educators understanding of waste. Children work alongside members from Woy Woy Public School to explore the volume of waste produced and consider how we can repurpose or recycle items. Whole school Wipe out waste audit 9/3/2020
- The voices of our Guliyali Preschool children and families are valued and considered in the development and ongoing improvement to the indoor and outdoor environments. This was evident when the Early Childhood Teacher asked the families for input via Storypark in regards to adding more risky play pieces of equipment to the outdoor learning space. Parents and children responded with ideas such as trampoline and monkey bars.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 3 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
	To ensure that our service promotes outdoor environments that are challenging, inclusive, promote competence, independent exploration and learning through play.		M
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
Provide children with a variety of outdoor play options that promote assessing and managing risks.	Survey families to get ideas on equipment or activities they would like to see offered Discuss ideas with P&C & leadership team	ECT will survey families ECT to address P&C to discuss & decide on options	Storypark post inviting families to share ideas 23/09/2020

Quality Area 4: Staffing Arrangements

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 20.02.19

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.122-123 R. 271	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.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	yes
R.120 R.126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	yes
R.129-135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person who has completed training in the management of anaphylaxis and at least one person with an ACECQA approved <ul style="list-style-type: none"> • first aid qualification available, and • emergency asthma management training? 	yes

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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

- A full time university trained Early Childhood Teacher and a full time Certificate III in Early Childhood Education and Care are the primary educators at Guliyali Preschool. As with all Department of Education Preschools, the school Principal is the Nominated Supervisor, Educational Leader and Responsible Person in Charge. The Preschool is supported with a direct supervisor who is also the school's Wellbeing Officer.
- The Early Childhood Teacher is an accredited Proficient Teacher. After identifying this as a goal in her Professional Development Plan early 2020, she was closely guided and supported by her supervisor and achieved this goal in May 2020.
- Casual staff are Early Childhood trained and employed regularly to maintain consistency among staff. Practicum students who have gone on to successfully complete their course have also been employed, as they are already familiar with the Guliyali Preschool philosophy, daily rhythm, wider school WWPS community and staff.
- All educators including those with a duty have photographs displayed in the Preschool for clear viewing for families, the community and any visitors.
- Educator's professional philosophies are displayed for families, the community and visitors to see.
- Staff qualifications and current mandatory training certificates such as first aid, WWCC and child protection are kept in a folder in the Guliyali preschool office.
- Through the Preschool's liaison with the Learning and Support team we are able to identify any additional staff and or requirements to support an inclusive practice. We work closely with our Early Intervention team and Aboriginal Early Intervention Teacher and acknowledge and respect each other's strengths and skills. This sustains a supportive professional relationship.
- During initial family interviews the rotation of casual or relief staff is explained and where possible photographs are shown.

4.1.2 Continuity of staff

- Educator relationships are healthy and respectful which allows for the planning and learning cycle to be ongoing without any interruption. This was demonstrated through a recent occurrence whereby the casual teacher was able to implement and follow on with a whole class extension experience with very little instruction or interaction with the classroom teacher JEN EGAN – FLAGS HARMONY DAY. Mrs Arnot and Miss Williams document math experiences for separate children. Miss Williams plans another experiences and incorporates Mrs Arnot initial and planned experience for that child (Joshua and Adam June 2020)
- Fortnightly team meetings are held as well as daily reflective discussions at the end of the day. This helps to build staff cohesion and acknowledges all strengths and input.
- The whole school supports the Preschool team in any team building activities and professional learning on offer. The Department of Education Code of Conduct is reviewed annually so all staff know exactly what is expected of them.
- The school principal attends library with the preschool children every Wednesday morning. During this time, the principal has the opportunity to meet families in the morning and get to know the children on a more personal level. This collegial staffing arrangement also enables the principal to form positive relationship with the preschool children who transition into Kindergarten at WWPS the following year.

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

4.2.1 Professional Collaboration

- The primary educators enjoy a positive and warm working relationship by sharing tasks and responsibilities, by supporting each other's ideas and strengths, continually reflecting on our delivery of the program and displaying mutual respect with any differences.
- Our induction folder is available for new staff and is always delivered in a personable and affective manner. This supports a sense of belonging that the team is proud to share. Our philosophy is shared and included in this.
- Our team are open to sharing knowledge, new ideas and research and are passionate about discussing and reflecting on any suggestions brought to the team. Our fortnightly team meetings revolve around robust discussions, reflection and decision making informed by our professional standards.
- All educators are able to work in a respectful atmosphere, reflecting the DoE Code of Conduct and The Early Childhood Australia Code of Ethics adopting best practice strategies. The importance of ensuring all educators feel valued, supported and connected is acknowledged by creating a culture of collaboration and connectedness.
- Equality in seeking professional learning and upskilling is evident in that all team members are exposed to learning opportunities. We are all committed to extending on our current skills and knowledge. This is evident through collaboration on the Tuggerah Professional Teams platform with both Koolara and Gararwa Preschool educators.
- Communication is facilitated between educators through informal and formal measures. The Early Childhood teacher (ECT) acknowledges and guides the Certificate III educator's input into the program. This is evident through collaborations and comments added to the planner of Storypark.
- Educators are open to extending their professional collaboration to exchange ideas with our families and community. We are able to do this via Storypark and our family posts and feedback reflects this. QIP reflection feedback questions to families? – STORY PARK

4.2.2 Professional standards

- Educators take responsibility for working to meet the requirements of the National Quality Framework. Our Philosophy is underpinned by valuing partnerships, diversity, knowledge and equity.
- Educators have a thorough understanding of the EYLF and use it to guide their practice, interactions and relationships.
- The Early Childhood Australia Code of Ethics guides our professional conversations and maintains high quality professional conduct.
- Copies of the NQS, National Regulations and Guide to NQF are available for all staff to access. Also the services Policies and Procedures, the DoE Preschool Handbook and the Preschool's Statement of Philosophy are accessible and consistently referred to during discussions and formal team meetings.
- The Department of Education's Grievance Policy guides and assists staff when resolving differences.
- The continual reflection on our QIP allows all stakeholders to commit to implementing improvements identified through our collaborative processes.

