**Wellington Public School Preschool**

Quality Improvement Plan 2020

# Mr Darryl Thompson – Principal, Nominated Supervisor, Educational Leader and Responsible Person



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| **Service number** | SE-00011504 | **Approved provider** | NSW Department of Education |
| **Educators** | Allison GrantLynette DowtonSophie LousickCatherine WhitemanSharon Bowen (RFF) | **Service approval number** | PR-00005345 |
| **Staff Members** | Cassandra Hyde (SAO)Jacob Forrest (CEO) |
| **Service contact** | 02 6845 4080 | **Approved provider contact** | Early Learning 02 9266 8165  |

**Statement of Philosophy**

Wellington Public School Preschool is one of 100 NSW Department of Education preschools located right across NSW, in metropolitan, regional and remote locations. NSW Department of Education Preschools provide educational programs to children one year before starting school and are an integral part of the school in which they are located. Departmental preschools aim to ensure that “all children experience learning that is engaging and builds success for life” (Early Years Learning Framework, pg. 7).

Wellington is located on Wiradjuri country, on the banks of the Macquarie and Bell rivers. Mt Arthur rises to the west of the town and to the south east lies Burrendong Dam, one of the largest inland dams in NSW.

The Education & Care Services National Law outlines the objectives and guiding principles of the National Quality Framework. It is the intention of Wellington Public School Preschool to uphold and strive towards seeing these objectives and guiding principles reflected in the operation of our service. In particular our service aims:

• To ensure the safety, health and wellbeing of children attending the service is maintained at all times

• To improve the educational and developmental outcomes for children attending our service

• To ensure that the rights and best interests of each child are at the forefront of our practice

• To view each child as successful, competent and capable learners

• To ensure that our community’s Aboriginal and Torres Strait Islander Cultures are valued

• To ensure that the role of parents and families is respected and supported.

*In relation to children, we believe:*

• Children are capable and resourceful learners who are active contributors to their own learning.

• Children’s mental and physical health and wellbeing is paramount to optimum learning.

• Children develop confidence and positive self-esteem through a supportive and secure environment.

Therefore we:

• Implement a child focused program based upon the principles, practices and learning outcomes outlined in the Early Years Learning Framework (ELYF) – Belonging, Being & Becoming.

• Use children’s interests, thoughts and ideas as the foundation of our educational program.

• Promote each child’s self-image and confidence, and ensure success through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and cultural beliefs.

• Promote healthy eating and good hygiene.

• Implement an inclusive approach to support each child’s growth of identity, self-esteem and critical thinking.

• Encourage and support children to reach their full potential.

*In relation to families, we believe:*

• Families provide children with a foundation for learning

* Trust, respect and collaboration form the basis for strong partnerships between families and staff.

• Family involvement is integral to a high quality child-focused program.

Therefore we:

• Commit to open and constructive communication with families through daily conversations, program documentation, newsletters, photos and learning stories.

• Strive to have empathy, provide support and be responsive to family needs.

• Encourage families to engage in meaningful participation in the preschool and school.

*In relation to the educational program, we believe:*

• It is important that children develop independence and the ability to work co-operatively with peers and adults through interactions with their environment.

• Children need opportunities to consolidate their learning through practice in key learning areas (language and literacy, numeracy, creative and expressive arts, science, social and emotional development) and to work towards the learning outcomes of Early Years Learning Framework (EYLF) – Belonging, Being and Becoming.

• Diversity within our preschool families, staff and community should be respected and valued.

Therefore we:

• Implement a flexible program that is responsive to the children’s learning needs and interests.

• Use observations of children as the basis of our educational program.

• Use both indoor and outdoor environments that allow children to be agents of their own learning, to observe, perceive, explore, investigate, imagine and problem solve.

• Make the best use of resources and play areas to provide authentic, challenging and appropriate learning experiences.

*In relation to staff, we believe:*

• Employing staff who demonstrate a commitment to the education and care of children, and who possess the personal qualities that ensure the best interests of children and their families are maintained at all times.

• The personal and professional contributions of staff are valuable and contribute to a quality early childhood program.

Therefore we:

• Provide opportunities for staff to share in decision making across the service.

• Provide a safe happy working environment with time to complete expected duties.

• Provide ongoing professional development and feedback.

*In relation to community, we believe:*

• We must strive to be a centre of excellence for early childhood education

• It is our responsibility as educators to share our knowledge and experiences.

• It is necessary to consistently review and evaluate practice and procedures to ensure the effectiveness of our preschool within the community.

Therefore we:

• Ensure that we operate within the guidelines set down by governing and professional bodies.

• Utilise local support services in effective and meaningful ways.

• Participate in community and school events.

**Quality Area 1: Educational program and practice**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| S.323S.168R.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:* 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:* 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 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

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| **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.  |

**At Wellington Public School Preschool:**

* Educators use the Early Years Learning Framework to guide their decision-making in the planning, implementation and evaluation of the preschool educational program.
* The program is based on educators’ knowledge of each child, so the experiences available to children are relevant to them, building on their current interests and abilities.
* Our program documentation allows educators to record children’s ideas to include in future planning.
* We provide a play based educational program which focuses on children’s current interests, while also providing children with opportunities to engage in experiences that are designed to help children develop important dispositions for learning, such as problem solving, inquiry, experimentation and investigation.
* Families are encouraged to share ideas or suggestions with educators for experiences that their children might like to engage in. This is particularly important to help educators identify children’s current interests.
* Regular opportunities exist for children to engage with technologies, particularly through the use of the smartboard and i-Pads , which supports the development of technology use that will occur in the school environment.
* Children and educators participate in weekly Wiradjuri language experiences, as part of a whole school approach respecting and valuing the cultural heritage of our local community and supporting the longevity of the Wiradjuri language in our community. The children are learning the names of animals, body parts and family members.
* Each day we use Wiradjuri language in our greetings and when opportunities arise to substitute language words.
* A preschool specific ‘acknowledgement of country’ was developed and is spoken each day as part of our morning routine, along with a daily check-in that was established as a result of staff professional learning as part of the Stronger Smarter Leadership program.
* This year we have introduced the concept of tribe groups as part of our daily check-in routine to encourage greater engagement with children on a more personal level between staff and children.
* Our preschool was a participant in the Tunin’ In Initiative, a state/federal government funded program to support parents and carers of Aboriginal and Torres Strait Islander children to engage in their child’s early literacy and numeracy learning. This program sadly ceased at the end of 2019. Our preschool employed a Community Engagement Officer five days a week to implement the aims of the program, and their position has continued at our Preschool with school based funding.

