

Self-Assessment

- Working Document



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Self-Assessment

This document combines aspects of the ACECQA [Self-Assessment Tool](#) and the NSW Regulatory Authority online Self-Assessment Form.

The National Regulations (regulation 55) require an approved provider to develop a Quality Improvement Plan (QIP) within three months of being granted service approval. This must include:

1. service philosophy
2. assessment of the quality of service practices against the [National Quality Standard](#) (NQS) and the Regulations
3. identification of any areas that require improvement

This Working Document includes the requirements outlined above to meet Regulation 55 and 56. It will guide you through a self-assessment process and is an ongoing quality improvement planning document.

Information captured in this document will be easily transferable into the NSW Regulatory Authority online self-assessment form should your service opt in for *'self-assessment for quality improvement'*.

This document will allow you to reflect on the practices occurring at your service, including your service compliance in accordance with the [National Law and National Regulations](#) and your service quality against the NQS.

Self-assessment and quality improvement are most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure that, when you undergo assessment and rating, your service and staff are in the best position to showcase your service practice.

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs.

Assessing Practice

An effective self-assessment involves reflection on each Quality Area in the National Quality Standard (NQS). It requires reflection and evaluation on service practice, policies and procedures to assist you to confirm minimum legislative compliance requirements are met, and whether the service is meeting the NQS. To support your understanding of the NQS and to help you self-assess, the [Guide to the National Quality Framework](#) includes a set of reflective questions for each NQS Quality Area and guidance for the exceeding themes.

Within each quality area it is important to capture:

1. **Regulatory Compliance** – analysing ‘*what you do*’ against the National Law and Regulations. Where regulatory requirements are assessed as ‘*Non-compliant*’, immediate steps must be taken to rectify the non-compliance.
2. **Strengths** – recording typical practices that make you proud and that you would like to showcase against the elements and standards. Your service’s key practices should reflect what you do at your service. When developing your key practice statements, consider how the authorised officer will confirm this practice (will they be able to sight, observe or discuss?). If not, think about how you could reframe this to make your practice visible. It’s important that your evidence/practice informs your self-assessment, rather than making an assessment and looking for evidence to support the outcome you’re looking for.
3. **Areas for improvement** – identify potential areas for improving practices.



In order to assess regulatory compliance it is recommended that you refer to the National Law, National Regulations and Guide to the National Quality Framework [Section 4: Operational Requirements](#).

Note: *Self-assessment should be an open, transparent and honest process that clearly reflects your service and informs planning for ongoing improvement.*

Articulating key practices

Key Practices are things you do in your service that demonstrate your service quality against the National Standard (NQS). When referring to the Guide to the NQS, think about what your educators 'do' that is aligned with the elements in each standard. Consider the following:



Observed: Can the practice be seen?



Discussed: Can educators and staff talk about why and how particular practices occur at the service?



Sighted: Is there documented evidence to support your key practice statement?

Regulatory and Quality practices- Where you have identified that your service is meeting legislative requirements in this document, you do not need to outline your regulatory practices. Rather, describe your service's quality practices aligned to the element.

For example, in relation to **Element 2.1.3** where **Regulation 80** is marked as '**Compliant**':



The weekly menu is displayed and accurately describes food and beverages provided to children.



Water is always served at mealtimes and accessible to children.

Rather, you may like to consider other aspects of your practice which promotes healthy lifestyles including nutrition and physical activity. For example,



Cooking experiences are included in the program promoting healthy eating and knowledge of nutrition.



Our four weekly rotating seasonal menu was reviewed by a dietician to ensure that it is consistent with the dietary guidelines.

Exceeding themes will be visible through your key practices. You do not need to re-write theme descriptors as your practice, '*what you do*' is your practice. Recording '*our approach is embedded*' does not provide a clear example of how your practice aligns with the statement.



Key practices at an exceeding level should identify how what you do is **over and above** meeting practice. The Guide to the National Quality Framework [Section 3. National Quality Standard and Assessment and Rating](#) includes guidance for Exceeding themes at the end of each Standard.

For example, in relation to **Element 2.2.2**:



Our services approach to risk assessment and emergency management is embedded.



Educators engage in robust discussions.



During induction all educators complete training on the use of emergency equipment and are walked through the lock down and evacuation procedures. A review of this process identified the need for a communication plan to ensure that all stakeholders are familiar with what is communicated before, during and after an emergency. Families were consulted and their feedback led to the plan being added to our website and key information provided to Fire & Rescue NSW.

Note: Authorised officers will confirm that your service is meeting minimum legislative requirements during the assessment and rating visit.

Guidance for Exceeding the National Quality Standard

A rating of Exceeding NQS means going **above and beyond** what is expected at the Meeting NQS level for a standard. The following three themes must be demonstrated in service practice for a standard to be rated as Exceeding NQS:

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Exceeding Theme 1: Practice is embedded in service operations

This theme means that high quality practice for the standard is demonstrated consistently and frequently across the service, regardless of the time of day or changes to staff. This ensures a sense of continuity and predictability for children.

For example:

- high quality practice is usual practice across the service
- quality practice is consistent across all educators
- each educator's practice reflects a clear understanding of the requirements of the standard
- practice for the standard reflects the service philosophy and the principles and practices of the approved learning frameworks.

Exceeding Theme 2: Practice is informed by critical reflection

When practice is informed by critical reflection, educators consider, question, analyse and re-evaluate planning and decision-making for that standard. This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

For example:

- reflection on practice is regular and ongoing
- opportunities for improvements are identified and implemented
- educators are aware of the influences on their practice and are committed to ongoing learning
- decision-making processes draw on diverse perspectives.

Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Every education and care service is unique, as are the children, families, and community at the service. This theme recognises that high quality practice is informed by and tailored to the unique strengths and needs of children, families and the community. This theme recognises differences across service types. For example, it is expected that services that educate and care for school-aged children may build strong relationships with the school and broader community and have fewer interactions with families compared to services that educate and care for younger children.

For example:

- practice reflects the voices and strengths of children, families and the community
- practice demonstrates shared decision-making and problem solving with families and/or the community
- practice suits the unique environmental, cultural and community context of the service
- practice fosters a culture of inclusiveness.

Note: To be rated Exceeding NQS overall, all quality areas must be at least Meeting NQS, and four or more Quality Areas must be Exceeding NQS, with at least two of these being quality areas 1, 5, 6 or 7.

Support



For further support and answers to questions that are not addressed through this guide, please contact the [Quality Support Team](#) at ecequalitysupport@det.nsw.edu.au or phone 1800 619 113.

Service Context Information

Service Details

Service Name	Irrawang Public School Preschool	Service Approval Number	SE- 00007620
Physical Location of Service	Street: 21 Geer Street Suburb: Raymond Terrace State: NSW Post Code: 2324		
Approved Provider Name	NSW Department of Education	Approved Provider Number	PR- 00005345
Nominated Supervisor(s) Name(s)	Stacy Mathieson (Principal/Educational Leader/Responsible Person) Hylie McEvoy (Service Contact/Educator) Michelle Lynch (Pedagogical Leader)		

Service Operating Times (includes FDC Principal Office)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start	8.55am	8.55am	8.55am	8.55am	8.55am		
Finish	2.55pm	2.55pm	2.55pm	2.55pm	2.55pm		
Or 24 Hour							

Outside School Hours Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Session 1 Start							
Session 1 Finish							
Session 2 Start							
Session 2 Finish							

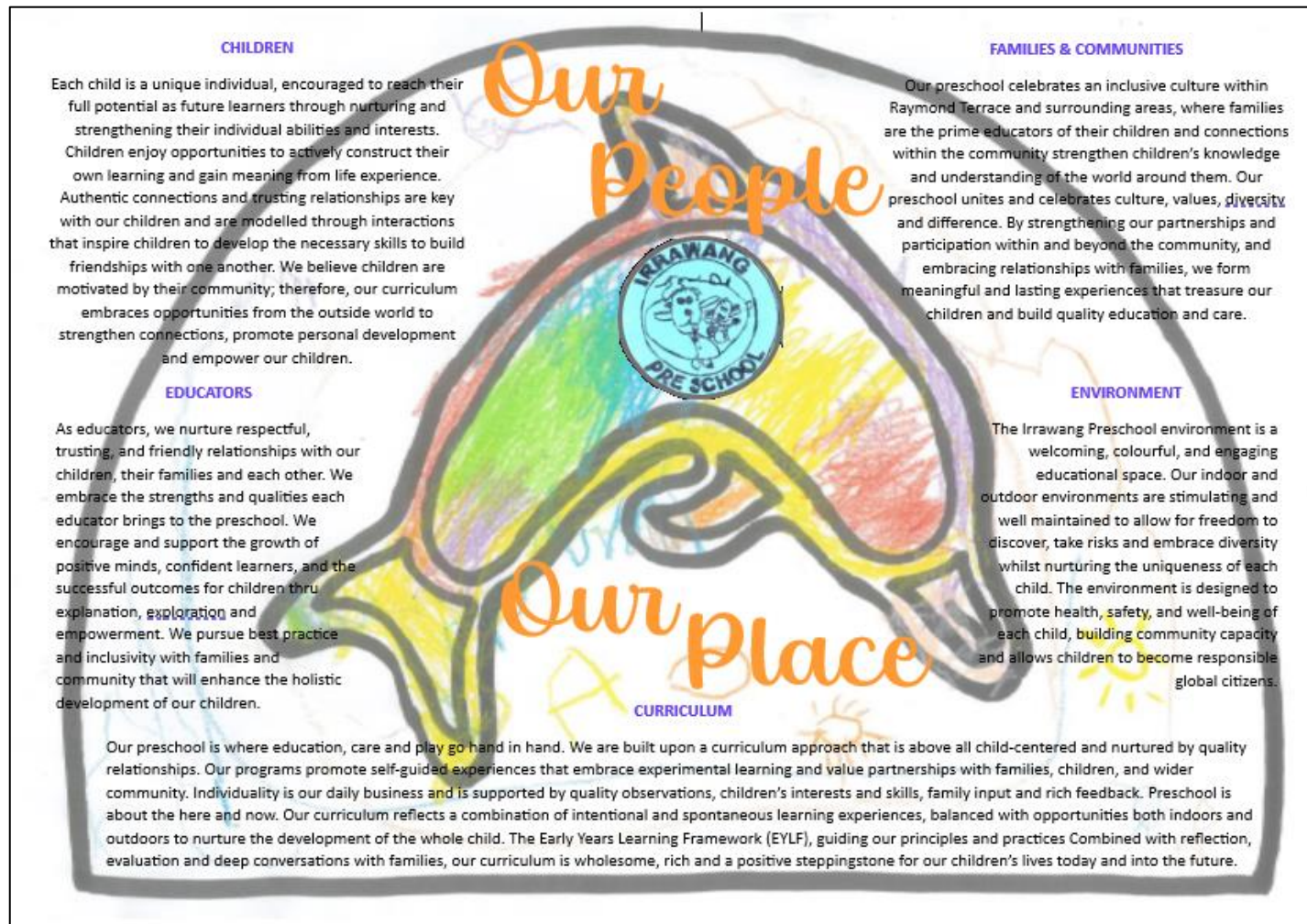
Vacation Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start							
Finish							
Or 24 Hour							

Service Philosophy

Your service's statement of philosophy should be a living document that is the foundation for daily practice. It should describe the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.



Self-Assessment Quality Areas

In each of the seven quality areas it is now time to add details of your service practices. In each quality area it is important to capture:

- 1. Regulatory Compliance** – where regulatory requirements are assessed as ‘no’ take immediate steps to rectify the non-compliance,
- 2. Strengths** - record the practices that make you proud and that you would like to showcase against the elements and standards, and
- 3. Areas for improvement** – identify potential areas for improving practices.



Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

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.
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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR at each educator's residence or venue for family day care? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.76	STD1.3	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 children's participation? a copy of their children's assessment/evaluation documentation? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.74	STD1.3	<p>If you have children who are preschool age or younger, do you document:</p> <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? <p>If you have school age children, do you document:</p> <ul style="list-style-type: none">• how and why the education program has been developed to support all children to participate in the program.	<p><input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant</p>
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If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 1.1 The educational program enhances each child’s learning and development

Record up to five evidence points and/or key practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Approved learning framework	ELE1.1.1	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.	1. Each afternoon, children participate in a reflection on learning/play session known as 'Glow & Grow'. Children engage in reflective conversations, using open questioning to describe their 'GLOW' experiences (what they are proud of) and share their 'GROW' requests (what they would like to do/do more of). The children's conversations are recorded in a 'Glow and Grow' book, which is then used to drive the following day's curriculum decisions to strengthen the children's interests and abilities.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Extending from a whole school initiative to support our ATSI families, families and educators come together during a Personalised Learning Plan afternoon to yarn and collaboratively plan for the learning, social and cultural goals of our children. Together, goals are developed and reflected upon to nurture children's cultural growth and support their educational outcomes. These goals are interwoven throughout children's learning cycles addressing the EYLF and the child's individual needs.	

			3. Using various methods of information collection, such as; children's voice, family conversation, annotated photos and observations, educators can highlight children's ability, culture, identity and wellbeing. When aligned with teaching strategies guided by the EYLF, a child's learning opportunities are nurtured and maximised. Through collaborative discussion and critical reflection, educators determine and/or modify practices in place to purposefully contribute to children's learning outcomes.	
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			<p>4. By navigating and unpacking the EYLFv2.0 through children’s learning cycles, educators identified deficits in integrating cultural inclusiveness. In response, educators collaborated with specialist teachers and have implemented a whole school languages program initiative, teaching and celebrating local Worimi Language within the school and community. This has resulted in refining ways educators support children’s learning through quality play experiences, discussion and creative opportunity.</p>	
			5.	
Child-centred	ELE1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<p>1. Enrolment meetings are an invaluable key practice educators organise with families and their children prior to starting preschool. These meetings are holistic in nature, framing a picture of family and children’s knowledge, strengths, ideas, culture, abilities and interests. These meetings establish positive relationships, nurturing the sharing of family information whilst providing educators time to observe children to collect, inform and drive program development to maximise children’s growth.</p>	<input checked="" type="radio"/> <input type="radio"/> Met Not Met
			<p>2. Educators empower children through providing learning and development opportunities based on spontaneous interests identified during daily play experiences. Once identifying a strength, idea or interest, educators will provide the necessary resources for the children to explore further.</p>	

			<p>Educators are encouraged to share these moments as they are used to build the program whilst promoting children's self-agency through their right to make decisions, initiate and direct their own learning.</p>	
			<p>3. Regular conversations with families provide program ideas and relevant information from home. Any input from families is documented in the Communication Book and reflected on during daily or weekly team meetings to incorporate into planning. Recently, a Spiderman Interest Box was created for a child following a family informing educators of this child's interest. This was received with excitement and has led to further experiences including superheroes and exploring drawing and design.</p>	

			<p>4. Our preschool philosophy says, 'Individuality is our daily business and is supported by quality observations, children's interests and skills, family input and rich feedback.' We focus on the learning of the children and Follow Ups of children's learning is documented. When possible, follow ups leads into new assessment and planning cycle for children. As a result of combining reflection, evaluation, and deep conversations with families our curriculum is a celebration of children's successes.</p>	
			<p>5.</p>	
Program learning opportunities	ELE1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<p>1. A major part of the daily routine is to share our Acknowledgement to Country. With the permission to embed Worimi language (Djuukan and Dhurumirri) from local Elders, an Acknowledgement was created specifically for each Preschool group by the children and educators. All present share a choreographed verbal telling of the Acknowledgement with actions. This practice strengthens our connection to Worimi land and further compliments the children's opportunity to learn about indigenous perspectives.</p>	<input checked="" type="radio"/> <input type="radio"/> Met Not Met
			<p>2. An essential element of our preschool program is to ensure there is a balance of indoor and outdoor time throughout the day to provide opportunities for extended periods of play and investigation when the need arises. Whilst there is a visually structured daily routine, it is fluid in nature, allowing educators to be responsive and proactive to children's interests,</p>	

				<p>needs, goals and abilities at point in time. This practice enables flexibility and opportunity to strengthen and extend learning.</p>	
			3.	<p>Presenting the daily routine in a visual and interactive format is a key practice in our preschool. These routines display, in words and real-life images, what is happening in the now, support children to expect what is coming up, and help them regulate during transitions. Educators talk to the routines and children interact with them. This practice supports the varying needs of children, nurturing confidence when engaging in learning, managing time, and being prepared for change.</p>	

			<p>4. A scope and sequence of the preschool program was developed after critical reflection during staff meetings on how to ensure children are exposed to each outcome of the EYLF in a meaningful way. The scope and sequence is a tool used to ensure continuity of development, to support effective teaching, intentional scaffolding of the children's learning and learning projects. It is reviewed annually and tailored to meet the developmental needs of the children.</p>	
			<p>5.</p>	

Standard 1.2 Educators facilitate and extend each child’s learning and development

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Intentional teaching	ELE1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	1. Educators make respectful and sensitive decisions to intentionally teach about situations affecting children attending preschool. These decisions greatly support families and provide awareness and understanding among the children. Professionals from Camp Quality and the Cancer Council have visited Preschool, facilitating learning to support every child and family. These experiences nurture thoughtful and challenging conversations with children, building sensitivity whilst preparing for change.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. When organising the daily program, educators intentionally structure it in a way that provides flexibility in order to allow for immediate changes to the experiences in response to children's play and unplanned opportunities extending from purposeful conversation. As such, educators make decisions on the spot and meaningfully access resources and equipment that support unintentional teaching opportunities to strengthen children's interests, skills, abilities and engagement.	

			3. Educators engage in meaningful conversations throughout the day to support, facilitate & extend on learning opportunities when they arise. These reflections and intended extensions are recorded in staff evaluation & critical reflection 'Time Matters' booklets, on the program or communicated to families via a digital platform. Decisions based on theoretical knowledge & pedagogy are made to provide instructional support that will scaffold & build on children's skills & abilities and interests.	
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			<p>4. Identified through parental feedback from a preschool survey, families identified a desire for children to learn letters and numbers before starting Kindergarten. In response, the Preschool Team appointed an Intervention Support Teacher who provided children with purposeful early literacy and numeracy play experiences. Whilst funding has been reallocated elsewhere, components from this opportunity have carried forward strengthening children's understanding and exposure to these concepts.</p> <p>5. Educators support children to explore learning alone or in social groups through active listening, questioning, challenging individual children's abilities and knowledge, scaffolding learning experiences and by researching and learning together. Educators revise all learning experiences and strategically plan to extend on children's thinking, learning and engage their understanding about the world.</p>	
Responsive teaching and scaffolding	ELE1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<p>1. When setting out experiences in response to children's play, educators include open-ended questions or stimuli on a table chalkboard to promote deeper thinking and encourage elaboration of children's ideas, perspectives and play choices. Following observations of this practice, educators now ensure children's ideas and play have some form of visual prompt to extend or build from. This practice has shown a positive impact on children's engagement and depth of understanding, skills, and knowledge.</p>	<input checked="" type="radio"/> <input type="radio"/> <p>Met Not Met</p>

			<p>2. Through meaningful conversations with the children, educators identify spontaneous 'teachable moments' and respond through providing additional materials, resources and/or equipment to extend the play. The educators talk together as the teachable moment is responded to, working together to maximise the learning opportunity. This practice helps drive a responsive program and supports the individual planning cycle.</p>	
			<p>3. Time is allocated for educators during Preschool Team meetings to engage in reflective practice identifying children's ideas and play interests. Subsequently, collaborative reflection on these learning opportunities has extended children's learning through the consideration of multiple perspectives and implementation of best practice. When combined with feedback to children on their prior learning, educators have noticed a greater connection between the child and their learning dispositions.</p>	

			<p>4. We believe effective communication builds the foundation of positive relationships, the desire to explore and paves the way for successful and confident students. As such, educators extend children's thinking by asking open ended questions to promote deeper thinking and problem solving. This process helps educators discover children's intentions and aspirations and subsequently plan for exploratory learning projects and experiences nurturing children's ideas, abilities and interests.</p> <p>5. Educators promote interaction and enhance learning and play experiences by playing alongside children. By working collaboratively with children, educators can establish self-interest projects that stimulate their passions. One child's interest in sea creatures extended from playing with figurines to creating whole underwater environments with others in the water tray. This practice promoted the child's agency, increased confidence and role modelled how to initiate and direct their learning.</p>	
Child directed learning	ELE1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<p>1. Throughout the day, children are encouraged to make choices by requesting resources and equipment to be added within both the indoor and outdoor learning environments. When children express their play preferences, educators are responsive to their requests, supporting children to initiate their own learning and develop a range of skills in assessing risk and building on and strengthening their understanding of their world.</p>	<p>Met Not</p>

			<p>2. All children's work is valued and encouraged to be authentic. Hands-on learning is promoted to allow children to create, make and design whilst educators build on the child's Zone of Proximal Development. A range of examples are displayed around the preschool and via a digital platform celebrating the children's own learning experiences and further strengthening their sense of agency.</p>	Met
			<p>3. Every interaction with a child is valued. Whilst engaged in play, educators guide children in making appropriate choices to regulate their behaviour and own their actions. Educators proactively encourage children to negotiate and share during their play and positively acknowledge children who are working collaboratively. Zones of Regulation, proximity, hand gestures, visuals and positive praise are tools and practices used by educators to scaffold children's self-regulation and decision making.</p>	

			<p>4. Preschool children assist in setting up play spaces and new learning environments as part of their daily routine. This enables them to make decisions about their play spaces, alter the experience if interested thus deepening their learning potential. Through consistency of this practice, educators have observed positive growth and extension of children's thinking skills that has created a learning environment that is inclusive for all.</p>	
			<p>5. Children enjoy opportunities to actively construct their own learning and gain meaning from life experience. Authentic connections and trusting relationships are key themes in our Philosophy and are modelled through inspiring interactions with children. In response, our curriculum embraces the sharing of outside world experiences resulting in educators observing strengthened connections with shared stories, growth in personal development and empowerment of children to direct their own learning.</p>	

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Assessment and planning cycle	ELE1.3.1	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.	2. Documentation is a powerful tool in inspiring and empowering children and their learning. Educators create interactive and visual displays of children's learning to share within the preschool, on digital platforms, in digital newsletters and in personal Learning Journeys to inform assessment and reflection. This practice has promoted an environment of shared learning & understanding and has highlighted the collaborative and respectful relationships between educator and child.	Met <input checked="" type="radio"/> Not Met <input type="radio"/>
			3. Reflection is a significant component of the planning cycle assisting educators to think about their practice & decisions. To ensure sufficient information is collected about each child to demonstrate their achievement of learning outcomes, the educator utilises the Transition to School Statements to track each child's learning and guide their future planning. This is a dual document to inform schools and an effective tool to help provide an accurate record of children's progress and engagement.	