Step 4: Improvement Plan-what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 4 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

Quality Area 5: Relationships with children

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.155 S.166	Have you ensured that educators interact with children in a way that	yes
	<ul style="list-style-type: none"> Encourages children to express themselves and their opinions? 	yes
	<ul style="list-style-type: none"> Supports children to develop self-reliance and self-esteem? 	yes
	<ul style="list-style-type: none"> Maintains the dignity and rights of each child? 	yes
	<ul style="list-style-type: none"> Provides positive guidance and encourages acceptable behaviour? 	yes
	<ul style="list-style-type: none"> Reflects each child's family and cultural values? 	yes
R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	yes

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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

5.1.1 Positive educator to child interactions

All Educators believe that building positive and trusting relationships with all children forms the basis for successful and effective learning to occur. The relationships we develop with children and families are valued, maintained and sustained through formal and informal conversations and acknowledgment of achievements. This strengthens our relationships and creates a preschool community.

- We value and respect the experiences that the children bring to Preschool and acknowledge the families as being the child's first teacher. We work strongly with the families in settling new children and encourage family presence for as long as mutually desired. The daily rhythm supports flexibility and responsiveness to families and children's needs. In the first week of 2020, a child had brought in a photo of her family and was feeling a little nervous in her new surroundings. We made a space within the room for her to display her family photos and invited other children to bring photos of their families as well. This became a positive experience for all, as they proudly displayed their family photos, creating a strong sense of identity and belonging.
- Educators at the Preschool foster consistency in children's learning, our relationships and whole school Positive Behaviour for Learning expectations. This further ensures children feel safe and secure in their learning environment
- Children are greeted by responsive and cheerful Educators each morning. This provides a welcoming atmosphere and the opportunity for children to share with Educators their stories, news, or what they have done over the weekend. Educators also allocate time for children to present, share and talk about their experiences at group times. We also acknowledge and celebrate children's milestones (i.e. birthdays, special events, cultural celebrations and new siblings)
- Embedded into the routine is ensuring that the learning environment is organised, set up and ready the day before for children's arrival each morning. This allows all Educators available each morning for children and families, whether it is to answer questions or to assist

with children who have separation difficulties. Continuous ongoing conversations with families are fundamental for understanding children's wellbeing and rights.

- Children are encouraged to ask Educators for resources they need in their play space, to share their interests, emerging ideas and knowledge. A variety of resources are readily available for children to support independence, their interests, agency and choice.
- Educators are always available to support and assist children who are experiencing difficulties separating from their parent/caregiver. An Educator will then notify the parents/caregivers via a follow up courtesy phone call or conversation at the end of the day, to let them know how their child settled.
- Interactions with all children are authentic, real and demonstrate mutual respect through the relaxed approach with sustained engagement and genuine interest given by the educators. This is evident through both verbal comments and conversations had between educators on Storypark.
- The daily rhythm is displayed within the room accompanied by a visual timetable so that the children have a sense of what is expected and predictability throughout the day. This visual display has worked particularly well for anxious and unsettled children. The daily rhythm was also posted to families via Storypark at the beginning of the year, offering continuity and smooth transition between the home and school settings.
- The Certificate III educator Rhonda Arnot has worked closely with children with additional needs for the past 10 years. She has worked on the Learning and Support Team at Woy Woy Public School, supporting children in support classes and early intervention. She has transferred this experience into the Guliyali Preschool setting, providing a safe, supportive and inclusive environment for our children who have been diagnosed with ASD, ADHD, anxiety and Sensory Processing Disorder.
- Early Childhood Teacher Tess Kleppen also teaches in the Early Invention classroom two days per week. Mrs Kleppen often brings the children from EI into the preschool to promote respect, equity inclusion among the children.
- Educators use basic sign language and visual aids to support children with additional needs in the preschool environment. We also welcome the support, guidance and strategies of the professionals who visit the Guliyali Preschool for specific children.
- During our initial interviews families are encouraged to share any cultures and lifestyle choices for educators to consider in their interactions with children. This is an ongoing process throughout the year as we encourage family interaction verbally and via the Storypark platform.
- The principles and practices of EYLF are the foundation of our curriculum and are confidently reflected in our program.
- All educators ensure that all children feel safe, secure and supported through pre-entry sessions, which are offered to children prior to starting full time Preschool. Children attend 2-3 orientation sessions to become familiar with Educators, peers and the routine. Families are also asked to choose a group (Group A or Group B) for their child before commencing full time Preschool. The child stays in the same group for the full year which provides consistency for not only Educators, but their peers too.
- The Early Years Learning Framework is used to plan an inclusive play based curriculum, which enables each child to be supported in their learning and to develop relationships with their peers and Educators. Children at the Preschool are encouraged to initiate and

construct their own learning, competencies and knowledge. We also use intentional and unintentional teaching practices to challenge, encourage, explore and collaborate with children to extend their play and learning.

- Being responsive and developing children's sense of belonging is an ongoing embedded practice at the Preschool, as well as a main theme in our philosophy. Educators are responsive to children's interests, needs and emerging questions, adapting their teaching approaches to suit. Educators engage in active listening/conversations with the children.
- We ensure families have the opportunity to speak to Educators each morning, as our routine includes free play sessions for children from 8.50am – 9.20am, so family members can join in the Preschool programme. Educators also create an atmosphere that encourages our children and parents/caregivers to freely speak to Educators at any time. Families and children are involved in our learning program through online and verbal feedback. This creates a sense of ownership and agency for both children and families. With parent/caregiver consent, we have embedded into our practice, displaying their comments from reports and learning stories on Storypark. This demonstrates the connection with families, in relation to acknowledgement, engagement and belonging.
- Further strategies are implemented for children who present severe and/or ongoing difficulties settling into the Preschool environment, for example: meetings/discussions with parents/caregivers to establish goals for success, implementing activities of interest, social skill activities, quiet area, and comfort tools. This process values and acknowledges meaningful engagement with families.
- Children who identify as Aboriginal or Torres Strait Islander are supported through liaising and collaborating with our AEIT and Personal Learning Pathways are developed early in Term 1. These plans assist the development of all children, building on their personal strengths and identifying areas of learning.