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| **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 Wellington Public School Preschool:**

* Educators encourage children to engage in experiences and provide support to those children who may need additional support to participate in the preschool program.
* Educators engage children in discussions about rhyme, letters and sounds, supporting children to use early literacy and numeracy skills in their play.
* Educators support children’s communications by engaging daily in singing, chanting rhymes, and providing children with opportunities to express their ideas and make meaning using a range of media.
* Educators are encouraged to engage with the practice of sustained shared thinking, with resources displayed in the environment to support educators to interact with children to extend and scaffold their learning and communication skills.
* Educators support play experiences that are initiated by children, encouraging children to make choices and decisions about things that impact on them.
* A variety of play based experiences are available for children throughout the day, in both the indoor and outdoor environments, that children are able to move freely between at their leisure.
* Morning tea and lunch times are conducted as a progressive style meal time, where children are able to come when they are ready to eat, and return to play when they are finished eating. Educators are mindful of children who may not have eaten, and will encourage these children to come and eat when the mealtime period is drawing to a close.

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|  **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 Wellington Public School Preschool:**

* Educators are reflective regarding the documentation used at the service, and these documents are ever evolving, reflecting the strengths, growth and needs of educators.
* A program is kept of the experiences children engaged in, with reference made to child initiated, teacher initiated and spontaneous teaching/learning experiences. This is completed for both indoor, outdoor and group learning environments.
* Learning intentions are recorded as part of the weekly indoor and outdoor learning program. Each day educators reflect & identify learning outcomes, principles and practices that evolved during the day.
* Educators use Kinderloop, an online application, every day, to document children’s learning, individually, in small and whole class groups. This learning, along with photos and videos are shared with families using this app.
* A collection of photos are displayed on the smartboard or on the TV in the foyer at the end of the day for family members to view when they collect their child.
* Portfolios are made for each child, which is a record of their journey throughout their year at Preschool. These include samples of work, learning stories and photos of each child. Children are able to take these with them at the end of the year and are available to families throughout the year.
* Educators are provided with a group of children throughout terms 2, 3 and 4 as their focus children for the term. Educators observe their children as per the schedule of observations throughout the duration of the week, recording, documenting, and reflecting on their learning in relation to the outcomes of the Early Years Learning Framework, and planning follow up experiences to further develop their learning and development.
* Educators continuously seek ways to build their knowledge and understanding of children and families attending our service, for example, through conversations with families
* At the beginning of the year families are provided with the opportunity to complete a Parent/Carer Expectations form, providing information to preschool staff about how each child is dealing about starting preschool, what they are excited about, what the parent/carer’s goals are for their child’s year at Preschool, and what they think a preschool program/environment should look like.
* During Term 1, families are invited to attend a Family and Friends Afternoon, as part of a whole school approach to encourage families to share their goals for their children for their year at WPS. These meetings are recorded as a collaboration meeting.
* Assessment of children’s learning provides educators with knowledge about what children know, can do and understand. This helps to ensure educators are making informed decisions about children’s current and future learning.
* Mid-year assessment checklists are undertaken on each child to provide educators and families with information about their children’s development and learning. Copies are provided to families, as well as included in the child’s developmental record.
* At the same time, families are provided with a Joint Planning Partnership document, where families are given the opportunity to share information about their child’s current interests, any concerns for their child, and what they are hoping for their child over the coming six months at Preschool, and any goals they would like Preschool staff to work towards over the next six months.
* Family Teacher Conferences are also held at the end of Term 2, providing families with the opportunity to sit down with preschool educators and staff to discuss their child’s development and learning, and to set goals for the coming six months at preschool.
* End of Year developmental checklists are completed for each child, and for children who are transitioning to school, the Preschool teacher completes a NSW Transition to School Statement for each child moving into Kindergarten.
* Educators reflect on the effectiveness of learning opportunities, environments and experiences and the principles and practices of the Early Years Learning Framework.
* Reflection is undertaken in a variety of ways, for example, on a daily basis using the daily program template, and as a part of informal discussions and in staff meetings.
* Children are asked to share their experiences and thoughts of the day. These are sometimes recorded – this is an area we would like to improve.