			<p>4. The Preschool Team regularly reflect on the planning cycle during discussions with their Preschool Advisor, as part of Program Checks with the Pedagogical Leader and when scheduled in Preschool Team meetings. These discussions have led to consistency in program expectations across staffing arrangements, further professional development opportunities on navigating the Planning Cycle and subsequently, changes to practice have been reflected in the development of Localised Procedures.</p>	
			<p>5. Follow ups of children’s experiences are open ended, scaffolded, flexible, short and long term in duration. Children’s interests are evident to families in the daily program and on various digital platforms. The planning cycle is inclusive of educator’s critical reflections of play experiences, children’s interests, the learning environment and conversations with children and families. Families contribute to the curriculum and planning cycle through survey feedback and program annotations.</p>	
Critical reflection	ELE1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<p>1. Collaboration is critical in gaining clear perspectives on children's learning and development. As such, educators can be observed reflecting-in-action in response to routines that appear disengaging/unsupportive for the children. As such, during ‘rest time’ when children are either resting or participating in a relaxation activity, educators informally discuss and record brief notes about practice/routine. These matters are further discussed in the weekly Preschool Team meeting.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			<p>2. Educators reflect on daily learning experiences with the children throughout the day and each afternoon during the 'Glow and Grow' reflection group time. This initiative came about after thoughtful critical reflection revealed an opportunity to promote the children's voice. As such, children now have a designated opportunity each day to nominate activities of their choice including play items for the following day. This key practice promotes a child's sense of agency and ownership of learning.</p>	
			<p>3. Weekly reflecting on group and individual learning through the 'Time Matters' booklet has had an impact on the program. By challenging current practice and being guided by the preschool philosophy, re-evaluating practice was explored. To ensure that there is a focus on extending, exploring and revisiting learning, best practice to complete learning cycles includes the holistic development of the child. As a result, learning cycle completion may occur in a short or long-time time frame.</p>	

			<p>4. Educators reflect on each child's learning, individually & together as a team, drawing on theorists & thinking about how these inform best practice. For example, after reviewing learning observations, it was identified that children needed to be asked more open-ended questions to gain a deeper understanding of the learning that was occurring. As a result of improving this practice, children have been observed exploring their curiosity & creativity with greater reasoning & thinking skills.</p>	
			<p>5. Daily reflections are recorded throughout & at the conclusion of each day. These reflective practices allow educators to discuss & reflect upon the spontaneous interests of children, intentional teaching points & observations of children's progress towards learning outcomes. As a result, reflection allows all staff to adopt common practices with consistent language to assist children in achieving their goals, experience growth and become aware of working towards positive learning outcomes.</p>	<input checked="" type="radio"/> <input type="radio"/>
Information for families	ELE1.3.3	Families are informed about the program and their child's progress.	<p>1. Each child's learning is celebrated by educators, families and others. At preschool, the children's learning is captured through photos, observations, learning stories and work samples and presented in individual 'Learning Journey' books. These books are presented to the children with their families at the Preschool Graduation in Term 4. After the Graduation, families are invited to discuss their child's learning with educators to collaboratively prepare children for transition to Kindergarten.</p>	<p>Met Not Met</p>

			<p>2. Learning experiences are shared with families daily via the Sentral Parent Portal or through a courtesy 'Care Call'. Educators use the Sentral platform to capture and share the learning experiences of children and subsequent actions to support and extend its continuity. This, combined with an optional phone call, allows families to formally and/or informally discuss the educational program, progress, absence or other matter, providing insight and feedback informing future programming cycles.</p>	
			<p>3. Our families are informed about the program & children's progress through a range of means. These include informal conversations, phone calls, arranged meetings, 'Progress of Learning' summaries, observational reports and feedback. Varied lines of communication are recorded in meaningful & useful ways to promote open and trusting relationships. This practice allows educators to share learning goals, social experiences and transitional statements that enhance effective connections with families.</p>	

			<p>4. Individualised learning and development goals are collaboratively developed with families and children during enrolment meetings. In response to family feedback, educators created a mid semester Progress of Learning document showcasing a snapshot of children's progress and goal development. This new practice connects with and supplements the child's end of year Learning Journey, and provides families and educators an opportunity to meet, discuss and review their child's learning and development.</p>	
			<p>5. Extending from critical reflection, educators identified a need for consistency in sharing information about children's progress P-6. In response, educators created a mid-semester Learning Summary generated in our whole school Sentral Portal. To cater for different families, the summary is shared digitally, as a print off or is available to discuss as part of a family meeting. This practice fosters consistency P-6, flexibility and ensures transparency and connectedness with families.</p>	

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 2.

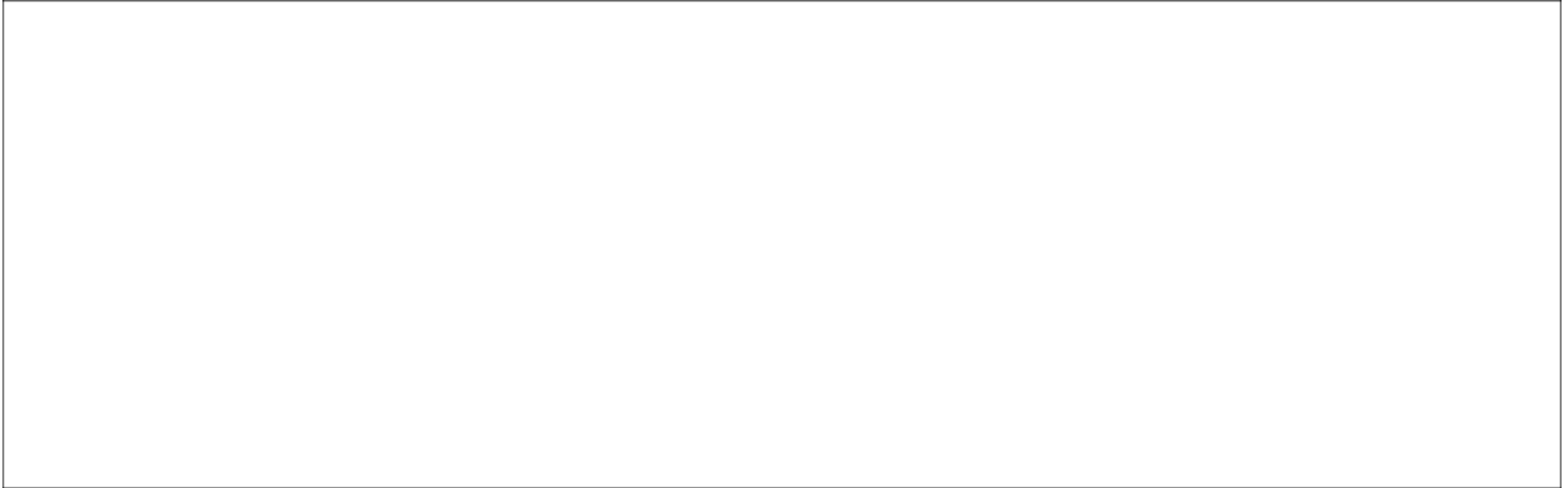
Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.80	STD2.1	Do you display a menu if you provide food at your service?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.77	STD2.1	Is food stored, handled and served safely?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.90-91 R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	<input checked="" type="radio"/> Compliant	<input type="radio"/> Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

A large, empty rectangular box with a thin black border, intended for the user to provide details on regulatory non-compliance, including the relevant Law/Regulation and the actions taken to rectify it.

Standard 2.1 Each child’s health and physical activity is supported and promoted

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Wellbeing and comfort	ELE2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	1. Learning environments are arranged with 'Reading Nooks' and 'Rest Areas' catering for children's well-being and comfort. Routines also designate a daily rest time where children can sleep, rest or choose a quiet activity (books, puzzles, literacy & numeracy, drawing or science related). Lights are turned off & blinds are lowered to create a soothing environment & music is played. This practice has seen children become more responsive to their body's demands and respectful of others' needs.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. When promoting healthy lifestyles, if children are observed experiencing heightened levels of emotion, a key practice educators implement is 'Time With' to build trusting relationships & comfort through calming conversations, leading to de-escalation of children’s emotion. After reflecting on this strategy educators take the 'time' to model specific techniques for relaxation & self-regulation, empower children to own their emotions and take control of their actions through informed choices.	
			3. Educators have undertaken 'Mindful Schools' training, designed to teach strategies to deal with stress, anxiety, isolation and trauma. Effective techniques for relaxation, mindfulness and stress management including playing mindful music,	

				breathing & hand exercises are regularly implemented. By adopting these practices, staff provide consistency & predictability for children when managing wellbeing needs, positively impacting on the management & promotion of a positive mindset and health status.	
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			<p>4. Educators collect information from families each day, in enrolment meetings, from phone calls & meetings on request. Educators discuss this information during Preschool Team meetings & implement changes to programs, procedures or routines as necessary. Any changes are emailed to staff for acknowledgement, informed of during inductions/change over, documented in the sleeping/toileting diary and shared with families, when necessary, in person, via email or phone.</p> <p>5. Educators engage in open conversations with families and discuss strategies to implement at preschool for the wellbeing and comfort of their child/children. We implement strategies such as inviting families to provide comforts from home e.g., favourite, costume and ask families to provide a family photo for children to access for comfort. Educators regularly check in with families via phone calls, Sentral messages and during drop off and pick-ups to reassure wellbeing needs are met.</p>	<input checked="" type="radio"/> <input type="radio"/>
Health practices and procedures	ELE2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	<p>1. Teaching personal hygiene routines ie: hand washing, nose blowing, sneezing, coughing & toileting are implemented & reviewed regularly. Strategic positioning allows educators to engage in effective hand washing practices with the children. Routines begin with singing a hand washing song. A hand washing visual is displayed to prompt & tissues easily accessible if needed. Hand sanitiser is also available on entry & exit from Preschool.</p>	<p>Met Not</p>

			<p>2. Observations identified the need for education on the importance of regular dental hygiene. In response, Week 5 of Term 3 is nominated as Dental Week and educational lessons using dental models, a story, dramatic play experiences as a dentist/dental nurse are provided to extend the children's understanding. A gift including dental floss, toothpaste & toothbrush are also provided to help children easily grasp the importance of dental hygiene practices as part of their daily lifestyle routine.</p>	Met
			<p>3. All staff promote, model and maintain illness & injury management & hygiene practices. Educators routinely check bathroom/toilet areas using a 'Bathroom Maintenance Checklist' to maintain hygiene standards and minimise potential hazards. Daily safety checks are also conducted in other learning, storeroom and staff spaces and documented on the 'Indoor/Outdoor Cleaning & Safety Checklist'. Anything hazardous in nature is rectified in a timely manner by staff or liaising with the General Assistant.</p>	

			<p>4. Medication forms are completed for staff authorisation of prescribed medication. Educators undertake regular training & provide high quality care for children with specific medical conditions. Training records are kept & regularly checked along with staff qualifications. Medical care procedures are regularly reviewed and communicated P-6. The first aid emergency manual is aligned with children's photos for identification. The First Aid Kit, illness & injury reports are audited on a Term basis.</p>	
			<p>5. To ensure staff are up to date with current practice, weekly whole school communication meetings to exchange operational, medical & safety information are attended, the educator is on the whole school WHS Committee providing current feedback and staff undertake mandatory training & refresher courses. All educators are aware of health care plans through briefings with the preschool educator, communication book, educators' casual folder & signs displayed in the kitchen for ALL staff's reference.</p>	<input checked="" type="radio"/> <input type="radio"/>
Healthy lifestyle	ELE2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	<p>1. Educators completed the 'Munch & Move' training & use mealtimes to model, discuss & promote healthy eating & nutritional practices. Information is provided to families in a variety of formats. Healthy eating & nutritional guides are displayed in the foyer, kitchen & eating areas. Educators have designed 'lunchbox stickers' that are sent home reminding families of healthier choices. Children are encouraged to eat healthier options first and healthy lunchboxes are celebrated.</p>	<p>Met Not Met</p>

			<p>2. The 'Munch and Move Fundamentals Movement Program' is taught & assesses children's gross motor skills & co-ordination. A component of the program is incorporated into daily routines. Prior to transitions, children are encouraged to engage in warm up & movement activities. We also utilise Irrawang Public School's fixed equipment – 'Ausplay'. This equipment provides opportunities for appropriate risk taking at each child's ability level.</p>	
			<p>3. Cooking experiences promoting healthy eating are a part of the education program and encourage children to participate in preparing & creating foods. Cooking experiences derived from mulberries growing in the bush tucker garden guided children through the processes involved in cooking healthy mulberry muffins. Families were provided with recipes for making muffins, their nutritional value & how home cooking promotes healthy lifestyles.</p>	

			<p>4. The program provides a balance between planned and spontaneous play, active and passive experiences regardless of the weather. The program ensures that children are provided with outdoor time in wet weather by utilising our undercover area in the outdoor area. Educators have reflected on the need for children to be provided with active experiences. If weather does not allow for outdoor time our outdoor program is brought indoors e.g., an obstacle course &/or roller coaster ride.</p>	
			<p>5. Decisions and practices consider the needs and rights of every child in our service. Educators pursue best practice and inclusivity with families and community to enhance the holistic development of our children. Practices and decisions are regularly reflected on during our weekly meetings to ensure our programs promote self-guided experiences that embrace experimental learning and value partnerships with families, children, and wider community.</p>	

Standard 2.2 Each child is protected

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Supervision	ELE2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	1. Educators maintain active supervision by acknowledging visual number cards when moving indoors to outdoors and will plan in advance for experiences needing close supervision. Open & clear communication is a key strategy used to maintain adequate supervision. Supervision maps, identifying ideal supervision positions are provided to staff P-6 as part of the Preschool Induction. If children are observed engaging in risky play, educators will use proximity and intentionally teach careful play.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. To ensure children are protected from harm & hazard, regular safety checks are conducted as part of the preschool's Localised Procedures. Time is allocated during weekly meetings to discuss, update & inform staff of current or new risk assessments or management plans completed. When a need is identified, documentation is swiftly completed or amended to employ reasonable precautions relating to the safety of children. All relevant information is shared among P-6 staff for complete transparency.	