5.1.2 Dignity and rights of the child

- Guliyali Preschool supports the children in our service to make positive choices and we acknowledge their growing independence and autonomy through respecting their rights as a developing young person.
- Educators use spontaneous and intentional teaching when any issues of empathy or inequity arise. Example
- Educators reflect and ensure that they talk about any of these sensitive issue and how we will address this as a team. This ensures an honest and genuine approach. We are able to lean on each other's strengths in these situations. This approach has helped with a child who is still toileting, ensuring his dignity is maintained and respected during this time.
- At the beginning of the year, families were asked to contribute to the review of the philosophy. One family suggested we include the right of the child in our philosophy, particularly when being photographed. This was reflected upon between the educators and it was agreed that we ask for permission before we take photos of the child. The child of this particular family often asks the educators to take photos of his creations to show Mum.
- The Early Childhood Teacher engaged in critical reflection on the Early Learning Teams Platform around programming and documenting regarding when and how it is appropriate to interact with and take photos or videos of children during play Post by Jacqui Ward 31st Jan Communities of Practice

- Educators support children to resolve conflict in play using whole school PBL resources
- Our philosophy emphasises the value of fostering a sense of belonging and ownership at the Preschool. Each child who accesses Preschool hours (whether it is full time, part time), have their own locker, learning portfolio, name card and various work samples on display throughout the Preschool year. We have hellos in different languages and a world map on display, which acknowledges the cultural diversity of our families and the community.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

5.2.1 Collaborative learning

- The children are encouraged and empowered to share their current and developing knowledge, skills, ideas and experiences with their peers and educators and are actively supported to impart their theories through collaborative learning opportunities and group projects
- During interactions with children, educators support peer scaffolding through posing open-ended questions throughout the day and facilitate children's communication and learning from each other. Educators consider the environment to be the third teacher therefore set-up is intentional to encourage children to explore and interact with each other, make meaning and knowledge through their experiences and social interactions and negotiations with others.
- Staff respect the children's choices engaging in small group play and projects and are encouraged to participate using verbal cues and modelled language. Solitary, parallel and cooperative play are recognised and acknowledged as important developmental stages of social play (Mildred Parten, 1932).
- Educators allow uninterrupted time for children to work with their peers within their environment. Educators encourage children to assist each other in experiences and to explore new materials and provisions. Observations of children's collaborations are used to gain a better understanding of the interactions guiding and contributing to children's learning and to promote a deeper understanding of the role of the relationships in social play.
- Educator co-construct and scaffold children's learning and provide them with tools to enable them to become researchers and encourage them to investigate and develop theories about the world around them. Children are supported to use tools such as the books, internet, hands on active exploration to extend and enrich their learning, thinking and shared discoveries.
- Collaborative projects are offered to the children to encourage and promote peer interaction and personal interest areas
- We implement small literacy groups (based on the whole school Phonological Awareness program Term 3 & 4) in which all children participate. These groups aim to promote awareness and extend skills in rhyming and syllable segmentation. We try our best to gather

data from children with special rights and/or English as a second language, at times we utilise our Preschool Support Workers and Aboriginal Early Intervention Teacher to assist us in the process.

5.2.2 Self-regulation

- Each child is consistently encouraged and supported to manage their own behaviours, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.
- Educators work closely with families, the school's Learning Support team, the Aboriginal Early Intervention teacher and inter-agencies to develop plans that suit the individual needs of identified children. Evidence of this is recorded on a child's Personalised Learning Plan or Behaviour Management Plan
- Based on family feedback and the observed needs of children the educators organised an experienced local Martial Arts expert to provide a healthy and disciplined form of exercise to assist a way of understanding and channelling the body's energy.
- Educators implement planned and spontaneous experiences about emotions, feelings and issues of inclusion, fair and unfair behaviour, bias and prejudice. An example of this was during Sorry Day and Reconciliation week in May/June 2020 a child displayed an enormous amount of empathy in regards to the mistreatment of our First Nations people. This led to further discussions and planned experiences about kindness, fairness and inclusion. [Reconciliation Week post](#)
- Guliyali Preschool provides a calming room for children to move to if they are feeling anxious, upset or frustrated. The room consists of an egg chair, a mirror, calming colours, a feelings board, emotions support cards and a loose parts sensory box.
- Educators employ positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. A calm, patient, gentle and reassuring attitude is maintained when children are expressing strong feelings of distress, frustration or anger. Children are encouraged to reflect on and consider the impact of their behaviour on others or themselves by educators providing examples or using visual aids to support their thinking. The children are acknowledged when they make positive choices in managing their own behaviour through verbal communication and gestures.
- A whole class visual has been added to the Guliyali Preschool support to provide a consistent approach in the positive behaviour expected by the children and staff. This was originally made for a child who was continually using impulsive behaviours that were becoming increasingly frequent and harmful to other children. This was documented on storypark and attached as a PDF document so families could print off to use at home to provide a consistent approach across both settings.

- Educators provide a calm, welcoming and relaxing environment by softly playing relaxation music in the background of the classroom throughout the day
- All educators believe that children have a right to express their feelings and to be supported to develop positive behaviours that will support the development of friendships and the development of appropriate relationships with adults. The Preschool has a behaviour policy and associated expectations that are consistent, age appropriate and cater for individual understandings. The behaviour policy is located in our policy and procedures folder (one in the Preschool office and the other accessible for families in the 'Family and Community Information' area. We ensure that behaviour management is consistent and followed through to maintain and develop children's self-regulation skills. Educators provide opportunities and time with children for discussions about appropriate behaviour, problem solving, and supplying children with tools/visuals to react appropriately in different situations. Additionally, Educators assist children to resolve conflict. This is evident through role modelling, visual aids, social stories, discussions and problem-solving activities at group times. At times, children find it difficult to interact positively with others. In these circumstances, meetings are held with parents/caregivers to assist us work in partnership and children are supported by staff to develop these skills.

- Step 4: Improvement Plan-what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 5 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

Quality Area 6: Collaborative partnerships with families and communities

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment:1.3.19

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you ensure parents have the right to enter the service when their child is in attendance unless <ul style="list-style-type: none">• Allowing the parent to come into the service poses a risk to the safety of children or staff?• 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• You reasonably believe that allowing them entry would contravene a court order?	yes

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

6.1.1 Engagement with the service

- Guliyali Preschool works in partnership with families, interagencies and the wider community to improve and support the learning and development of children. There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families. This is provided to the community on our school electronic communication notice board, a thorough enrolment pack is available to all families and contains a range of information including; Welcome to Preschool family Guide; a brochure about Childcare and Preschool entry and immunisation; Preschool information brochure, an application to enrol in a NSW Department of Education Preschool; Asthma record sheets; Code of Conduct Carers and Visitors; Guliyali's Preschool philosophy; and Nutrition Policy and lunchbox Guide (included to assist families to make informed nutrition choices for their child). A parent information evening is held at the end of the year prior for the following year. This ensures that new families feel welcome and it is a chance for them to meet the entire Preschool team. Families are introduced to the Preschool's philosophy and communication methods such as StoryPark are introduced and explained to support family understanding.
- Meetings are conducted in Week 5 of Term 1 for each family to gather information about how they are finding the Preschool, what they would like to see more of, how they would like to contribute to the program and what goals they have for the child for the school year.