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 1.1 Program | Each child’s culture is reflected throughout all aspects of the preschool program | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 1.2 Practice | Educators use children’s reflections of the preschool program to inform future planning | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Opportunities for children to share their reflections occurs, is documented and embedded into the program for children to see and experience | * Regularly ask children about their day at preschool, what they enjoyed most, what they would like to do again, what they didn’t like
* Document children’s voices so they can see their ideas being valued
* Educators document comments of children throughout the day that reflect their thoughts and ideas
* Provide children with opportunities to share their favourite moments by capturing photos on the i-pads and share with families via Kinderloop
* Ask children for their thoughts on their learning at preschool – what would they like to learn??
 |  |  | * Term 3 Week 1 – children’s voices were recorded following the upgrade to our outdoor playground environment
 |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 1.3.3 – Information for families | Educators regularly share information about children’s learning with our families using Kinderloop | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Families are informed about their child’s learning experiences and development progress, and contribute knowledge, ideas and suggestions to support their child’s preschool experience | * Educators capture photos/videos of children engaging in learning experiences (both spontaneous and intentional) using Kinderloop and record a learning story to send to families
* Educators observe and document learning stories related to their weekly focus children using Kinderloop
* Families not engaging with Kinderloop will be provided with alternative forms of documentation
* Daily conversations between educators and families at drop-off and pick-up times
* Community Engagement Officer to check in with families as part of the Tunin’ In program to ensure families are accessing their Kinderloop account; provide support when necessary for access
* Joint Family Planning developed and sent home for families to share their goals for their children while at preschool
 |  |  | * Educators are using Kinderloop to share with families what children are engaging with at preschool
* Some stories are whole group, some are small group and some are individual stories
* Focus children have been provided for educators for Term 1, with a three week cycle of observations put in place
* Observation summary sheet has been developed to record observation taken, future planning ideas and follow up observation/evaluation
* Parent Sharing afternoon was held on 13th March – provided parents with an opportunity to come in and discuss their goals for their children at preschool
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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 1.3 Assessment & Planning | All educators and preschool staff understand and contribute to the process of critical reflection of children’s learning and development to help drive the development of our educational program | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| This year we have welcomed new team members to our preschool team and we need to ensure all staff members are aware of the process of critical reflection and how this is used to drive program planning and implementation | * Provide all staff members with professional learning to support their understanding of the process of critical reflection
* Include reflection as part of fortnightly staff meetings
* Include space for reflection in program documentation
 |  |  | * This year staff meetings are held each fortnight, with every other week allocated to staff professional learning. These sessions are recorded on Sentral.
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**Quality Area 2: Children’s Health and Safety**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.90 – 91R.162 | Have you ensured that a copy of the preschool’s medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition? | **Yes** |
| R.92-96R.161 | Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it? | **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? | **Yes** |
| R.89 | Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? | **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** |
| S165 | Have you ensured that educators are supervising children effectively? | **Yes** |
| R.82-83R.97R.103S.167 | Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items? | **Yes** |
| R.99 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? | **Yes** |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **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. |

**At Wellington Public School Preschool:**

* + Opportunities and spaces are provided for children who require rest or sleep throughout the day, in both indoor and outdoor environments.
	+ Bedding and linen is provided to children who require it, which is stored hygienically and washed after every use.
	+ A variety of experiences are available to support each child’s need for rest and relaxation, for example, Cosmic Kids Yoga, calming music, listening stories. Educators support each child’s need for rest and relaxation throughout the day. .
	+ Spare clothing is available for children if required. Laundry facilities are available should a child’s clothing require washing while in attendance at the service.
	+ A hydraulic lift nappy change table is available for use for children who require the use of this facility.
	+ Documented procedures are in place for the administration of medication and staff are made aware of these requirements.
	+ Educators discuss any concerns about a child’s health with the family in a professional manner.
	+ Information about any child’s health needs are displayed and discussed with staff working at the service.
	+ We work in partnership with Wellington Aboriginal Health Service (WACHS) who visit each year to conduct health checks on each child enrolled. If a child requires additional follow-up, this is organised through WACHS.
	+ Private speech therapist Rachel Hampshire is contracted by the school to provide speech screening and speech therapy services to children enrolled at WPS Preschool during their year at preschool.
	+ Encourage children to participate in Breath, Cough Blow nose blowing program on a daily basis, as developed as part of the Hear our Heart Ear Bus Program, including participating in puppet shows when they are at the school
	+ Staff have participated in training for the nose blowing program to support its effective implementation in the preschool
	+ An amplified hearing system is installed in the Preschool for educators to use to support children who may have hearing difficulties.
	+ Educators model and reinforce effective hygiene practices, i.e. washing hands before and after eating, before and after cooking, after using the toilet, after blowing noses, after playing outside
	+ Preschool children participate in school dental visits from White Cross Dental…..
	+ Intentional learning experiences are planned to support building children’s knowledge and understanding of effective hygiene practices.
	+ Educators are aware of the correct procedures that need to be implemented when a child is injured or there is an incident at preschool – there is always a staff member who is trained in first aid, CPR, emergency anaphylactic and asthma management procedures present at Preschool.
	+ Information is displayed for families when there is an occurrence of an infectious disease at the service. This information is also shared via Kinderloop.
	+ We engage annually with the Life Education Van for the children to experience the Early Childhood Program, which focused on healthy lifestyle choices, including sun protection, dental health, helmet use and food choices.
	+ **Educators have participated in Munch & Move Training, with one educator also attending the Beyond Munch & Move Training**
	+ **Healthy food options and the importance of drinking water is discussed with children on a daily basis**
	+ **Educators encourage healthy eating options with families, through the Munch & Move Program resources and information sheets provided at enrolment and throughout the year. Information is also displayed at the service and shared with families using Kinderloop.**
	+ **Arrangements can be made through the school canteen to ensure all children have adequate food during the day at Preschool**
	+ **Additional food is available for children who require extra food while attending Preschool**
	+ **Physical activity is implemented on a regular basis as part of the Munch & Move recommendations, as part of both planned and spontaneous experiences.**
	+ **Fundamental Movement Skills (FMS) are planned for on a weekly basis as part of the intentional learning plan for each term.**
	+ **Opportunities for children to engage in dance and creative movement are regularly implemented.**

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| **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. |