			<p>3. When children are leaving the preschool to visit the primary school, practices are put in place to maintain adequate supervision e.g., Term 1, children wear yellow high vis vests and use a 'Rainbow Rope' to hold when transitioning. If visiting classrooms, children must remain in sight of educators. Head counts are conducted prior to leaving, throughout the visit, & again upon return to Preschool. The sign on sheet, & medication bag is taken to ensure medical items are on hand.</p>	
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			<p>4. Since the last A&R, preschool staff have participated in professional learning on safety and supervision, critical reflection and have updated procedures on supervision. Preschool staff researched DoE policy, procedure and the National Quality Framework to adopt informed strategies that would ensure effective supervision was provided for children with educator to child ratios vigilantly maintained. This process has enhanced supervision and tightened procedures and expectations of all staff.</p>	<input checked="" type="radio"/> <input type="radio"/>
			<p>5. Reflections from A&R triggered the need for detailed information to be supplied to relief staff regarding individual children, supervision and general operational expectations. As such, casual folders were reviewed ensuring supervision expectations and requirements were explicitly highlighted and associated documents provided. These changes have been further improved by integrating detailed signage addressing procedures for head counts particularly during transitions between play environments.</p>	
<p>Incident and emergency management</p>	<p>ELE2.2.2</p>	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p>	<p>1. Procedures for evacuation & lockdown are in place & displayed at all exits & included in orientation packs for casual teachers. Drills are conducted regularly & the preschool participates in whole school emergency drills every Term to familiarise procedures & practices, various starting points, destinations & routes. Preschool staff evaluate procedures and note suggestions for improvement. Educators review written procedures & update regularly ensuring emergency backpacks are fully stocked.</p>	<p>Met Not Met</p>

			<p>2. The Educator is an active member of the Schools' WH&S Committee ensuring that preschool has a voice in the collaboration of managing potential incidents and emergency planning and development in consultation with relevant authorities. On reflection of preschool emergency drill practices, a need for social stories to support children in lockdowns and evacuations was voiced at the WH&S meeting and as a result social stories were developed in accordance to school procedures to support children P-6.</p>	
			<p>3. To effectively manage potential incidents & emergencies, procedures are collaboratively devised in consultation with WH&S committee members, our General Assistant and Pedagogical Leader. Completing and sharing daily safety checklists as routine, identifies, documents and assists the removal of hazards. With open communication, plans to manage incidents & emergencies are transparent to staff with relevant authorities/consultants connected to assist managing and maintaining safe play environments.</p>	

			<p>4. All staff complete an induction at the start of the year informing them of the emergency procedures in Preschool with visitors also being made aware when they visit. Emergency drills are communicated to families prior via our digital platform seeking feedback post drill. After emergency drills take place, Preschool staff reflect on processes, discuss family feedback and make amendments to Localised Procedures where necessary. All amendments are communicated back and updates are enacted.</p>	<input checked="" type="radio"/> <input type="radio"/>
			<p>5. Emergency equipment is regularly checked and maintained by external companies as per safety requirements. This information is recorded with Office Administration and Preschool staff notified. Similarly, First Aid kits and children’s emergency medications are regularly checked as per a scheduled timeframe. If replacement items are required they are recorded on the Kitchen Whiteboard and communicated to Office Administration. For children, families are swiftly notified to ensure timely replacement.</p>	
<p>Child protection</p>	<p>ELE2.2.3</p>	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>	<p>1. Our Preschool Philosophy reflects building positive relationships with families based on mutual trust & respect. We promote transparency & open relationships ensuring families feel comfortable disclosing personal information. Educators are sensitive to shared information when providing support. All staff complete ‘Child Protection Awareness’ training annually to recognise and respond to any child at risk. Information for families is circulated via flyers or via our digital platform.</p>	<p>Met Not Met</p>
			<p>2. With many children having siblings in primary, staff ensure open lines of communication between</p>	

			<p>settings is maintained. Processes include; fortnightly communication meetings with the Principal to transfer significant information about child protection, incident, injury, trauma & illness and subsequent meetings with class teachers to ensure transparency of information. These practices have resulted in timely support when accessing NDIS, applying for funding and in responding to children's needs.</p>	
			<p>3. During Morning Circle, educators complete wellbeing check-ins that refer to the Zones of Regulation. Children identify with their feelings & respond by referring to one of the Zones. If a child is identified as being at risk, the morning routine provides staff with a gauge of the child's emotional wellbeing. If comments made are of concern, they are recorded, shared with the Principal &/or external agencies if/when required. All wellbeing concerns are documented and discussed at weekly meetings.</p>	

			<p>4. Preschool staff work collaboratively with the school's Learning Support Team, counsellor, WHIN and allied health teams to support children with specific child protection needs. We prioritise enrolments and provide children under the supervision of DCJ and Out of Home Care with a position at our service. We collaborate to tailor risk management plans and behaviour response and support plans to ensure the specific needs of children are identified and strategies are in place.</p>	
			<p>5.</p>	

Quality Area 3: Physical environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children’s learning and development.

Quality Area 3 of the NQS focuses on the physical environment. The physical environment is critical to:

- contributing to children’s wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children’s learning and development
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

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.
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, and 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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 3.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.116-117 R116 R34(f)(iii)	STD3.1	If you have a family day care service: <ul style="list-style-type: none"> • Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? • Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? • Do you require educators to inform you of any alterations or renovations to their premises? • For family day care services operating from a venue, have you submitted an application for approval to operate from a venue? 	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R104-115	STD3.1	<p>Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:</p> <ul style="list-style-type: none"> • 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 • If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? • Are there appropriate toilet, hand washing and nappy change facilities? • Is there space for administrative functions and consultation with families? • Is there adequate light, ventilation and shade? • Are all areas of the premises easily supervised? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R105	STD3.1	<p>Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.113	STD3.2	<p>Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 3.1: The design and location of the premises is appropriate for the operation of a service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Fit for purpose	ELE3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	1. The indoor learning area is arranged into various high quality learning spaces including literacy, numeracy, reading/quiet, dramatic play, creative arts, science, construction, technology & fine motor. Each space is resourced with a range of items to support experiences & inspire spontaneity. The intended design is that it is fluid, flexible & accessible & has the capacity to change. The preschool is built for purpose & as our Philosophy states: 'Our Preschool is 'Our Place' for 'Our People'.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. The learning space is constantly evolving to provide quality learning experiences that are tailored to the children's needs and interests. Natural & man-made spaces in the outdoor environment are designed for play, discovery & adventure. These include a grassed area, tree stumps, yarning circle, frog pond, walking bridge, bike track, sandpit, dirt pit, boat, resting area, mud kitchen and climbing frame.	
			3. Furniture choices are mobile, inclusive of child & adult sized pieces, adaptable & developmentally appropriate. Furniture has the flexibility to be rearranged to create purposeful learning areas for dramatic play, literacy & numeracy while also creating spaces to build, discover & explore. Variety allows for fluid transitions & accessibility whilst having the capacity to suit multiple	

				purposes. Flexible choices also provide space to host community events, information sessions & school visits.	
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			<p>4. The preschool has a Community Room where educators can meet confidentially with families and other professionals. This is a space for educators to participate in staff meetings, complete administrative tasks and engage in professional learning. Families can access this area and NDIS providers can utilise this space for therapy. This room displays the SAWD, has a parent library and brochures for services. The term calendar is visible for parents to also gain insights of their child's learning.</p> <p>5. Through the interview process educators ask families about their child's abilities and unique needs. Based on the feedback, educators create an environment that caters to the child's needs. For example, a child with cerebral palsy had difficulty with gross motor skills. When utilising equipment such as the obstacle course and arranging climbing frames in ways that were accessible, the SLSO was able to explicitly teach and support this child to successfully engage in the programmed activities.</p>	<input checked="" type="radio"/> <input type="radio"/>
Upkeep	ELE3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<p>1. Educators & children are actively involved in the upkeep of the outdoor environment. Educators purposefully teach expectations & respect for the environment & work closely with the School's Sustainability Engagement Officer (SEO) to teach children about the natural environment & importance of making positive lifestyle choices to care for their surroundings. The SEO regularly visits to teach about sustainable behaviour & lifelong benefits of keeping the preschool safe, clean & well maintained.</p>	<p>Met Not Met</p>

			<p>2. Educators conduct daily safety & visual checks of indoor & outdoor environments which are recorded on Safety Checklists. Anything identified is promptly addressed and forwarded to the Principal. Hazards & risks that cannot be addressed promptly are reported to the WH&S Committee. Preschool staff meet weekly with the Pedagogical Leader and work regularly with the committee to rectify any identified areas of need to ensure premises, furniture & equipment are always in good repair.</p>	
			<p>3. Maintenance is maintained by the General Assistant. When areas/equipment require maintenance, a request is recorded in the Preschool General Assistant's Maintenance Book. Major work identified is forwarded to the Principal & the hazard logged with the WH&S Committee. The General Assistant regularly visits the preschool & conducts his own checks in addition to the daily safety checks. A cleaner ensures the indoor space is cleaned & hygienic daily & promptly attends to unexpected areas of need.</p>	

			<p>4. Preschool educators establish the risks in the physical environment through completing the daily safety checklist. Areas in the environment that raise a concern are communicated and documented in the General Assistant handbook and shared at Preschool meetings. As a team, we discuss the risks associated with the area to create risk assessments. Risk assessments are reviewed and documented on the RAMP Review Schedule. Any changes are communicated to Preschool staff and signed on the document.</p>	
			<p>5. When designing safe play spaces in Preschool, staff refer to and acknowledge current recommendations from the recognised authority Kid Safe. Designated natural elements and materials brought into the physical environment are cross referenced with Kid Safe to meet NQS standards. Our garden beds, frog pond, yarning circle, bamboo and tree stumps have been carefully designed allowing children to explore their multiple uses and develop their developmental skills in a safe and supported environment.</p>	


Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Inclusive environment	ELE3.2.1	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.	1. Indoors, various learning stations are set up to provide optional play choices for children. During clean up time, a child became upset due to having to put toys back where they belonged. In response to this reaction, staff now allow children's creations to remain set up on request. Children can ask for a card to place next to their creation. This ensures children don't pack away this item at clean up time so that a child can continue to extend on their creation at a later time.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Within the Preschool there is a spacious Community Room for formal & informal meetings. This room also provides a space for families to build relationships and socialise together before preschool begins. A parent library is accessible as well as the Self-Assessment Working Document, the Early Years Learning Framework, the Philosophy, kid's voices and calendar updates. Toys are also located in the boxes in this space to entertain children during the interview process.	
			3. The outdoor environment is a large, open area consisting of natural & built elements. The program allows for large blocks of uninterrupted creative indoor & outdoor play where children self-select their activities & are provided with open-ended materials, resources & equipment. Children are encouraged to make use of the	

				natural materials available in the preschool grounds such as leaves, bark, stones & flowers which they enjoy giving as gifts or using in 'cooking' & creative art experiences.	
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			<p>4. To promote inclusive play within the outdoor space, careful consideration is given to create purposeful natural and built environments for children to play in and explore. To promote children’s agency, large grassed areas, a bike track and climbing structures are for our exercise. Gardens with vegetables, citrus trees and composting bins teach sustainability. The sand/dirt pits, mud kitchen and boat are for imagination and the cubby house and yarning circle provide a space for quiet reflection.</p>	
			<p>5. There is a designated cultural area used to represent the different cultures present in our preschool. Croatian, Pakistan, Samoan, Maori, Scottish, Filipino and Yugoslavian flags are displayed with the children's pictures. Children can play with the Maori dolls, look at the pictures and read stories from this area. Different languages are displayed representing numbers, Aboriginal symbols, and songs. This area also displays key words from the Gathang language that are being taught to our children.</p>	
<p>Resources support play-based learning</p>	<p>ELE3.2.2</p>	<p>Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p>	<p>1. Each learning pod is set up with an activity that reflects the needs, interests, involvement & development of children. Further resources & activities are provided on additional shelves to promote children’s agency. Each pod provides appropriate engaging & enriching challenges, allowing children to engage, think, create, & solve problems. The pods are set up to create easy access & walking space throughout the play area.</p>	

			<p>2. The large mat is utilised for morning & afternoon group time, rest time and various group experiences throughout the day. The mat area provides children with a consistent meeting spot where they are modelled and taught the rules and expectations of group participation and are delivered explicit teaching of programmed content. The 'Come to the Carpet' song is played to engage children to transition to the mat. These resources provide structure to routine which the children positively respond to.</p>	Met	Not Met
			<p>3. Literacy & numeracy learning experiences are embedded in our play-based learning program through: measurement in cooking, trial & error, cause & effect through engineering experiences, pre-writing, names & patterns in art experiences & kinetic numeracy during physical activities. We also provide literacy & numeracy provocations including letter grids, coloured shapes & environmental print. These resources and experiences foster numerous learning opportunities and have provided multiple benefits.</p>		

			<p>4. Sensory learning experiences are always present in both learning environments in response to children's requests. Play dough, natural loose parts & fabrics are offered indoors & similarly investigations such as finger painting, slime & sticky blocks are offered outdoors. Children have shown they enjoy engaging in our natural environment especially for sensory exploration and will gravitate to flowers, leaves, grasses, seeds, herbs, vegetables, fruit & water to integrate in their play.</p>	
			<p>5. Through discussion, educators found children were increasingly running in the indoor environment. Educators reflected on these observations and initially changed the orientation of the indoor furniture to fill large empty spaces. In addition, to meet the children's needs, educators encouraged them to express their sense of agency and offered them the choice of resources for indoor movement from the storeroom and/or increased opportunities for movement experiences appropriate for indoor spaces.</p>	<input checked="" type="radio"/> <input type="radio"/>
Environmentally responsible	ELE3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<p>1. The preschool encourages sustainable practices of recycling food, water & paper as well as energy efficiency & water conservation. Educators actively encourage sustainable practices by engaging in rich conversations about the importance of caring for the environment & consistently model these lifestyle choices throughout their daily routines. The preschool has paper/cardboard recycling bins inside & out & children are invited to bring in recycled items from home to use within the craft area.</p>	<p>Met Not Met</p>

			<p>2. The preschool has a water tank that collects rainwater. The children can access the water as desired whilst exploring the outdoor environment. Children understand that the water we use in our play has been collected from rainfall and should be used sparingly. Children are explicitly taught that it is important to turn the taps off when not in use to conserve water. This understanding has carried through to the use of water in the bathroom & has become a topic of discussion in environment talks.</p>	
			<p>3. Educators have regular conversations with the children about reducing landfill & recycling items. This is evident when materials such as bottle tops are used for counting during numeracy activities & the reverse side of paper used for drawing & art. The children are often engaged in real work by taking responsibility for the environment e.g. gardening, sweeping, watering, organising & sorting equipment in the preschool.</p>	

			<p>4. Appreciation of plants, animals & the land is explored in the educational program through a project focus on Sustainability. Educators research & explore with children what being environmentally responsible means. This includes exploring the meanings reduce, reuse, recycle & revisit, conserving resources, ecological systems and their interdependencies. Educators support children to explore, think about & discuss the beauty of the natural world & find ways to appreciate it & support it.</p>	
			<p>5. The school's Aboriginal Language Teacher comes and visits preschool regularly to discuss with the children a range of subject matter related to Aboriginal sustainability. During these discussions, the teacher will share their knowledge using interactive resources to help explain new topics with the children. They have taken the children on Bush Tucker walks identifying plants within the preschool environment with food and/or health related benefits and the impact of our connection with the land.</p>	

Key improvements sought for Quality Area 3

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children’s active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children’s active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	<input type="radio"/> Compliant <input checked="" type="radio"/> Non-compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	

		<ul style="list-style-type: none"> • Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators have an approved diploma level qualification? • Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, • Do you ensure you and the educator assistant comply with the requirements of R.144? 	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.120 R126 R.129-135	STD4.1	<p>If you are a long day care or preschool or outside school hours care service,</p> <ul style="list-style-type: none"> • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.136	STD4.1	<p>Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?</p>	<input type="radio"/> Compliant <input type="radio"/> Non-compliant

R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	Compliant	Non-compliant
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If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 4.1 Staffing arrangements enhance children’s learning and development.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Organisation of educators	ELE4.1.1	The organisation of educators across the service supports children's learning and development.	1. Currently there are 4 regular educators and 2 School Learning Support Officers (SLSO) who provide continuity for both children and parents. Each group attends a set 5-day fortnight with the Teacher Librarian and Gathang Language Teacher organised to visit preschool on designated days. This practice establishes consistency and transparency across staff so that ALL children's learning & development is adequately supported.	<input checked="" type="radio"/> <input type="radio"/> Met Not Met
			2. When timetabling educators and SLSO's for RFF & breaks, it is made a priority that the same educators are arranged for these roles within the preschool routine to support children's learning and development. For e.g. the Teacher Librarian (who is also EC trained), relieves the educator for RFF whilst also exposing and supporting the children to access the Library and its services. This same person is also the preschool’s Pedagogical Leader bringing experience and mentorship to staff.	

			3.	When organising the daily routine, it is preferred that the educator and SLSO have defined roles/duties and responsibilities each day. While these expectations are flexible and transparent, it was collaboratively decided that in the children's best interests there should be a leading staff member to direct experiences/routines to support children's learning and development. This change in practice not only supported service delivery by staff but also provided clarity for the children.	
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			<p>4. During arrival, both educators meet families at the preschool door to greet children & interact with families. Once children enter, an educator walks the children into the preschool room, staying in sight of the other educator. Children unpack their bags then engage in play. Once there are more than 10 children, both educators are in the preschool room to support & meet ratio. This process allows for meaningful interactions with families & sharing of information.</p> <p>5. Many methods are in place for communicating messages with families and to orientate and support new educators. Families can communicate with educators in person which is annotated in a Communication Book, by leaving messages on the sign in sheets and via Sentral messaging. New staff are supported with an induction package with relevant information, visiting teacher folder, and access to the Communication Book that ensures all staff work together to support children’s learning and development.</p>	<input checked="" type="radio"/> <input type="radio"/>
Continuity of staff	ELE4.1.2	Every effort is made for children to experience continuity of educators at the service.	<p>1. When staff are allocated their staffing positions, the executive team collaboratively discuss the expectations of the teaching roles in Preschool, from the perspectives of current staff and children, prior to finalising placements for the following year. As such, all regular staff are now permanently employed and assigned to Preschool. Similarly, current temporary staff positions are considered a priority to repeat, to promote continuity, familiarity and quality service delivery for children.</p>	<p>Met Not Met</p>

			<p>2. When there are on-site planning days/professional learning for educators, it is practice that one of the educators or SLSOs remain at preschool to greet families before their training. When this is possible, the children are reassured that there is continuity and that their educators are contactable if required. Further to this, it is observed that families are more open to sharing information with regular staff and are grateful when regular staff support successful transitions to start the day.</p>	
			<p>3. Our preschool staff have a strong sense of belonging in the preschool and in the primary school community as both educators have had experience working in both settings. Resulting from Preschool regularly engaging in a variety of whole school events such as Crazy Hair Day, Book Week Celebration Days & Easter Hat Parades, preschool staff have developed a public profile across the school setting establishing a sense of continuity for children, students and families.</p>	

			<p>4. The preschool currently has one SBAT (school-based traineeships) trainee. Our trainee is utilised to support the children and the preschool program by taking an active role in nurturing, supporting, and promoting children's relationships and social skills. This unique role promotes the learning and developmental outcomes of the preschool children along with providing a pathway from school to a career in Early Childhood for the trainee.</p>	
			<p>5. To support smooth transitions of educators, parents are notified of changes as children arrive at preschool & are given earlier notice if planned leave is taken. The names of daily staff are displayed in the foyer, including names of casual staff for familiarity. Children known to be challenged by changes in staff or routine are given prior notice when possible and supported as necessary. The educational program is always on site with staff, available for parent communication and feedback.</p>	

Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Professional collaboration	ELE4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	1. Educators and SLSO's work collaboratively on documenting the preschool program and the subsequent implementation. As such, the educator will specifically program for intended/spontaneous & project based learning experiences, but will also embrace the creative thoughts, provocations & strengths of the SLSO to provide the necessary resources to stimulate the children and fulfill program requirements. This practice highlights trust and resourcefulness of staff and a positive workplace culture.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. The staff and Principal attend fortnightly communication meetings to discuss preschool specific information, performance & development goals and aspirations for the preschool. This practice highlights the positive interrelationship between the school and preschool and how supports are exchanged to strengthen the staff's skill set and nurture the educational journey of the children, their families and wider community.	