During this time the school's Aboriginal Early Intervention Teacher (AEIT) is introduced to families whose children identify as Aboriginal or Torres Strait Islander. The AEIT completes the child's Personalised Learning Pathway (PLP) which identifies the child's areas of interests and encourages children to set personal learning goals. The child's PLP is carried out throughout the school year and the AEIT comes into the Preschool for two hours a week to support our Aboriginal and Torres Strait Islander children. The PLP's are evaluated each term and located on our school's Sentral system.

- At the end of term 2 the Early Intervention teacher reviewed individual children's needs to ensure that learning needs are identified by the Department of Education and the appropriate avenues are decided for the child's transition into Kindergarten the following year.
- Educators encourage families to participate in the day to day program by seeking opportunities to talk with them about aspects of their child's journey. Families are encouraged to stay for a period of time in the mornings and are able to come in earlier at the afternoons for a play or to observe their child interacting with their peers and learning environment.
- Parents/Caregivers are supported and encouraged to stay during their child's first few Preschool sessions. Sessions are tailored to individual needs when needed, for example: more pre-entry visits, flexible days and hours or reduced session times.
- Educators endeavour to establish positive relationships with families and caregivers by being approachable and friendly. Families concerns, questions and queries are readily addressed by educators. At the Preschool, we make families feel welcome by providing information sessions, encourage families to be part of the planning process for their child, through feedback sheets, surveys and regular discussion. Regular communication is an integral process through informal and formal chats, newsletters, work displays, telephone calls, text messages, interviews and portfolios and Storypark notifications. We ensure that we respond and follow up any queries or concerns in a supportive and timely manner.

6.1.2 Parent views are respected

The educators at Guliyali Preschool recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children's education.

- Parents are able to write any comments next to their child's name on the register book and educators read this in the morning or afternoon when checking the register. Educators share the comments amongst each other during critical verbal reflection at the end of the day or they address this at the next Preschool team meeting.
- Families are encouraged and invited to create a conversation via StoryPark with the Preschool educators at any time. The families are aware from the Parent Information evening that these conversations are confidential and not accessible by any other families. The educators respond promptly to these conversations and support the families in any way they can. Storypark Post
- Twice a year parent / teacher interviews are conducted with both Preschool educators. During these interviews the families are asked a range of questions and the information we receive is acted on throughout the year. For example, a question asked was "Do you want

your child to have a sleep during the day?” Majority of our families stated “no” and therefore we implemented the yoga program for rest and relaxation. Beds are provided for children whose families answered “yes”. Parent responses to interview questions.

- Educators incorporate songs and stories to encourage meaningful discussions with families and children with their current interests in mind as well as embedding Aboriginal and Torres Strait Islander music and movement. An example of this is the Wombat Wobble Dance and when we sang three cultural songs such as, Acknowledgement of Country, Inanay Capuana and Taba Naba at the Preschool grand opening of the outdoor learning environment. [Acknowledgement of Country Early Learning Video](#)
- Guliyali acknowledges the leading role of our families in their child’s wellbeing through successful collaboration on their child’s educational program. We have facilitated discussions between families, the whole school’s Learning Support Team, Early Intervention and the School Counsellor to begin a positive and appropriate transition into kindergarten for three of our children this year, advocating for the families wish for a support class placement. This is our philosophy in action as we partner with families on shared decision making.

6.1.3 Families are supported

Our Preschool’s policies, procedures and every day practices link strongly to our service’s statement of philosophy. Our philosophy gives priority to partnerships with families by valuing open communication and respect for families and appreciating their contributions and roles in their child’s life.

- Our Preschool team builds a sense of welcome and respect from the first interaction or conversation we have with families. Educators make it apparent that they are keen to know what families want for their child, and follow the families lead in this.
- The National Law and Regulation, the National Quality Framework, the Early Years Learning Framework, Policies and Procedures and the NSW Department of Education handbook is accessible to families in a hardcopy at our register shelf and educators verbalise that they are there to families on a regular basis. The names, titles, photographs and personal philosophies of the full time Preschool educators are displayed at the register and the Preschool’s statement of Philosophy is displayed at the entrance of the classroom. StoryPark and our school’s website supports this with online copies of these documents on the ‘About’ page.
- The front register of Guliyali Preschool contains a variety of accessible brochures and contact information including health services, car and road safety, healthy eating and physical activity (Munch and Move), Code of Ethics, childcare and pre-school entry and immunisation information, bullying helpline, family support services such as Yarran and our School as Community Centre (SaCC), an EYLF brochure provided in Chinese language, for our family from China.
- During the COVID 19 pandemic families were reassured that the preschool would remain open for all of those who required its care and education. The educators developed online learning programs delivered via Storypark to ensure connections remained strong and to be a support for families during the challenging times. After reflecting on family feedback educators personally telephoned or video called children and delivered craft packs for home learning experiences. [At Home Family resources](#)

- Information, newsletters and current notes are provided to families in a range of ways, such as the Skoolbag App, text messages, emails and/or printed hard copies. Families are asked (prior to child commencing full time Preschool) to choose which modes of communication they prefer to receive up to date information about the Preschool. We also have Family and Community Information area that displays up to date events/learning at Preschool and within the community.
- The Preschool uses the The Woy Woy Public School website, with a tab for Preschool. Information such as the family information book, information about Playgroup, The QIP, our philosophy statement and policies and procedures are made available to families and the community. This is regularly reviewed and updated by the Preschool leader and school IT support.
- Every child has a learning portfolio on Storypark, which is on display and available for both children and families to look at. Parents/Caregivers are able to share and connect with their child/ren about their learning at Preschool.
- The Preschool provides detailed information to families relating to excursions in written form including a written risk assessment.
- The Schools as Community Centre shares the Woy Woy Public School site and many of our Preschool families attend play & parenting group sessions. We have developed a strong relationship with the SaCC staff and we display their term program & their community pamphlets in our parent information area. [SaCC Information](#)

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

Transitions

6.2.1

As a Preschool inside a Department of Education school we offer a plethora of opportunities to allow children to negotiate around different spaces and settings within the school.

- The children have a successful transition into Kindergarten through both formal and informal processes. Expectations and routines are experienced through a formal Transition Program. This is organised through the whole school Transition to school team and Preschool Teacher and has set dates, set routines to help support our families and children.
- The children experience understanding and new information about the different settings in a school environment through our many walks and visits around our school, for example the school library, canteen, play equipment, oval and other classrooms.
- Other teachers in the school are involved in the Preschool through duties and visits where they establish and form relationships with the children prior to beginning school.
- In Term 4 as part of the Kindergarten transition to school program the Preschool children sing Christmas carols to the elderly at the local nursing home with the kindergarten children. This helps build good connections between the school and Preschool and begins their relationship with kindergarten teachers.
- Families are continually well informed about any of our transition processes both informal and formal. This is done through verbal conversations and our StoryPark app, the school newsletter and the school’s website.
- The building of resilience is supported so children feel comfortable with the process of change through our smooth routine transitions, supportive educators are able to adapt quickly and be responsive to the changing individual needs of children. For example while our morning routine has a set rhythm recently a child was unable to cope and educators quickly re-juggled their responsibilities to respond to the child’s immediate need. The respect and confidence in the team members to step up is evident and we were able to reflect on it later in the day.