**At Wellington Public School Preschool:**

* **Educators position themselves throughout the day to ensure adequate and active supervision of children is maintained at all times**
* **Equipment and furniture are arranged to ensure effective supervision is in place, while also allowing children to access quiet or more private spaces.**
* **Closer supervision is provided for experiences that involve greater risk, such as using scissors**
* **Children are unable to access unsupervised or unsafe areas of the service**
* **Children are provided with a bucket hat, which are individually labelled at the beginning of each week and washed at the end of each child’s week**
* **Educators carry out an indoor and outdoor safety check on a daily basis to ensure the environment is safe for children to play and engage in experiences**
* **Educators ensure all children are wearing a helmet and shoes when they are riding a bike at preschool**
* **Risk assessments are conducted for any excursions that are planned for the preschool**
* **Educators attended a Kids & Traffic workshop titled ‘Music Around Road Safety’, gaining information and ideas on how to incorporate pedestrian, passenger and safe play messages as intentional teaching opportunities in the preschool program**
* **Two educators have also attended the DIY Road Safety workshop run by Kids & Traffic in 2019.**
* **There are school wide WHS processes in place, including classroom safety checklists that ensure a safe environment is maintained at all times**
* **All educators are aware of emergency procedures, including evacuation and lockdown procedures that are practised each term**
* **All emergency practices are documented and evaluated to ensure their effectiveness. The preschool teacher has access to the Department of Education’s online emergency drills recording system – ICE**
* **All staff participate in annual mandatory child protection training through the NSW Department of Education.**
* **Educators discuss any concerns they may have about individual children, and follow local school procedures for the reporting of such concerns.**
* **Preschool staff have access to school supports such as the Family Referral Service Caseworker to refer children and families who may be at risk or in a vulnerable state.**

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 2.1.3 – Healthy lifestyle | Incorporate a targeted approach to increasing children’s knowledge of healthy eating choices | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Children taking increasing responsibility for their own health by making informed decisions about food choices both at preschool and at home | * Incorporate a more targeted approach in increasing children’s knowledge of healthy eating choices
* Use the Munch & Move program manual as the foundation of experiences that can focus children’s attention on healthy eating practices
* Use the Munch & Move website to engage with ideas and resources to promote experiences that educate children explicitly on healthy eating choices
 | End of Term 4 2019 | Educators | * Term 2 2019 – staff have started using Munch & Move certificates to promote healthy lunch boxes, and reminder cards to parents/carers to encourage healthier food choices
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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 2.2 – Safety | Implement intentional teaching experiences that provide information to children about safety across a range of environments, e.g. road, water, animal and sun safety | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Children make informed decisions to manage risks and hazards related to key safety messages relating to water, road, animal and sun safety, using fun, play-based learning experiences | * Gather resources to promote key road safety messages
* Incorporate intentional teaching experiences that provide information to children about pedestrian, passenger and safe play messages
* Incorporate walking excursions that provide real life experiences to discuss the importance of road safety
 | End of Term 4 2019 | Educators | * Term 1 Week 3 – signed up to Royal Lifesaving Early Childhood Program
* Two educators attended a Kids & Traffic DIY Road Safety Workshop during Term 2
* Preschool children participated in an NRMA Road Safety Workshop in Term 2
* In-class experiences about wearing helmets were planned around this event
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**Quality Area 3: Physical Environment**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **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:* There is the required amount of unencumbered space for the number of children in attendance at the service
* Arrangements for dealing with soiled clothes, linen and nappies
 | **Yes** |
| * Do your premises have fencing that prevents children going over, under or through it?
 | **Yes** |
| * Are there appropriate toilet, hand washing and nappy change facilities?
 | **Yes** |
| * Is there space for administrative functions and consultation with families?
 | **Yes** |
| * Is there adequate light, ventilation and shade?
 | **Yes** |
| * 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 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

**At Wellington Public School Preschool:**

* Appropriately sized furniture and equipment is provided for children’s experiences
* Outdoor spaces are appropriately fenced to ensure the safety of children.
* **Educators carry out indoor and outdoor safety checks on a daily basis to ensure the environment is safe for children to play and engage in experiences**
* Educators provide a safe learning environment for children, both indoors and outdoors, with processes in place for reporting maintenance issues and safety concerns.
* Any maintenance issues reported can be tracked using the school’s Sentral system, that allows issues to be logged and updates made on any progress in relation to these issues.
* The building currently provides space for administration, consultation with families, staff respite, and laundry and kitchen facilities.
* Adequate and accessible toileting and handwashing facilities are accessible from both the indoor and outdoor environment.
* Appropriate heating and cooling facilities are available.
* In 2015, the preschool outdoor yard was extended to provide greater space for children to play and to make improvements to the natural environment.
* Trees have recently been planted to provide natural shade options.
* The preschool is cleaned daily as part of the school’s contract cleaning arrangements with Joss Facility Management Cleaning Operations
* Allocated days for cleaning are also used by staff throughout the year to ensure a safe clean environment is provided for children.
* Weekly, termly and end of year cleaning schedules have been developed to support preschool staff when undertaking cleaning of the preschool.

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| **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. |
| Environment-ally responsible | Element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. |

**At Wellington Public School Preschool:**

* Children are provided with an environment that allows children the space and resources for open ended play, independent exploration and discovery.
* Children initiate their own experiences using equipment and resources that they can access independently through the use of low, open shelving.
* A moveable smartboard allows for a more flexible environment, with educators now able to rearrange the indoor environment to provide quality learning experiences
* **The inclusion of natural materials in both the indoor and outdoor physical environment is taken into consideration, to ensure quality experiences for children.**
* **The Preschool teacher is a member of the School’s P&C Committee, and the “Beautification of School Grounds” sub-committee, which has assisted in the development of the outdoor play space at Preschool**
* **Annual budget allocation is used to purchase equipment each year to continuously improve quality of equipment to support children’s learning and interests.**
* **We have an arrangement with the school library providing a box of books that we can use as part of our educational program on a regular basis.**
* **Mealtimes take place in an environment that promotes opportunities for relaxed conversations with educators and children**
* **Children are able to access areas with natural features such as plants, trees, sand, rocks, sandstone and water**
* **Educators provide an environment that is flexible for children to be able to move resources and equipment to extend their learning opportunities**
* **Educators enhance child-initiated experiences by providing additional resources, and when appropriate, joining in and extending their play**
* **Educators introduce technologies to enhance children’s learning**
* **A worm farm and water tank have been added to the preschool.**
* **Solar panels are installed on school buildings to assist in reducing the energy use of the school.**
* **Heating and cooling systems are switched off when not required.**
* **Lighting in areas that benefit from direct sunlight is not used unless required.**
* **Educators encourage children to be environmentally responsible through the recycling of water using our water tank, collecting of food scraps to be used to feed our worms.**
* **Children are supported to appreciate and care for their environments, taking great pride in caring for their vegetable and herb gardens**
* **Educators encourage the use of recycled items, such as old tyres, pallets to make our mud kitchen, recycled items for our sand play, recycled sleepers for our pathway, empty boxes and cartons for play experiences.**
* **Families are encouraged to send in items that can be re-used at the service, such as empty boxes, cartons, formula cans, plastic bottle tops etc.**