			<p>3. Each week, Preschool staff meet with the Pedagogical Leader to engage in healthy discussion & reflection about principles, practices, regulations, observations, critical reflections & progress of the SAWD. Following these meetings, collaborative discussion has led to the inclusion of a reflection whiteboard in the Community Room. This whiteboard allows ALL staff to freely present their ideas/reflections to discuss and/or celebrate which in turn has strengthened a positive workplace culture.</p>	
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			<p>4. The Pedagogical Leader regularly meets with the General Assistant and Sustainability Engagement Officer to discuss ideas, strengths and areas for improvement within the outdoor learning area to build on children's interest. These ideas are shared with Preschool staff for reflection and potential future planning. As a result of the outdoor environments' bridge not being utilised during play, it was collaboratively decided to reposition it. This led to greater accessibility and a safer play space.</p>	
			<p>5. All educators are key stakeholders in the development of the Preschool Philosophy. Each team member is given the opportunity to contribute their views, beliefs and values when considering the philosophy's key themes and development. Preschool staff share and explore their beliefs and values during preschool team meetings throughout the year ensuring an inclusive approach is nurtured and embedded.</p>	<input checked="" type="radio"/> <input type="radio"/>
Professional standards	ELE4.2.2	Professional standards guide practice, interactions and relationships.	<p>1. Our Localised Procedures, informed by professional standards and experience, are scheduled for review each term. As priority, our procedures are referred to regularly and revised to reflect regulatory requirements, professional standards and current operational practice and understandings. As a point of reflection, our procedures are distributed to families and staff to peruse, question and comment on. This guides practice, interactions and relationships thus reinforcing professional standards.</p>	<p>Met Not Met</p>

			<p>2. The preschool philosophy, written by staff, children and families, reflects our professional standards as a staff team by outlining our beliefs and practices in regard to the curriculum, environment, staff, children, families and the community. It guides our decision making and practice in all areas of the preschool's daily management and organisation. It is reviewed regularly and reflects a holistic approach to the quality care and education we provide.</p>	
			<p>3. To ensure ALL staff reflect on their professional standards and expectations when in the preschool, specifically designed induction packages are provided to encourage staff to critically reflect on their pedagogy and practice and determine how this impacts within a preschool setting. Following on from this practice, staff are becoming more attuned to the unique nature of the roles and responsibilities within early childhood settings and how their own personal professional standards can benefit.</p>	

			<p>4. All staff review the department's Code of Conduct along with the Early Childhood Australia's Code of Ethic's (2016) and Preschool Philosophy as part of the annual induction process. During this time, educators collaborate as a whole school ensuring that expectations in providing a safe, responsible, respectful learning environment are advocated. It is important that the best interests of the children are at the forefront of all decision making and are given the opportunity to thrive and learn.</p>	
			<p>5. Educators have the opportunity to build relationships with members of the professional community by attending local DOE Preschool Network meetings, online Statewide meetings and Leadership conferences. These professional community gatherings are an opportunity for preschool staff to exchange ideas, discuss best practice and talk about the National Quality Standards. This form of professional learning inspires pedagogy and practice strengthening teaching and learning outcomes for children.</p>	

Key improvements sought for Quality Area 4

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Professional Collaboration - Staff knowledge of local Aboriginal Worimi culture.	All preschool staff to have knowledge of Aboriginal perspectives and how to embed in daily practice in an Early Childhood setting.	M	<ol style="list-style-type: none"> 1. Professional learning of Aboriginal perspective of local Aboriginal Culture of the Worimi people. 2. Professional reading pertaining to project-based learning experiences withing EC settings relating to Aboriginal perspectives. 3. Contact with Local Land Council. 4. Collaboration with Staff engaging with Local Languages and programming. 	Educators: - All staff knowledgeable of Worimi culture. Children: - Engage in play/experiences that are related to local Worimi perspective. - The Aboriginal perspective is embedded in programming and evidenced as being culturally responsive.	Term 4 2024	2023 Term 1 - Discussions for training in SWAY (Sounds, Words, Aboriginal Language & Yarn) Program - Familiarising with the new cultural components of the EYLF v2.0Term Terms 3 & 4 Gathang Language Lessons with Mr Trent Tull every Wednesday. 2024
4.2.2	Professional Standards – Family input to drive professional standards and interactions with staff.	Developing systems to involve families in discussions regarding professional standards and interactions.	M	<ol style="list-style-type: none"> 1. Invite family contribution via whole school Facebook/Sentral Portal comments informal discussions. 2. Invite family responses about professional standards. 3. Act on and involve families in discussions regarding professional standards and 	- Increased family involvement in preschool 'Business' - Regular reach outs to families for their opinions and involvements. - Family voice is documented (digitally/as annotations).	Term 4 2024	2023 Term 3 - Consistency has increased in reaching out to families who are provided with the opportunity to comment/provide feedback when reviewing Localised Procedures. -Increased informal questioning to families when supporting children in developing tailored Risk Management Plans, Behaviour Support Plans and Behaviour Response Plans - How does the actions of staff reflect quality Professional Standards? -Pedagogical Leader has taken on

				<p>interactions during interviews.</p> <p>4. Consider circulating Surveys pertaining to staff interactions and professional standards.</p>		<p>role of initially conversing with families when seeking support/establishing behavioural expectations of children.</p> <p>2024</p>
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Quality Area 5: Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 5.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.155	STD5.1	<p>Have you ensured that educators interact with children in a way that;</p> <ul style="list-style-type: none"> • Encourage children to express themselves and their opinions? • Support children to develop self-reliance and self-esteem? • Maintain the dignity and rights of each child? • Provide positive guidance and encourage acceptable behaviour? • Reflect each child's family and cultural values? • Is appropriate for the physical and intellectual development and abilities of each child? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.156	STD5.2	<p>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?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 5.1 Relationships between educators and children.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Positive educator to child interactions	ELE5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	<p>1. All interactions with children are sensitive and responsive in order to build trust and promote children’s sense of security. Upon arrival, educators’ welcome children and discuss their feelings and emotions. They promote preschool as a safe and happy place and will routinely ‘check in’ when necessary. By tailoring their interactions in response to the children’s body language educators have observed an increase in the children’s resilience and reduction in separation anxiety.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. In a child’s absence due to serious illness, Educators collaborated with organisations including Camp Quality, Ronald McDonald House and The Cure Starts Now Foundation to facilitate ‘Monkey in My Chair’. This program provided a life size monkey, with a backpack, designed to take the child’s place in their absence. The associated program informed staff on ways to explain illness from the child’s perspective and the impact on life. This increased awareness, nourishing relationships and inclusion.</p>	

			3.	To promote effective two-way interactions and communication for children with additional needs, educators have learnt simple Auslan signs to support their conversations. These hand gestures and finger signs are taught to all children and staff for consistency and to maintain lines of communication. By using these signs, children have a voice, feel secure, build in confidence and help break the barriers of inclusion.	
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			<p>4. To ensure children are participating in learning experiences, educators discuss with the children the learning experiences at the beginning of each day. Educators support children by using age-appropriate language and scaffolding, allowing the children to become the facilitators of their own learning. Learning experiences are carefully planned and set up to ensure they are inclusive of all children's needs, ages and capabilities.</p> <p>5. Inclusive practice starts with interacting at the child's level, using age-appropriate language and showing respect to needs and capabilities. When planning experiences, educators cater for multiple entry points for children to engage at their ability/interest level. Consideration is given to children's voice when tailoring experiences to children's ages and need. Offering different grades of difficulty in obstacle courses and choice of music when dancing highlights this inclusive approach.</p>	
Dignity and rights of the child	ELE5.1.2	The dignity and rights of every child are maintained.	<p>1. When children experience a temporary loss of personal control, educators stop, get down to the child's level, try to identify the triggers and discuss the importance of empathy, treating others equally and celebrating differences. While all efforts are made to pre-empt potential conflict, when it does occur, educators will explain and model specific strategies to help them self-regulate and will refer to the 'Zones of Regulation' and how specific actions can help them get back on track.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. While all measures are taken to deescalate a child's frustration and anger at that point in time, children are given the 'choice' of which educator they feel most comfortable with to talk to about their feelings, emotions and actions. As educators work so closely with each other, a key practice is to ensure that every opportunity is taken to support the child, provide choice and offer strategies to self-regulate. After such events, educators will then debrief for consistency and transparency.</p>	
			<p>3. Children are provided with familiar spaces & resources to help minimise potential moments of stress or frustration. Educators direct children to designated rest areas with appropriate items to promote rest and relaxation eg books, puzzles, poppets, sand timers etc in times of distress. Educators monitor children's emotional wellbeing & intervene with 1:1 time when required. Educators support children to work through their challenges, resolve conflict & regulate their behaviour and choices.</p>	

			<p>4. Acknowledgment to Country is implemented each morning recognising the Preschool's connection to place, maintaining cultural inclusion, celebrating diversity and supporting children's identity. Educators extend this by embedding Aboriginal and Torres Strait Islander perspectives into our program and learning experiences through the consideration of the 8 Aboriginal ways of learning. This is evident by the use of symbols on the program and in purposeful learning experiences.</p>	
			<p>5. Educators are present, knowledgeable, inquisitive and intentional with every learning observation. Children are asked if they can be videoed and/or photographed in a way that does not interrupt the child's or group's experience for the purpose of documentation. Children are observed respectfully to ensure their dignity and safety. Educators actively seek out the voices, perspectives, and views of children throughout the day to enhance children's learning and development.</p>	

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Collaborative learning	ELE5.2.1	Children are supported to collaborate, learn from and help each other.	1. Experiences are set up within the learning environment with the intention to encourage children to work together to achieve success. Provisions and provocations are provided to inspire children to explore and collaborate with one another in pairs or small groups. Educators facilitate interactions by asking questions, scaffolding conversations and modelling appropriate behaviours. This is evidenced by an increase in children’s proactive conversations showing group problem solving and teamwork.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Children are supported to confidently share their thoughts, ideas and experiences with others in small group situations, yarning circles and pod spaces. Educators help children extend their knowledge, thinking and ability to apply what they already know in new and unfamiliar contexts. Visuals are used to assist children display active listening skills, use respectful body language, eye contact and how to use their ears and mouths appropriately to allow all children the opportunity to be heard.	

			3.	Peer teaching and support is encouraged in children's play and learning which creates opportunities for friendships to develop. When children approach educators to play a game or engage in a learning experience with them, the educator will encourage and support the child to engage other children in their play whilst still respecting their request for adult attention through play and giving them the attention they are seeking.	
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			<p>4. Educators facilitate children when negotiating roles in play experiences. When conflict arises, educators will assist children to communicate their opinions and needs and find ways to problem solve, decision make and fairly resolve problematic situations with others. Educators will get down to the level of the children and model ways they can reach a compromise by negotiating, showing compassion and kindness to their peers.</p>	
			<p>5. Educators explicitly teach and role model the skills needed for children to develop and maintain relationships. Turn taking, problem-solving and using kind words are some of these skills specifically taught at group times & during play. Preschool utilises books, songs & resources to appreciate and recognise children's uniqueness and to create an awareness of diversity. These resources are made available on bookshelves and in play spaces for children to explore and support their understandings.</p>	
Self-regulation	ELE5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<p>1. Educators guide children to develop their capacity to self-regulate through: embracing 'Positive Behaviour for Learning' systems into daily preschool practice. By embracing a common vision, language and clear expectations staff work alongside families and their children to proactively respond to self-regulation/behaviour expectations. As such, children have strengthened their understanding of themselves and recognition of emotional vocabulary/gestures to accurately interpret social situations.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. When children are in distress, educators respond sensitively to their actions and emotions. Not only are educators positive, responsive and comforting, they adopt a 'Time With' strategy giving children uninterrupted 1:1 time with an educator. This time may be inclusive of a hug, the need to read a story, play a game, or seeking reassurance by involving a close friend. These practices help redirect the child, regulate their emotions, and help them to feel safe, secure and supported.</p>	
			<p>3. In response to increased observations of dis-regulated emotion/behaviour, staff collaboratively decided to explicitly teach and integrate 'Zones of Regulation' into daily practice. This decision, once embedded, has shown an increase in children successfully identifying their emotions, taking control of their actions and displaying regulatory behaviours when learning. Similarly, children have become more confident and aware of other children's emotions and proactively reach out to support.</p>	

			<p>4. When children's behaviour requires extra support, staff consider multiple options to maximise results. The process begins reviewing Localised Procedures, followed by policy and regulatory requirements to remain informed of best practice when trialing tools/processes. Tailored risk assessments are created in collaboration with family/staff/consultants and behaviour support/response plans set up. The process is thorough and explicit, showing success in minimising risk and optimising behaviour.</p>	
			<p>5. Educators model respectful behaviours through setting the expectation, playing alongside imaginative play and demonstrating effective communication with/for children. Children are encouraged to listen to their body's responses if they feel unsafe or feel something isn't right and are prompted sensitively to be proactive. Staff will softly talk 1:1 with children or discuss problems as a group, suggesting possible strategies to consider to feel reassured, safe and supported.</p>	

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children’s inclusion, learning and wellbeing.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 6.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.157	STD6.1	<p>Do you respect the right of parents to enter the service when their child is in attendance unless;</p> <ul style="list-style-type: none"> • 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? 	<p>Compliant Non-compliant</p> <p><input checked="" type="radio"/> <input type="radio"/></p>

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

A large, empty rectangular box with a thin black border, intended for the user to provide details on regulatory non-compliance, including the relevant Law/Regulation and the actions taken to rectify it.

Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Engagement with the service	ELE6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<p>1. Families are invited to group information sessions run one morning/week for four weeks during Term 4. This is called the 'Transition to Preschool Playgroup' program. In these sessions, we seek feedback from families about their child's interests and needs including information about medical conditions, physical barriers and/or other expectations that may impact a family's ability to contribute to our service. These sessions establish supportive relationships and contribute to service decisions.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. When a child is enrolled, families are offered a 30min enrolment interview. This time is designed for families to exchange information and share goals and aspirations for their children. These interviews are now standard practice as they establish positive relationships and meaningfully contribute to the sharing of culture, values, diversity and difference. If required, additional meetings or time can be requested to share a child's progress or raise any concerns affecting service decisions.</p>	

			3.	The principal meets with families presenting with individual education and care requirements, as requested by the parents or when accessing NDIS support. These meetings provide opportunities for the children and families to work together with the school to maintain relationships and work on management plans. Parent input is sought to contribute on how they would like their child's specific needs and interests addressed and how educators will report back about the outcomes of the plan.	
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			<p>4. Prior to an enrolment meeting, families complete interview questions in relation to their child’s anticipated journey at preschool. Educators go through the information provided by the families and discuss the information written about the children and family including, culture, values, beliefs, expectations and/or specific needs to be addressed. This information is then used to program for children’s learning and important relevant information about the child is then communicated to all staff.</p>	
			<p>5. Play sessions for enrolled families for the following year take place in Term 4. Parents are invited to visit the preschool and become familiar with the service before the child starts. This allows the child to interact with their prospective educators and gain a sense of belonging in the preschool setting. A social story is presented to the families to take home to read with the child before starting preschool. This process supports familiarisation and paves the way for successful transitions.</p>	
Parent views are respected	ELE6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	<p>1. Parents are invited to contribute to the educational program through informal conversations with educators and by adding comments to the daily program displayed in the Preschool Foyer. Feedback sought from families may include additional learning opportunities, reflections on adventures experienced, educational perspectives and/or constructive guidance. Families’ knowledge of their children is paramount and incorporated into regular planning cycles informing children’s experiences and learning.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. Educators share with families observations of and interactions with children and the children's achievements at arrival and collection or mutually convenient times. Information being exchanged between families and educators gives families the opportunity to provide feedback about their child's experiences and encourages them to discuss their child's learning and wellbeing. Open and transparent conversation is paramount and is a priority to inform ethical and equitable decision-making.</p>	
			<p>3. Educators value all forms of family participation and use a variety of communication pathways. In enrolment meetings, families select their preferred method of communication. These include; in person, phone calls, handouts, newsletters (digital or paper), and the Sentral Parent Portal. By utilising multiple modes of communication, all relevant information is shared effectively and subsequent action by families regarding Preschool operations demonstrates information is successfully transferring.</p>	

			<p>4. We celebrate culture, values & diversity by embracing insights shared about the worlds of our families through curriculum opportunities and reflecting on conversations with children and families during the interview process and daily interactions. We ask families to share photos, videos & items of significance to explore and discuss e.g. A family from Pakistan shared photos of a traditional family celebration called Eid al-Adha. This intrigued the Preschool initiating discussion and questioning.</p>	
			<p>5.</p>	
Families are supported	ELE6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<p>1. Families are informed of services that are available in the local area including playgroups, family support services, local community health services, positive parenting programs, mental health support & emergency relief funding for food vouchers & financial support services. There are brochures from a variety of services available in the Community Room for families. When there is an identified need, the school will liaise with our Schools as Community Centre (Thou Walla) to assist families.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. When identified needs are apparent, the Pedagogical Leader and Educator liaise with the LaST, school counsellor & WHIN to compile an Access Request seeking DoE assistance. Families are also referred to and supported in making contact with support services outside of Preschool to provide appropriate therapy. When accessing these services and/or</p>	

				resources, families are offered consultation time with staff to make collaborative informed choices and ensure information is current and transparent.	
			3.	Any changes to the preschool service, for example, a change to routine, is communicated to families using the Sentral Parent Portal and is also displayed in the Foyer of the preschool. Families are able to discuss these changes with the educators and address their concerns. Educators inform families why changes are occurring and how these changes enhance the quality of the service. Feedback from families is valued and educators reflect on this feedback to consider when implementing the changes.	

			<p>4. Daily conversations with parents on a child's interests, needs and abilities support educators in implementing best practice. Educators collaborate with the school and wider community to stay up to date with evident-based practices to facilitate learning for children and their families. Information is shared through daily conversations, via the Sentral Parent Portal, implemented and annotated in the daily program demonstrating commitment to continuous improvement.</p>	
			<p>5. Families have equitable access to important service documents such as; the Preschool Philosophy, Localised Procedures, Risk Management Plans & the SAWD. As they form the heart of Preschool, families are encouraged to contribute to service decision making via feedback as part of scheduled reviews. Accessibility to these are either digital or hard copies and constructive feedback can be left in the same way. When changes take place families are always informed and contributions are acknowledged.</p>	

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Transitions	ELE6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	1. Our Transition to Preschool Playgroup sessions assist children and families to become familiar with educators and the expectations of starting preschool. The playgroup model is effective in nature as it provides an environment for social interaction through play and a space for children to learn and participate in new activities. Similarly, families benefit from a space to share their experiences, ideas and to support one another, fostering community spirit and assisting social networks.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators utilise information provided by specialists working with individual children and implement the strategies and resources they recommend into the program where applicable. A previous speech program, run by the University of Newcastle, had students supporting children 1:1 who could benefit from speech therapy strategies. Since then, educators have continued to adopt general recommendations into their play experiences to continue supporting children’s needs leading up to transition.	

			<p>3. Children are invited to participate in a comprehensive transition to school program called the 'Aussie High 5'. This is an enhanced transition program aimed at establishing additional supports for children needing supplementary systems in place for transition. Children attend fortnightly engaging in play-based learning experiences with kindergarten staff and support teachers. Staff and families involved comment on the positive impact this program delivers and are grateful for the opportunity.</p>	
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			<p>4. The final transition to school program is called 'School is Cool', operating in Term 4. Children and families participate in a variety of school readiness and familiarisation activities that provide children with an awareness of school spaces and expectations, while supporting families with information about all aspects of school life. The program is based on EYLF outcomes and incorporates aspects of both Irrawang Public School's Kindergarten curriculum and Positive Behaviour for Learning.</p> <p>5. Children & families are invited to attend Preschool Playgroups the year prior to starting preschool. This is an opportunity for families to become familiar with our routines & practices. Staff engage & reflect on conversations during these playgroups and make adjustments to routine and practices accordingly. In response to family feedback, children are provided with a 'My IPS Preschool Story' developed to nurture children's fears who may be anxious about attending preschool.</p>	
Access and participation	ELE6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	<p>1. The Principal, Educator and Pedagogical Leader are key leaders in connecting all stakeholders to support children's access and participation. By forging partnerships with allied health professionals including speech & occupational therapists, WHIN, behavioural consultants and school funded Paediatricians, barriers to inclusion can be broken. To maximise inclusion, staff nurture collaborative partnerships facilitating the modification of learning environments and routines and advocating for all.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. Review meetings with the Principal, educator, school counsellor, Learning Support Team and WHIN are regularly scheduled to create/review personalised learning plans, provide targeted support & reflect on children's learning. Access to these teams have assisted educators trial & review the effectiveness of strategies, consult with families in monitoring children's progress and ultimately have maximised inclusion. Furthermore, children have displayed greater self esteem and willingness to engage.</p>	
			<p>3. The Principal supports educators in providing professional learning opportunities to build capacity for inclusion to support all childrens' participation in the program. For example, educators participated in Trauma- Informed Practice Modules to begin to unpack behaviour linked with trauma. Educators are now able to recognise the signs that children have experienced trauma and are developing a repertoire of inclusive strategies to mitigate its impact at preschool.</p>	

			<p>4. Individuality is our daily business and is supported by quality observations, children’s interests and skills, family input and rich feedback from families and other professionals involved in developing personalised individual learning plans for our children. Learning goals are established with families and throughout the preschool year. Goals are formalised in Learning Observations by the educator and shared with families in their child’s half-yearly Progress of Learning summary.</p>	
			<p>5. To support each child’s access, inclusion and participation in the program, we support families to connect with NDIS providers including reaching out to DoE intervention services and resources. We allocate time to meet with families and professionals when the need arises to complete referrals and requests for additional support. Preschool staff liaise with other services & attend LST/NDIS meetings to ensure effective partnerships and best practice enhancing the holistic development of children.</p>	
Community engagement	ELE6.2.3	The service builds relationships and engages with its local community.	<p>1. Educators plan & implement experiences to support children’s understanding of Irawang Public School & the local community. Together, Preschool & Thou-Walla excitedly attend and celebrate whole school community events & celebrations including Harmony Day, Easter Parade, Book Week, NAIDOC Week, Mother’s/Father’s Day, Grandparents/Careers Day, the Athletics Carnival and Cross Country. Through regular attendance, Preschool builds a sense of place and identity within the school and wider community.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. Members of the local community are invited into the preschool to contribute to the program. These opportunities have previously focused on cultural events & celebrations involving family and community. During NAIDOC Week, Worimi elders, the traditional owners of the land on which Irrawang Public School Preschool children play & learn, visit & share traditional stories, songs & Gathang language. These experiences strengthen children’s connection with & understanding of their local community.</p>	
			<p>3. Preschool has fostered a close relationship with the Thou-Walla Family Centre, our School as Community Centre (SaCC). Preschool staff regularly collaborate with the SaCC worker to discuss community programs, services and workshops that Preschool can access to promote happy, healthy children have a positive start to school. An example of this is Preschool’s involvement with The Big Yellow Bus (mobile playground), an Early Links community initiative empowering & supporting inclusion through play.</p>	

			4.		
			5.		

Key improvements sought for Quality Area 6

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Families are Supported- Processes/systems need to be formalised and roles/responsibilities explicitly outlined to support families with children with complex needs.	Staff and whole school processes/systems are collaboratively decided upon and put into practice to ensure families are informed and have access to community services and resources to support their child's wellbeing and support parenting when complex needs are identified.	H	<ol style="list-style-type: none"> 1. Review Localised Procedures. 2. Reflect on current practice. 3. Collaboratively discuss with whole school supports - LaST, School Counsellor, WHIN. 4. Ensure full transparency of processes and systems expectations with families. 5. Formalise systems/processes and communicate to ALL staff. 	<ul style="list-style-type: none"> - Families are supported. - Staff are informed and understand process and expectations of practice. - Clearly defined roles and responsibilities of staff. - Children and families are fully supported. - Children experience successful learning and developmental outcomes. 	2023 Ongoing Term 4 2024	<p>2023</p> <p>Term 4</p> <ul style="list-style-type: none"> - Localised Procedures reviewed and updated. - Current practice critically reflected on - Collaboratively discussed systems/processes and expectations with whole school supports - LaST, School Counsellor, WHIN. - Full transparency of processes and systems expectations with families are made clear when supporting children and their progress. - Systems/processes are clear and explicit and communicated to ALL staff. - Localised Procedures moved into the new template as per review schedule to be completed in 2024. <p>2024</p> <ul style="list-style-type: none"> - Educator now responsible for moving Localised Procedures into new template per review schedule.
	Preschool to plan an excursion into the community.	Children to participate in a preschool excursion to enhance learning and to develop respectful relationship in the community	H	<ol style="list-style-type: none"> 1. Look into different types of excursions for preschool children within the Port Stephen's area. 2. Staff to discuss excursion, cost and document planning. 3. Review Localised Procedures of Excursion and update as 	<ul style="list-style-type: none"> -Successful Excursion into the community - Children's learning and development enhanced. 	End of Term 2 2024	<p>2024</p> <p>Term 1</p> <ul style="list-style-type: none"> -Preschool staff discussed different excursions into the community. Oakvale Farm chosen for the opportunity for children to meet and learn about a variety of animals. (Evident after discussion

				needed.			with children after reading stories about Australian animals children have limited knowledge. - Sofia SBAT Trainee who works at Oakvale Farm provided Preschool with relevant documents eg maps of Oakvale Farm.
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Quality Area 7: Governance and Leadership

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. There is a focus on continuous improvement.