- The New South Wales Department of Education transition to school statement is utilised as part of a profile that assists in making a positive transition into formal schooling. At the end of each Preschool year, all families receive a copy of their child's Transition to School Statement. With parent/caregiver consent, a copy of the Transition to School Statement is sent to their child's School and a signed copy is archived at the Preschool.
- Children who identify as Aboriginal or Torres Strait Islander are supported through liaising and collaborating with our Aboriginal Early Intervention Teacher. Students from the school who identify as Aboriginal or Torres Strait Islander visit the Preschool, projects such as creating art works and storytelling occur in partnership with the Mingaletta Aunties. The AEIT is also valuable sources of support and information to ensure Guliyali Preschool continually reflects on their practice and strives to include Aboriginal and Torres Strait Island perspectives and culture in meaningful and authentic ways.
- Early Intervention Assistant Principal visits local preschool regularly to build relationships and offer support to families, children and educators
- As part of her PDP, the Early Childhood Teacher completed a NESAs endorsed Early literacy pre-reading and pre-writing professional development course to gain knowledge, resources and skills to support children in their transition to school.
- Buddy classes from the K-6 school community visit each group of preschool children one day per week. They engage in a variety of playful experiences in both the indoor and outdoor environments such as hopscotch, parachute games or reading books together. The older children visit the preschool to provide a sense of connection and security, knowing they will have a familiar face when they transition into Kindergarten the following year. One parents commented on a documented buddy visit saying, *"I really love that the preschool kids have a chance to get to know the older students - seeing some familiar faces when they head in to kindergarten will make such a difference xx"*

6.2.2 Access and participation

Our educators are confident in finding effective ways to work together to ensure that the children have opportunities to experience quality learning. In our planning and reflective practices we ensure that any potential barriers to children participating are addressed. Our programs and policies ensure a welcome and inclusive environment.

- Our Preschool demonstrates a strong sense of belonging and this is evident in our ability to make all families feel comfortable. One particular single father who was struggling responded well to our efforts to support him through provisions such as our breakfast bar (that all children can access). We were able to create such a level of comfort that after having four of his children through the service his simple comment was “I wouldn’t have been able to get through this without the support of the Preschool” after a particularly hard struggle he had been through. We will use this experience to reflect and further guide any similar family situations.
- We have developed a trust and confidence throughout the wider school community with many teachers enrolling the children/family members into the Preschool by choice. They are active participants on our Storypark app and speak highly of our Preschool program.
- The Preschool supervisor is the Wellbeing Support Officer. We have continual collaboration and support with the Aboriginal Early Intervention teacher, the Early Intervention teacher and the school counsellor. These connections allows participation and inclusion of all children in response to specific health, cultural or development support.
- Both educators seek professional development that supports our understanding and participation in inclusivity for all children and families.
- Our environment is set up in a welcoming and warm way that has foster strong family connections that go beyond the Preschool fences. An example of this is when a father was heard asking another father if he would like help moving to his new house, play dates after school and informal conversations carried out on our Storypark app between parents.
- Our connection with Woy Woy Public School includes attending assemblies, weekly library lessons and participating in transition programmes with Kindergarten teachers. We are part of the school and participate in all school events and activities as well as utilise resources and areas, for example: participating in sports day, assemblies & accessing the computer room
- Transition meetings are an essential part of the Preschool/School programme. This information provides all Educators with aspects of the child’s journey, strengths and abilities and the basis of planning. Preschool teachers meet with the school principal to discuss school transition visits, Preschool data, family information and allocation of children into classrooms, which strengthens continuity of learning. Kindergarten teachers then have the opportunity to visit the Preschool to see children or discuss their prospective students with the Preschool teachers. Where children are attending another school, we have an ‘open door’ policy for teachers from outside schools to visit the children at the Preschool. The preschool educators and Support workers accompany children on their transition visits
- Educators work with system and community agencies to support children and families with identified/special needs. We advocate for our families and liaise with the Learning Support Team Coordinator, Speech Pathologists & NDIS support workers to support children’s learning. Families are actively involved in the process of referral and Individual Educational Plans (ILP) meetings to ensure optimal learning outcomes.

- We work closely with case workers and families for children who are under the Guardianship of the minister and are enrolled at the Preschool. Case workers and families work closely with the School Principal and Assistant Principal Wellbeing to discuss goals and learning programs.

6.2.3 Community engagement

Creating a sense of community is an integral part of what we do here at Guliyali Preschool and our commitment to implementing the core themes of Belonging, Being and Becoming that are the core of the Early Years Learning Framework.

- The local Aboriginal and Torres Strait Islander Cooperation, Mingaletta have endorsed the Preschool educators and resources used through the means of a signed document that is proudly on display in the Preschool. It is a regular practice within our Preschool that our local Elders come and visit for storytelling on a weekly basis. This helps build strong connections and reflects our cultural context. This has been a wonderful new community partnership that we are all enjoying.
- Mutually beneficial partnerships are built that uphold strong connections between local elders and our Preschool community. This is demonstrated through the Aunties presenting our Preschool Darkinjung Acknowledgement of Country song at the local Aboriginal Educational Consultative Group (AECG) as a recommendation to go into other schools.
- Our Preschool is heavily involved and well connected with the wider school community through participation in whole school assemblies, celebration days, NAIDOC, Book Week, ANZAC and visits to other classrooms including weekly library lessons.
- New South Wales health initiatives are accessed for the benefits of our families and children including, dental services, the Statewide Eyesight Preschooler Screening (STEPS) and both community and private speech pathologists. These are established relationships.
- Our Preschool has established a relationship with the private day care centre Little Giggles, in Woy Woy. They have visited on two occasions and shared our environments with us. We look forward to planning more visits together in the future.
- As a team we reflect and discuss how we approach our partnership for supporting inclusion and transition and we are comfortable to discuss our own personal and professional values that may influence what we do.
- We have established a connection with Living Choice Deepwater Court, a retirement village across the road from our school. We are very much looking forward to the beneficial opportunities that these intergenerational visits will bring to our children.
- All parents/caregivers are invited and encouraged to join the P&C, to share their voices and perspectives, and contribute to decision making within the Preschool and School community while fostering a culture of inclusiveness. The Preschool Leadership team attends the P&C meetings, which are held twice a term.
- Long serving staff members have developed strong connections with families and the community. The leadership team and educators have taught many children of previous children who attended Guliyali Preschool. Returning families enjoy seeing a familiar face and sharing their story of coming to the same preschool as their children. The leadership team is very knowledgeable about the history of the Woy Woy Public School, Preschool and the local area.