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
|  |  | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **By When?** | **Who?** | **Progress notes and reflection** |
|  |  |  |  |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 3.2.1 – Inclusive environment | Outdoor spaces engage children in exploration of natural environments |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **By When?** | **Who?** | **Progress notes and reflection** |
| Children have opportunities to explore and learn about traditional bush tucker | * Incorporate a bush tucker garden in the outdoor play environment
* Meet with a landscape specialist to discuss ideas and space required for a bush tucker garden
* Secure funds to proceed with plans
* Source plants and resources required to begin the project
 |  | Educators, Executive |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 3.2.3 – Environmentally responsible | Our service is actively involved in an environmentally responsible program |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **By When?** | **Who?** | **Progress notes and reflection** |
| Children actively care for the preschool environment and contribute to sustainable practices at Preschool and in the broader community | * Incorporate intentional learning experiences that inform children about the need to be environmentally responsible
* Involve the preschool in activities and events that promote environmental responsibility
* Investigate opportunities to become more involved in activities that promote environmental responsibility in the broader community
* Invite representative from local Landcare groups/Dubbo Regional Council to visit and talk to preschool children
 | End of Term 4 2019 | Educators | * Children participated in WPS’s Clean Up Australia Day afternoon, picking up rubbish in our outdoor environment
 |

**Quality Area 4: Staffing Arrangements**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R122-124 | Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio? | **Yes** |
| R.135R.152 | Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher? | **Yes** |
| R.120R126R.129-135R.136 | Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?  | **Yes** |
| Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis? | **Yes** |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **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. |

**At Wellington Public School Preschool:**

* Above staff: child ratios are maintained with the employment of an ECT and two School Learning Support Officers (SLSOs) each day, exceeding the requirement of the 1 adult to 10 children ratio.
* A roster to cover the Teacher’s lunch break is in place, with school teaching staff rostered on daily to cover the break
* SLSOs cover their own lunch breaks, taking it in turns to ensure staff ratios remain in place
* The Preschool teacher is released from face to face teaching one day each week to attend to administration/programming tasks
* A regular pool of relief staff is used to cover any teacher absence.
* One of the SLSOs has been employed at the service since its opening in 2005, providing continuity of care for the families that have used the service during this time.
* Local Aboriginal staff are employed to strengthen the links and connections to local Aboriginal families and the wider community.
* Administration support is provided each day with the employment of a School Administration Officer based at the Preschool.
* An Aboriginal-identified Community Engagement Officer has been employed as part of the Tunin’ In Initiative to support Aboriginal families engage in supporting their children’s literacy and numeracy learning at home.
* The Preschool Teacher is accredited as Proficient as part of the National Teaching Standards requirements.
* Educators are provided with an iPad each to assist in their responsibility to record observations and capture moments of children at play.

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| **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. |

**At Wellington Public School Preschool:**

* Copies of all relevant documents, such as the National Law, Regulations, Early Years Learning Framework, National Quality Standard and policies are procedures are available either online or in hardcopy at the service
* All staff members are aware of and understand the Department of Education’s Code of Conduct, which is available for staff to view at any time
* The ECA Code of Ethics & UN Convention on the Right of the Child are displayed and referred to, guiding educator’s professional practice
* WPS Preschool has an annual membership to Early Childhood Australia
* Staff have access to ECA resources to guide their practice
* Staff work collaboratively to plan, implement and reflect on individual children’s learning journeys and the service as a whole
* Educators regularly discuss and reflect on the needs of children and families through conversations or as part of fortnightly staff meetings
* All staff share a mutual respect for one another and the strengths that each other hold and bring to the service.
* All staff maintain positive relationships with each other. We all collaborate well with one another and are all involved in the planning process from week to week.
* All staff engage in open communication with each other. We are all aware of each other’s job descriptions and support one another in the roles we carry out on a daily basis.
* New staff members are supported by the existing team of educators and are made to feel welcome at the service.
* Educators and staff members were encouraged to work together as part of the Rural Remote Preschool Network Strategy, to participate in staff development as a team and work together on an action research project to identify an area of improvement, focusing on early literacy and numeracy, and to develop strategies to achieve the set goal. Educators continue to refer back to this training to support and improve their current practice.
* This year three educators are participating in the Quality Preschool Practice professional learning throughout terms 2, 3 and 4.