- Cultural beliefs and values are respected and celebrated at our Preschool in a variety of ways, such as celebrating significant cultural events, for example, Chinese/Vietnamese New Year, Diwali, Holi Festival of Colours, Harmony Day, and Reconciliation week. We also invite families to share their cultural traditions.
- Families are invited to play and participate in the Preschool learning environment with the children. Families are involved in excursions, cooking and other special events (such as Book Week, Parents morning tea).
- The Preschool and the School offer workshops (regarding oral language and literacy, reading and number and the importance of play) for families to attend. 18th June parent information session- postponed due to COVID 19
- We have a good working relationship with the Area Health nurses. We host their service at the Preschool once a year. We also provide families with clinic dates and locations if they are unable to attend the dates offered at the Preschool. At times, from the information provided by Area Health teachers do further assessment to determine speech/language/additional needs of the individual children. We then use this information to contact the required support agencies to assist us programme effective intervention. [StEPS](#)
- At the Preschool, we host an information night at the beginning of the year. This allows Educators to get to know families, children and the wider community. We hold special days for families to attend in relation to community events such as Mother's Day and Father's Day. We also host a Mothers Day, Fathers Day and an end of year concert for each group. These special events are well attended by families. It is an effective channel to involve the community and strengthen our partnerships.
- During COVID we were able to continue our connection with the SaCC. The children engaged in weekly Music and Dance sessions along with a program that promotes physical activity called Kids on the Move. Although the children were unable to connect with people out in the community they were still afforded valuable learning opportunity through the SaCC building.
- The children have connected with the wider community by joining in a nationwide initiative that supports less fortunate and disabled people in South Africa to purchase wheelchairs for them – 'Aussie bread tags for wheelchairs.' The initiative began after the preschool children began noticing some children in the K-6 WWPS community in wheelchairs and walking frames. A discussion around kindness, empathy, fairness and inclusivity followed. Collaboratively, with grandparents, the K-6 school community, other local public schools and Woy Woy Preschool (the preschool adjacent to Guliyali Preschool) the children have collected almost 5L of Bread tags (24/9/20).

Step 4: Improvement Plan-what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 6 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)*

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Community engagement Element 6.2.3	After completing the ACEQA Self-assessment Tool our educators recalled a previously identified goal that has not been achieved. Establishing a more direct working relationship with the early childhood service situated next to and adjoining our service should encourage the development of a sense of community in children and would deliver benefits to families whose children attend both services.		
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To maintain community partnerships during the COVID 19 pandemic.	Invite front preschool (4-5 year old room) to visit Guliyali Preschool for Science week. Invite preschool to attend a morning tea in week 9 Term 3 & 4	Educators Week 5 Term 3 Invites to be sent out Term 3 & 4 week 6 Term 3 2020 Term 3 2020	Due to COVID 19 this was not possible Access Management Unit(AMU) has been contacted to modify fence dividing the two preschools to allow ease of access. Preschool educators have communicated over fence and discussed learning opportunities. Educators from both settings have shared

	<p>Use older peers to implement cultural programs while Aunties are unavailable.</p> <p>Implement Buddy system</p> <p>Video / Zoom Aunties</p> <p>Initiatives to connect with community - Bread clips</p> <p>Care packages</p> <p>SaCC – Music and dance – Term 3 and 4</p> <p>SaCC – Kids on the Move – Term 4</p>		<p>resources and WW Preschool has contributed to our bread tag collection.</p> <p>Aunties have made and shared a video saying 'Hello' to both groups. Shared 17/8/2020 & 20/8/2020.</p> <p>Buddies have visited the preschool twice a week from week 2 Term 3.</p> <p>Community members collecting tags for preschool – Deepwater court residents collecting.</p> <p>Woy Woy Preschool collecting too and sharing over the fence.</p> <p>Care packages have been delivered to many of our families in week 9 Term 2 and to the Aunties at Mingaletta.</p>
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Quality Area 7: Governance and Leadership

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

Step 2: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? This includes: <ul style="list-style-type: none"> ● Approved Provider notice ● Service approval notice ● Notice of final assessment rating 	yes
R.55-56 R.31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> ● Contains a statement of the service philosophy? 	yes
	<ul style="list-style-type: none"> ● Is reviewed and revised at least annually? 	yes
	<ul style="list-style-type: none"> ● Is made available to parents on request? 	yes
R.145-154 S.175	Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include: <ul style="list-style-type: none"> ● Working with Children Checks ● Department verification of WWCCS ● Educational qualifications ● Child Protection training ● ACECQA approved training, including first aid ● NESA registered teacher number and expiry date 	yes
	Have you ensured a record is maintained of all educators working directly with children in the preschool which includes the following information— <ul style="list-style-type: none"> ● 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 S.175	Have you ensured that all records relating to children at the service are maintained and accurately completed, including: <ul style="list-style-type: none"> • enrolment records • attendance records • health information • records of incident, illness or trauma? 	yes
R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	yes
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	yes
R.174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority?	yes
R.168-169	Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service?	yes
R. 170	Do you ensure that your departmental policies and local procedures are followed?	yes
R.171	Do you ensure that copies of the current policies and procedures required under regulation 168 are available in the preschool at all times?	yes
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	yes
R.185	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

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

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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

Effective leadership contributes to sustained quality relationships and environments that facilitate children's learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. At Guliyali Preschool, the Principal holds the title as the Nominated Supervisor, Responsible Person in Charge and Education Leader. The Preschool Leadership team consists of Executive staff members and, in partnership with educators, are committed to the development, leadership and management of the Preschool. There is a focus on continuous improvement demonstrated by:

7.1.1 Service Philosophy and purpose

- Regularly reviewing the philosophy ensures it meets the needs of the service and all current stakeholders. With changes in children and families at the service, as well as educators, leadership and management, it is essential that the philosophy remains a 'living' document (ACEQA). During the week beginning the 17/2/2020 our families, children, educators and key community stake holders(P&C) were encouraged to be meaningfully involved in updating our service philosophy.
- The preschool's philosophy links to the vision of the school "We challenge and support all students to do their personal best" and underpins and guides all aspects of the Guliyali preschool's operations.
- The philosophy remains an active document by having annual reviews and all who staff who have significant input into the preschool practices have an understanding of its elements.