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 4.2 – Professionalism | Professional standards contribute to positive relationships and provide a safe predictable environment for adults and children |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| All adults contributing to the preschool are informed about and understand quality expectations and implement these professional standards in all aspects of the preschool | * An enhanced induction process is in place that includes both a general school and preschool specific induction
* Consider and collect necessary information that relates to the preschool environment that may be beneficial for new staff and current school staff relieving in the preschool to know
* A preschool specific section is included in the staff induction handbook for all new staff, and can be provided to current staff who may be new to the preschool environment
* A handbook for staff, visitors and tertiary students, specific to the preschool, is available
 | End of Term 4 2019 | Executive, Teacher | * Copy of ECA Code of Ethics, revised NQS and UN Convention on the Rights of the Child were provided to all staff, including the Principal, ES1 Assistant Principle, and RFF Teacher at the beginning of Term 1 2019.
* Each staff member was provided with a Job Description and Statement of Duties at the beginning of Term 1 2019, which have been signed and placed in their staff file.
* A preschool casual staff handbook has been developed and is included in the collection of casual staff folders held in the school staff room. A similar folder is kept at preschool for reference for casual staff, students and volunteers.
 |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 4.2 – Professionalism | Ensure current and regular professional development opportunities are in place for all educators and staff members |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Staff continually improve skills to encourage professional conversation to enhance the quality of experiences for children | * Regular and up to date professional development opportunities are provided to all preschool staff
* Subscription to ECA’s e-learning hub is purchased to allow educators to participate in relevant professional learning
* Work together as a team through the sessions available, to encourage professional discussions and conversations
 | End of Term 4 2019 | Educators, Executive | * Two educators attended the 2018 Rural Remote Preschool Network Strategy Conference in Sydney in March 2018
* All staff have been briefed on the strategy at staff meetings since the conference
* Three educators are involved in the 2019 Quality Preschool Practice professional learning program, which involves face to face and online reflection sessions.
* Staff meetings and staff professional development sessions are alternated each week on a Thursday afternoons.
 |

**Quality Area 5: Relationships with children**

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

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

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation ®** | **Does your service meet these requirements?** | **Confirmed** |
| R.155 | Have you ensured that educators interact with children in a way that * Encourages children to express themselves and their opinions?
 | **Yes** |
| * Supports children to develop self-reliance and self-esteem?
 | **Yes** |
| * Maintains the dignity and rights of each child?
 | **Yes** |
| * Provides positive guidance and encourages acceptable behaviour?
 | **Yes** |
| * Reflects each child’s family and cultural values?
 | **Yes** |
| * Is appropriate for the physical and intellectual development and abilities of each child?
 | **Yes** |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? | **Yes** |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **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. |

**At Wellington Public School Preschool:**

* Educators acknowledge the importance of children experiencing nurturing, respectful relationships, and the provision of emotional support to create their sense of belonging.
* Educators are aware of the importance that everyday interactions have in forming relationships with each and every child.
* Educators provide an environment that is relaxed, warm and happy
* Children initiate conversations with educators about their life outside preschool and about what is happening during their day
* Children regularly express their feelings and ideas with educators, and educators respond sensitively and appropriately with all children’s efforts to communicate
* Children ask educators for assistance as they try and do things for themselves, and educators are responsive to all children’s needs.
* Educators build warm and trusting relationships with all children in our care.
* Educators engage with children in meaningful and open interactions during play, routines, transitions, art and craft and group time experiences.
* Educators provide a supportive and secure environment that allows children to be confident learners.
* Educators model appropriate language and use appropriate tools and techniques to support the inclusion of children with additional needs
* Local Aboriginal staff members are employed to help support links with local families and the community.
* Children are supported by educators to help reduce the impact of separation anxiety.

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| **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. |

**At Wellington Public School Preschool:**

* Children engage in enjoyable interactions with their peers, engaging in shared play experiences
* Children participate in play experiences and are developing friendships among themselves
* Children engage in cooperative helping behaviour, supporting each other and educators
* Children will challenge the behaviour of others that they feel is unfair
* Educators model interactions for children and join in experiences with the children
* Educators assist and support children when they are having difficulty understanding or communicating with other children
* We implement a modified version of the school’s PBL (Positive Behaviour for Learning) program, which places emphasis on the consequences of both positive and negative behaviour.
* Educators talk with children about the outcomes of their actions, prompting and supporting children to remove themselves from situations when they are feeling frustration, anger or fear
* We implement social/emotional focused lessons each fortnight, as part of the school-wide KidsMatter program, focusing on social and emotional skills. The lessons are modified to suit the preschool setting, and discuss areas around self-control, positive self-esteem, relationships, emotional understanding and interpersonal problem-solving skills.
* Ensure the dignity and the rights of each child are maintained at all times.
* Children are involved in the development of classroom expectations, which are displayed and referred to when discussing behaviours with children
* Children are acknowledged for making positive choices in managing their own behaviour, visually represented using the behaviour consequences peg chart
* Educators demonstrate patience, gentleness, reassurance and remain calm when children are experiencing distress, frustration or anger
* Staff are aware of and implement the principles of UN Convention on the Rights of the Child

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 5.2 – Relationships between children | Children are aware of their rights as valued citizens of our society | L |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Children are advocates for fairness during play at preschool | * Intentional teaching experiences educating children on the UN Rights of the Child are included in the preschool program
* Obtain UNICEF resources that can be used to support the teaching about UN Rights of the Child
* Research other resources available to support the teaching about the Rights of the Child as part of the preschool program
 |  |  |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 5.2.2 – Self-Regulation | Positive Behaviour for Learning (PBL) strategies are implemented to mirror the school’s values and expectations, but are specific for the preschool setting |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Children are aware of the values and expectations of WPS through the development of preschool PBL strategies | * Attend PBL for Preschool professional learning
* Attend WPS PBL Committee meetings
* Develop preschool specific scope and sequence, expectations and areas of focus
 |  |  | * Preschool teacher attended PBL for Preschool PL session held in Dubbo in Term 4 2018
* Preschool teacher tries to attend fortnightly WPS PBL meetings
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**Quality Area 6: Collaborative partnerships with families and communities**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.157 | Do you respect the right of parents to enter the service when their child is in attendance unless* 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 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **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. |

**At Wellington Public School Preschool:**

* Educators strive to ensure continuous, honest and open two-way communication with all families, ensuring that families feel connected with our service to help provide a quality early childhood education for their children.
* Enrolment interviews are conducted at the end of the year for new children and families wishing to enrol their child at our service. This provides the opportunity to share information about our service with these new families, provided with a copy of the Preschool Handbook. This provides them with the opportunity to ask any questions they might have.
* Applications of interest in enrolling at our service are completed for families wishing to enrol their child at preschool in the year to come. These are filed in order of submission to ensure a fair and equitable process takes place when offering positions.
* Support is provided to families for whom literacy is an issue when completing enrolment forms
* An Open Morning is held at our service during the early weeks of Term 4, advertised through the school, encouraging families who may be interested in enrolling their child to visit our service, and check it out.
* There are a variety of opportunities provided for families to be involved in our service and contribute to service decisions. (i.e. surveys, encouraging parent/ caregiver helpers to come into the Preschool to help with cooking or share a skill they may have with the class, encouraging parents/ caregivers to attend and be a part of special occasions such as our Easter Hat Parade, Morning Tea and Easter raffle, Mother’s Day Lunch, Fun Run, Graduation Ceremonies, etc)
* Families are encouraged to share their understanding of their child’s strengths, interests, abilities and needs.
* Families are provided with current information about our Preschool via our fortnightly newsletter, weekly indoor and outdoor programs, learning stories depicting experiences at Preschool, photos displays
* A display of all staff photos for families to view is located in the foyer area of the Preschool
* Children who are distressed when separating from their family are comforted and offered reassurance by educators
* Educators acknowledge that families have the most influence in their child’s lives, and the strong need to work in partnership with families to ensure the best outcomes for children
* Educators also acknowledge that there can be other factors that impact on the family, and for some families, additional support is required to help support the family as a whole
* Information is collected from families at enrolment to help educators find out as much information about each child as possible to support their learning and wellbeing
* Family input sheets are sent home for families to provide educators with information about what children did during their holidays or if there are any special events happening for the family
* Information is shared with families through the fortnightly preschool newsletter
* Daily conversations at arrival and departure times are prime opportunities for educators and families to exchange information
* A variety of brochures are available for families in the foyer area of our preschool, covering a range of topics including ear health, dental health, road safety messages, etc
* Educators are aware of the different support agencies that are available in our community to support families who may require assistance

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| **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.  |

**At Wellington Public School Preschool:**

* Referrals can be made to the School’s Learning Support Team (LST) to provide additional support to children and families accessing our service
* Partnerships with the School’s P&C committee have been strengthened this year, with the donation of a new camera and trees for our outdoor play area.
* The P&C were instrumental in organising a community programs team from the Wellington Correctional Centre to complete some projects in our outdoor area, including our mud patch, beginnings of our dry creek bed, and wooden pathway from the school entry gate into our outdoor area.
* A preschool representative is a member of the School’s Aboriginal Committee ‘Ngaguwany-guwal’ and attends weekly meetings as a voice for the preschool at this forum
* We support children in their transitioning to school by participating in school wide events, such as assemblies, NAIDOC Day Celebrations, P-2 Athletics Carnival, Book Fair, Book Week celebrations, Fun Run, visits to the school library, office and Kindergarten rooms.
* There is a ‘Transition to School & Preschool’ group that meets through the second half of the year to make preparations for transitioning children to school and preschool. This group includes Early Stage 1 teachers, School Executive members, Preschool staff and representatives from other ECEC services and community services. As a result, a transition to school plan is developed and reviewed annually.
* We foster links with the wider community by having other services such as WACHS and speech therapist Rachel Hampshire attend the service to provide assistance to children currently enrolled.
* We participate in the annual Wellington Eisteddfod, receiving first place in the Dance section for Early Childhood Services in the 2016 Eisteddfod.
* We participate in the annual Wellington Show. The preschool is invited to include our own display in the school’s display pavilion, focusing on the Show’s theme each year.
* Partnerships with the following organisations and businesses are ongoing:
* Barnardos – Wellington support families with their child’s attendance at preschool. The children are collected by Barnardos, fed breakfast and then dropped off at Preschool each morning, as well as providing the children with food if required.
* Wellington High School – hosting Year 10 Work Experience students
* TAFE NSW – hosting students completing their Cert III in Children’s Services

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 6.1.3 – Families are supported | Information about the preschool is provided to families in an accessible format | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Families access information about the service that is current and readily accessible and included electronic options | * Access to the school’s website is granted to the preschool teacher to be able to regularly update preschool information
* Newsletters and fact sheets are uploaded onto Kinderloop for families to access electronically
* Paper based documents will be distributed to those families not accessing Kinderloop
* Preschool information to be shared using the newly established WPS Facebook page
* Continue using non-electronic strategies such as white board and note pockets to distribute information
 | End of Term 4 2019 | Teacher, Executive | * Preschool teacher has joined the school’s Communication Committee to keep informed about the changes to the school’s ways of distributing information
 |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
|  |  |  |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
|  |  |  |  |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 6.2 – Collaborative Partnerships | WPS Preschool has a visible presence in the school and wider community | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| School and community stakeholders understand and value preschool initiatives | * Discuss with school executive for a space in the school’s foyer or staff room area that can be designated for a preschool display that staff and/or community members can be informed about preschool initiatives
* Develop ideas for the display with preschool and school staff
* Regularly update any display to ensure current events and information are displayed for families, visitors and staff to view
* Include procedure reviews on the school’s Sentral system
 |  |  | * Preschool contributed to WPS’s ‘Class of the Week’ at the end of Term 1 2019, which was distributed through the school’s newsletter and the school’s Facebook page
 |

**Quality Area 7: Governance and Leadership**

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

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 19th March 2020**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.173 | Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? | **Yes** |
| R55-56R31 | Have you ensured that your Quality Improvement Plan * Contains a statement of the service philosophy?
 | **Yes** |
| * Is reviewed and revised at least annually?
 | **Yes** |
| R.145-154 | Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include:* Working with Children Checks
* Educational qualifications
* ACECQA approved training, including first aid
 | **Yes** |
| Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge? | **Yes** |
| Have you ensured a record is maintained of all educators working directly with children in the preschool? | **Yes** |
| R.87R.158-162 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? | **Yes** |