- The philosophy is displayed in the preschool in clear view of staff, families and community members. The philosophy is given to families in their enrolment packs, all staff receive a copy of the philosophy and have this hanging in the classrooms and more copies are available to families at the front register.
- The philosophy is included in our staff induction pack and unpacked as a part of the induction to reflect its true value.
- Family input is important to us when reviewing our QIP. We include their voices in this important process through reciprocal conversations and questionnaires. Evidence of our family's comments, suggestions and feedback is displayed in the Preschool and on Storypark [Philosophy review](#)
- Comprehensive risk assessments are completed alongside leadership team members to ensure complete awareness of all activities undertaken in the preschool is understood [Risk Assessments](#)
- New Educators who join the team are inducted and complete an induction checklist. On arrival, they are shown around the Preschool and provided with information about processes, routines and systems. Children's health or cultural needs are explained and other key information including, where medication and first aid supplies are stored explained.
- The philosophy is displayed in the front foyer of the preschool and is included in the orientation pack for all families. At family partnership meetings educators share the philosophy with families and talk about how the philosophy informs our practice and how it connects to the Early Years Learning Framework.

7.1.2 Management systems

- Effective management and administrative processes are embedded to support the management of the School, including the Preschool which include: - the use of SENTRAL & EBS4 Manager System to delegate operational and WHS tasks, SAP financial accounting - use of financial analysis and budgeting system to develop and manage budgetary and financial requirements - the use of FMWEB to track lodged maintenance - use of Human Resources SAP system to manage & record staffing - The Principal manages all bonafides, accounts, Resource Entitlement Statement and online financial statements.
- Annually updated evacuation and lockdown procedures are practiced regularly and well established. A record is kept by the Nominated Supervisor and a record is also available in the Preschool emergency evacuation bag. A combination of Department of Education policies and site specific procedures ensure smooth and consistent operations in the preschool. The governance and administrative systems are well established and consistently drive reflection. The implementation of a Continuous Quality Improvement Plan recognised by Early Learning as best practice ensures that we continue to 'learn, teach and lead for excellence'. [Continuous Improvement Plan](#)
- An administrative officer from the primary school is appointed specifically to the preschool and manages enrolments and records attendance.

- At the beginning of each year Executive team members, parents and educators are granted access and invited to share information on the online platform Storypark. Our Preschool team members are introduced to the community so their profile can be raised. [Introduction of Staff](#) and photographs of the Nominated Supervisor are present in the Preschool near the sign on book for all visitors to view.
- To demonstrate our commitment to maintaining exceeding in Early Childhood Education and to support the evolving needs of our children and families staffing allocations were adapted to ensure continuity of care. Our Early Childhood Educator is provided with 1 full release from face to face (RFF) teaching day to develop quality educational programs and connect with community members. Our Certificate 111 Educator receives 1 hour RFF each week and the daily timetables have been written to ensure the continuity and care of the children is considered throughout the day. [Duty Roster](#)
- To ensure team stability supports our community the Preschool uses regular relief staff to maintain consistency and familiarity for children and families. This also helps to promote the development of strong attachments and relationships between children, educators and families by ensuring continuity of care – sign in books and staff login
- Guliyali Preschool is on site at Woy Woy Public School. Our Preschool is represented by parents and executive staff at P&C meetings who ensure the preschool is considered in all activities & improvement across the site. P&C meetings are held twice a term. P&C Minutes Day Disco - 6th March 11:00 - 11:40
- All preliminary changes/decisions in regards to policies/procedures in the Preschool are passed onto the P&C for consultation and approval. Parents/ caregivers are then informed. P&C Meeting Minutes
- The Preschool has an archive system in place, which involves children's records, financial records and centre based records.
- All records are confidentially stored for the specified period of times as required by the Education and Care Services National Regulation (NSW) and then archived at the end of each year in the 'Secured Archive Room' located in the Woy Woy Public School premises [Disposal of School Records](#)
- All referrals for additional services are managed by the Preschool Educators and are maintained in the individual child's file, both electronically inputted in SENTRAL and hard copies in their folder. Files are only accessed by appropriate personnel. Dan Betts & Michelle Williams Assistant Principals also assist with referrals for additional support as required. [Learning Support Referral](#)
- The Preschool is aware of the process for informing the regulatory authority of any relevant changes to the operation of the services of serious incidences and complaints which allege a breach of legislations. For example, the DoE Early Learning was informed and notify of work completed by AMU in Term 2
- Roster systems and timetables for all staff are revised each term and on display in the Preschool office. This ensures that all staff are aware of each other's roles and responsibilities. [Duty Roster](#)
- At the Preschool, opportunities exist for all Educators to attend up to date training, such as recent training – Transitioning back to school after the COVID 19 Pandemic & Unpacking individual planning for young children with a disability. The strong emphasis on training and development fosters a professional learning community, a collaborative work environment and effective implementation of new ideas in the Preschool.

- DoE policy and procedures are implemented to ensure the effective high quality practice is embedded in our everyday practice. Site specific policies are developed and reviewed every 12 month. Educators, families and the P&C contribute to policy development.

7.1.3 Roles and responsibilities

- In keeping with 'Leading and Managing' the school the principal occupies the pivotal position in the school and is accountable for leadership and management consistent with the State legislation and policies of the NSW Government. The principal of the school holds the title of the Nominated Supervisor, Educational Leader and Responsible Person in Charge. Effective leadership promotes a positive organizational culture and builds a professional learning community. Guliyali preschool exceeds in this area as the principal ensures consistency and continuity in the leadership team by appointing members of the executive team who have a sound knowledge of the NQS and legislation to supervisory roles in the preschool to support and guide quality improvements. [Roles & responsibilities](#)
- During times of absence the Principal delegates responsibility and decision making of the day to day routine of the Preschool in the first instance to relieving Principal Dan Betts (M & F) and Deputy Principal Dan Betts (T, W, TH), other leadership members, Michelle Williams Assistant Principal. Then to the core full time Preschool Teachers, Whitney Williams, Flow chart
- Regularly meetings with the preschool team to review the general operation of the preschool including the Quality Improvement Plan, the educational program, observations, welfare, Work Health and Safety and any issues that arise. Minutes are kept on StoryPark and distributed accordingly and actions delegated to the appropriate person. [Story Park Meeting Minutes](#)
- The nominated supervisor takes responsibility and totally accountability for the continuous Quality Improvement Plan, staffing of the preschool, the supervision of preschool staff, finances, and the maintenance of the preschool building and environmental upkeep of the preschool. Licensing agreement
- Preschool educator's records of qualifications are kept on the Preschool site. All WWCC and compliance training records of Preschool educators are keep centrally by the Department of Education on E-Safety as a training transcript.
- Records are kept confidently and within the required guidelines at all times. Documentation is stored appropriately and is maintained according to legislative.