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| 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.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 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 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **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. |

**At Wellington Public School Preschool:**

* Appropriate governance arrangements are in place, with the NSW Department of Education as the approved provider, and the School Principal assuming the role of nominated supervisor and educational leader.
* The Department of Education appoints a P-2 Initiatives Officer to provide support to the operations of the preschool.
* The Early Stage 1 Assistant Principal is the direct supervisor of the staff at the preschool, and positive relationships and respect exist between each party.
* Regular staff meetings are held to ensure the effective management of the service
* Regular leadership meetings are held between the teacher and Early Stage 1 Assistant Principal to ensure the effective management of the service and to keep those in leadership roles informed of what is happening at the Preschool
* All required information is displayed in the foyer of the service
* A school wide induction process is in place to ensure a positive and professional culture is maintained at the service
* Educators work well together as a team to support each other and create a sense of team, staff cohesion and pride in the preschool
* A collaboratively written statement of philosophy for our Preschool is displayed in the foyer area of the Preschool for parents/ caregivers, family members and visitors to read
* The statement of philosophy guides educator and staff member practice
* Documented position descriptions exist for all educators at the service, outlined in the Preschool Handbook, developed by the NSW Department of Education
* All records and information are stored appropriately to ensure confidentiality, are available at the service and are maintained according to legislative requirements
* Archived records are kept in the secure vault at the service and in main school office vault
* Administration systems are established and maintained with the school’s office staff to ensure the effective operation of the service
* Processes are in place for reviewing and updating records and information held for families
* Leave applications and records are all dealt with through the school administration office
* Purchasing and payment of bills are all handled through the main school administration office
* Staff are aware of the procedures for reporting serious incidents and complaints received
* Service specific procedures are developed to reflect the unique practices of our service and community

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| **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. |

**At Wellington Public School Preschool:**

* The Preschool teacher and School Learning Support Officers (SLSOs) participate in a process of performance review as part of the NSW Department of Education requirements
* Other preschool staff are responsible to the School’s Senior Administration Manager, who deals with any staffing issues relating to these positions.
* All educators and staff members at the service are fit and proper
* A questionnaire was sent out to all families to provide them with the opportunity to discuss the strengths and areas of improvement for our service
* Educators regularly review the service’s Quality Improvement Plan to ensure areas for improvement are noted and plans are put in place to ensure quality improvement
* The service’s Quality Improvement Plan is an agenda item at Preschool Staff Meetings
* The Preschool teacher currently participates in a process of performance review as part of the NSW Department of Education requirements
* Other preschool staff are responsible to the School’s Senior Administration Manager, who deals with any staffing issues relating to these positions
* Approval has been granted for the preschool to subscribe to Early Childhood Australia’s e-Learning Hub to provide regular professional learning opportunities for all educators

Step 3: Improvement Plan

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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 7.1.1 – Service philosophy and purpose | WPS Preschool’s philosophy is reviewed | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| The service philosophy reflects the values and beliefs of staff, parents and community and is evident in all aspects of the service operations | * Provide a copy of the philosophy and readings about how to develop a philosophy as a tool for reflecting on the current service philosophy
* Provide families with opportunities to share their ideas and values about preschool education
* Include children’s ideas about what preschool is all about
* Reflect on the information gathered and develop a draft philosophy
* Provide families and staff the opportunity to review the draft and provide feedback
* Review any feedback and make any necessary changes
* Finalise and publish the document; display in the preschool and school; distribute to families and staff
 | Current philosophy is due for review in October 2019 – process to be completed by the end of Term 4 2019 | Educators, Executive, Families |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 7.1.3 – Roles & responsibilities | An induction of educators, staff members and visitors is comprehensive and reflects the preschool | H |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| All educators and staff members, as well as visitors, are equipped to provide quality relationships and environments that contribute to children’s learning and development | * A revised induction procedure is implemented for new staff members of the preschool and school relief staff that compliments the current school wide induction procedures to provide all the information required about the operations of the preschool
* Meet with WHS representative to discuss the inclusion of preschool specific information in the school handbook
* Compile a list of necessary and relevant information pertaining to preschool that should be included in the school wide handbook, in particular, information about regulatory compliance, EYLF, NQS, philosophy
* The preschool handbook for staff and visitors is updated regularly to ensure information is always current and relevant to the operations of the preschool
 | End of Term 4 2019 | Educators, Executive, WHS Rep |  |
| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 7.2.3 – Development of Professionals | A performance review process is in place for all educators and staff members | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| Performance improvement assists educators and staff members work towards their personal development goals and strive for improved professional performance | * Teacher and SLSOs to participate in annual Professional Development Plan (PDP) process as required by Dept of Education
* Teacher to provide support to SLSOs in developing goals that reflect our work as a team
* Teacher to discuss with SAM the requirements for SLSO’s PDPs
* Job descriptions developed and distributed for review and finalisation
 | End of 2019 | Preschool Staff, Executive | * Job descriptions were developed for each staff position at WPS Preschool and distributed for comment/review in February 2019
* Job descriptions were signed off and filed in March 2019
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| **Standard /Element**  | **Rationale for goal or identified issue** | **Priority L/M/H** |
| 7.1.3 – Roles & Responsibilities7.2.2 – Educational Leadership  | An agreed process is developed and implemented to ensure effective and regular communication exists between preschool staff, Early Stage 1 Assistant Principal and the School Principal | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** |
| The school principal is informed and has a thorough understanding of the operations of the preschool | * The school principal attends two preschool leadership meetings per term
* Early Stage 1 AP attends preschool team meetings whenever possible
 | End of 2019 | Preschool Staff, Executive | * An email has been sent requesting the school principal attend two preschool leadership meetings during term 3.
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