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

7.2.1 Continuous Improvement

- The leadership team at Guliyali Preschool feel that the important component for quality improvement is to self-assess using the ACEQA Self Assessment tool for compliance and to determine what is working and why. By consulting families, children and the community, the leadership team and educators can identify ways to ensure they are inclusive and responsive to all children and families. A Continuous Improvement Plan is developed by the leadership and preschool team to ensure that Guliyali Preschool maintains reflection records that steer learning experiences, community initiatives and drive self-assessment and quality improvement processes. [Continuous Improvement Plan](#)
- Regular team meetings encourage staff to engage in reflective practices. By providing a safe environment to do so the educational leader is able lead discussions and debates and provide an opportunity for educators to challenge each other and to use their collective knowledge and perspectives to improve practice.
- Regularly meeting with people in the wider community and involving them in our planning cycle provides insights into the way the Guliyali Preschool is perceived by others. This provides opportunities to us to explore ways in which we can become more responsive to the interests and needs of families and children in the local community. Mingaletta Aunties/ Deepwater Court / Tuggerah Network Teams/ AECG Meeting Minutes

7.2.2 Educational leadership

- Educators and the leadership team share 'best practice' at the Early Learning Leadership conference 2020. By providing opportunities for colleagues to observe, critique and learn from each other our leadership team was able to reflect and refine programs. Early Learning Leadership Conference 2020 Community Connection Video & [Guliyali Acknowledgement of Country](#)
- Members of the Leadership team have written and co-designed educator modules with Early Learning State Office to encourage colleagues to critically reflect on practice, deepen understanding, reflect on practices in their preschools, engage in processes of self-assessment and improvement planning and to support collegial discussions around the exceeding themes of practice. [Building Quality In Preschool QA6 Module](#)

- The preschool leadership team regularly communicate to the Guliyali Preschool community via Facebook (FB) posts and the Skool bag app as well as having regular opportunities to contribute to Storypark Community posts.
- Minutes of preschool team meetings are recorded and used to guide further improvements and critical reflections. The leadership team supports this process and engages in robust discussions to examine current practices. This helps mentor effective practices and continuous improvement.
- Executive staff regularly attend weekly whole school Learning Support Team (LST) meetings to ensure all school staff are familiar with the special learning needs of Preschool children so that educators are supported when delivering the educational program and assessment and planning cycle.
- Executive staff members & key preschool educators attend AECG meetings and contribute to special community transition programs such as the 'Young Black & Deadly' for School' program. AECG Meeting Minutes

7.2.3 Development of professionals

- Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development. through the Department of Education's Performance and Development Framework which outlines the guidelines to support the ongoing improvement of student outcomes through continuous development of skilled, effective and professional teachers. This can be seen by ensuring Educator Professional Development Plan's demonstrate a commitment to continual and ongoing performance improvement and complete Personal Development Plans (PDP's) outlining goals for professional development and plans for achieving these goals linked the Professional Teaching Standards. PDP's are supervised and approved and supported by the preschool Assistant Principal, and the Principal (as the Educational Leader, Nominated Supervisor and the Responsible Person in Charge). The process follows the plan, implement and review cycle for school staff in line with the School and Preschool priorities.
- The PDP process is based on the Australian Professional Standards for Teachers. PDP's are tracked, and teacher professional learning is supported for individual staff. Full teacher professional learning is linked to the whole school plan and Preschool Quality Improvement Plan . PDP's PL submissions, PDP review & Accreditation reports.
- Beginning teacher mentor is assigned by the school to guide and support new staff in the Accreditation Process. During this process the preschool educator and assigned mentor teacher meet regularly to discuss professional goals and outline Professional Learning requirements. Proficient Teacher Accreditation granted Term 2 2020.
- Educators are flexible and incorporate new curriculum initiatives and current ideas about best practice. This includes the implementation of school priorities such & Positive Behaviour for Learning (PBL) approaches in order to promote personal growth and powerful learners. This ensures that together the preschool and school continually improve.
- The Principal and Woy Woy Public School executive staff members acknowledge the value of inquiry based learning and the way it is

implemented within the preschool environment. This has led to a whole school initiative on 'continuity of learning', taking a whole school approach to the implementation of inquiry based learning to achieve curriculum outcomes across all stages. K-2 Play based Learning

- The leadership team regularly review and provide feedback to educators story park posts- for example on the 25/6/2020 the preschool educator sent a community announcement to the leadership team to review before posting. Both the principal and supervisor made suggestions on the draft post and the Educator was able to add whole school perspectives to her message. [Stop Think Act Storypark Post](#)
- As part of her PDP, the Early Childhood Teacher completed a NESAC endorsed Early literacy pre-reading and pre-writing professional development course to gain knowledge, resources and skills to support children in their transition to school.

Step 4: Improvement Plan-what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 7 is linked to Strategic Directions 2 & 3 Process 2 in our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Element 7.2.2- Educational leadership.	To be recognised as an exemplar for the service we provide our children and their families; a service that embraces continuous quality improvement and practice at the highest level. Should we be recognised as excellent, we would look to work closely, as established pedagogical leaders within the department, with other Department of Education preschools to mentor them in their own quality improvement journeys.		H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To improve outcomes for children and families at the highest level	To join pedagogical leadership team and share our knowledge Reach our to Rebecca Dodds at John Brotchie	Leadership Team Leadership Team	Joined Pedagogical Leadership Team 29/7/2020 Pedagogical Leadership team joined a meeting on 5/8/2020/ 16/9/2020. Collaboration notes added to files to share with team. Uploaded documents for critical feedback from team members. Presented at Early Years Learning conference March 2020. Presenting at Week 9 State wide Staffroom meeting Rebecca from John Brotchie providd feedback on our Excellence application 25/09/2020

	<p>Complete EOI for Excellence</p> <ul style="list-style-type: none">- Regular team meetings to discuss and refine application.- Liaise with Early Learning Team throughout process	<p>Leadership Team</p>	<p>Application for Excellence meetings held with Early Learning and Director of Educational Leadership 3/9/2020, 15/9/2020 Feedback provide 12/10/2020</p>
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