Quality Area 7 focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 7: Standards and elements

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.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 174-176	STD7.1	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> • The nominated supervisors, educators, coordinators and staff? • Family day care educator assistants? • Adults living in residences used to provide a family day care service? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.87 R.158-162	STD7.1	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?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant

R.168-169 R. 170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	<input type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	<input type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	<input type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.92, 99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	<input type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	<input type="radio"/> Compliant	<input type="radio"/> Non-compliant
R.55-56 R.31	STD7.2	<p>Have you ensured that your Quality Improvement Plan:</p> <ul style="list-style-type: none"> • Contains a statement of the service philosophy? • Is reviewed and revised at least annually? 	<input type="radio"/> Compliant	<input checked="" type="radio"/> Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 7.1 Governance supports the operation of a quality service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Service philosophy	ELE7.1.1	A statement of philosophy guides all aspects of the service's operations.	1. Each new year triggers a review of our Preschool Philosophy. Built from feedback gathered in enrolment meetings with families, children and from survey responses with staff, the Preschool philosophy reflects what 'Our People' would like to see, experience and hope for, when their children attend preschool. As 'Our Place' grows and changes, we review and reflect on our philosophy to help inform and drive theory and practice to support childrens' learning outcomes and preschool operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. At the heart of our Preschool Philosophy is the significance of 'Our People' and 'Our Place'. These key themes are interwoven throughout our philosophy's elements, intentionally making our Preschool's objectives highly visible and reflective of our children, families, staff and community. We display our philosophy across the school in multiple office spaces, foyers, community rooms, the Library, and Parent Handbook to promote and advocate our preschool's vision and aspirations.	

			3.	<p>Our philosophy extends from the pedagogical beliefs of staff, the understandings and values of children, their families, community and compliments the whole school's Positive Behaviour for Learning values of safety, responsibility, learning and respect. Our philosophy is used as a tool for reflection during preschool team meetings, supporting staff to review, consider and/or change current principles, practices and learning outcomes in response to the impact of daily operations and pedagogy.</p>	
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			<p>4. Educators host interviews with families and children to discuss expectations and thoughts about starting preschool. Family responses are documented on feedback sheets and children’s words are written on colourful material and displayed in the Community Room. Common words shared; happy, outdoors, play, friends and culture, are reflected on and embedded within the Preschool’s Philosophy. This practice highlights an interconnected approach to supporting families and guiding operational decisions.</p> <p>5. As a team, our philosophy’s environmental belief is providing ‘freedom to discover, take risks, and embrace diversity, whilst nurturing the uniqueness of each child’. Reflected within our outdoor environment and resources purchased, we promote safe, adventurous nature play. Children are excited by taking appropriate risks knowing they are supported when exploring their natural surroundings and creating in purposeful play spaces including the mud kitchen, boat, sensory gardens and dirt/sand pits.</p>	
Management systems	ELE7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<p>1. Through reflective discussion, the Principal acknowledged the extensive and unsustainable operational workload expected of preschool staff. Subsequently, a school funded Pedagogical Leader-Assistant Principal Preschool was appointed. Collaboratively, the Pedagogical Leader mentors and manages documentation and regulatory requirements and supports staff, children and family connections. Their role has positively impacted service operation and establishment of a strong managerial structure.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. Weekly meetings led by the Pedagogical Leader are scheduled to discuss programming, children's progress, updates/review of policy/procedures and risk management. Additional meetings occur with the principal supporting decision making & updates within preschool including the documentation of whole school reporting. This combined professional input has profoundly effected guiding practice impacting children's learning outcomes, P-6 liaison, reflective evaluation & positive feedback on performance.</p>	
			<p>3. Collaborative decision making is encouraged with family and staff P-6, once considering the views and actions of others when developing and/or reviewing policies and procedures. Staff reflect on observations of children and make Localised Procedures accessible for feedback to staff (email) and family (school website, via the Sentral Parent Portal and within the foyer). Combining these practices has enabled staff to effectively assess risk and review procedures as part of a scheduled process.</p>	

			<p>4. Accessibility and flexibility of support available through Early Learning, Preschool Advisors and the Continuous Improvement Team have allowed for effective guidance and assistance with operational & educational inquiries & decision-making. Regular check-ins and timely responses have supported staff to embed self-assessment processes & engage proactively with quality improvement goals, significantly influencing pedagogy and practice thus promoting quality education, care and service operation.</p>	
			<p>5. All staff abide by the 'Preschool Dealing with Complaints' procedure allowing families to openly discuss relative concerns/issues. If the family feels unsatisfied, subsequent appointments can be made with the Pedagogical Leader or Principal. Families are supported to feel comfortable when raising their concerns and options of who/where/how they can voice their concerns are available. This practice ensures their views are heard and collaborative decisions are made with transparency and advocacy.</p>	
Roles and responsibilities	ELE7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	<p>1. After critically reflecting on sharing information with staff efficiently and consistently, it was agreed ALL staff undertake a comprehensive induction process starting each year, or when required. This scheduled practice ensured essential information about service operation, documentation, regulatory requirements, roles & responsibilities was collaboratively discussed, transparent and acknowledged across all staffing arrangements thus establishing high expectations and consistent understanding.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. To ensure decision making is informed by staff P-6 and families, Localised Procedures in review are made accessible requesting feedback via email (staff), Sentral Parent Portal or as hard copies in the Preschool Foyer (families). This practice provides staff and families time to review roles, responsibilities and service operations and offer constructive feedback. All feedback is discussed and considered at weekly Preschool Team Meetings and amendments made prior to circulating revised versions.</p>	
			<p>3. Children's risk management & health care plans are effectively communicated to all staff P-6 via email & as hard copies to maintain safe & secure environments for children. As part of the Preschool Induction, staff are informed of children with medical conditions and/or risk management plans and where these are located. When under review, Preschool staff add 'Children in Focus' to weekly meeting agendas, discuss changes and electronically communicate amendments to staff P-6 ensuring consistency.</p>	

			<p>4. Roles and responsibilities of preschool staff are displayed to ensure expectations are visible, clear and transparent. As part of weekly preschool team meetings, staff have the opportunity to discuss expectations as an agenda item of reflection. Recently, the appointment of an additional SLSO triggered a review of the roles and responsibilities of staff. This led to celebrating current staff contributions and explicitly highlighting shared expectations, roles and responsibilities moving forward.</p>	
			<p>5.</p>	

Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Continuous improvement	ELE7.2.1	There is an effective self- assessment and quality improvement process in place.	1. We maintain a self-assessment & quality improvement process through ongoing and meaningful informal conversations with parents and communication between staff. These practices are the main means of sharing ideas and identifying elements for continual improvement. Reciprocal open conversation with staff, families and children has ensured regular input into our quality improvement plan promoting a positive workplace culture and enhancing community voice, input and strength.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. We embrace support from Early Learning and regular consultation with our Preschool Advisor & Pedagogical Leader. As such, after the Pedagogical Leader attended an Early Learning Leadership Conference, they learnt ways to positively influence the preschool's educational program and pedagogy. Subsequently, this has effectively supported implementing quality early childhood programs and initiatives and has promoted continuous improvement through maximising professional learning and practice.	

			<p>3. Complaints, injuries & serious incidents create opportunity to drive continuous improvement. Through collaborative discussion, reflection on reporting logged by the Principal in Sentral & feedback provided in Preschool Team meetings, suitable adjustments are made to routine, procedure & programs. In response to recent increases in reportable data, this process has led to appointing additional staff & adjusting procedures to address the acute need & safety thus strengthening quality improvement.</p>	
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			<p>4. At Preschool Team meetings, self-assessment & improvement goals are regularly reviewed and evaluated for progress alongside reflection on general practice against the National Quality Standards. Staff annotate adjustments to these goals and are proactive in trialling suggested improvements to routine, procedure, programming elements & practices. From staff feedback, this process of evaluative action has been impactful to pedagogy and practice adding strength and depth to the program and routine.</p> <p>5. As part of a P-6 school, planning for quality improvement through effective self-assessment requires preschool to be a part of the whole school's School Improvement Plan (SIP). As such, the preschool's Improvement Goals are presented in the SIP and are met with an allocation of resources to drive continuous improvement. As required, the leadership team, P-6, monitors the process and progress of goals at a whole school level whilst unifiedly embracing the Preschool's Philosophy and school vision.</p>	
Educational leadership	ELE7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<p>1. The Principal has delegated the role of leading the educational program to the Educator in the preschool. The Educator explains the programming process & how each learning experience has been developed through investigating the interests of the child & their learning to the Pedagogical Leader. The Principal & Pedagogical Leader ensure that the preschool philosophy is embedded into the program & is identifiable in the program through conducting regular program checks & reviews of program content.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>2. Collegial DoE Preschool Network Meetings offer invaluable information and reflective experience to support the development of the educational program and assessment and planning cycle. Each meeting specifically focuses on a relevant localised agenda with professional readings and/or resources directly targeting advice and support. This support and opportunity to discuss, significantly impacts on staff and is evidenced by educators putting theory and reflection on learning into daily practice..</p>	
			<p>3. Staff regularly consult with the Pedagogical Leader (as Educational Leader) to establish clear goals when reviewing the preschool's Self-Assessment Working Document. As part of consultative 'Planning Days', realistic targets are formed creating clear directions to ensure staff are actively contributing to progressing towards the achievement of these goals. Once a goal is achieved, staff collaboratively write it as a key practice to celebrate the progression and embed it as best practice.</p>	

			<p>4. The Pedagogical Leader has regular 'check in' meetings with Preschool staff to observe and support all documentation pertaining to the Assessment & Planning Cycle. Areas requiring support are identified and focussed instruction provided to strengthen the efficiency of documentation making children's learning visible. This process is recorded on a Program Checklist building capacity of educator's pedagogy and practice in line with the Preschool Philosophy & children's learning outcomes.</p> <p>5. The Pedagogical Leader (as Educational Leader) is offered Professional Learning time to attend conferences, training or online meetings to refine, strengthen and further develop their own pedagogy and best practice. Executive time allocated to the Pedagogical Leader is effectively utilised and shared with the Preschool Educator to build capacity through mentorship, observation and/or peer reflection. With opportunities for professional growth, quality instruction, pedagogy and practice ensues.</p>	
Development of professionals	ELE7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<p>1. Under the supervision of the Pedagogical Leader, all preschool staff are supported to plan, implement & evaluate professional learning goals in their Performance & Development Plan (PDP) against Australian Professional Standards. This encourages continual professional development that is personally or career driven and/or reflective of the EYLF. Staff work towards the achievement of their own goals, engage in observation and quality reflection to promote professional practice & service delivery.</p>	Met <input checked="" type="radio"/> Not Met

			<p>2. As part of a whole school initiative supporting Aboriginal Education, all staff have the opportunity to attend "Connecting to Country". This professional development and learning opportunity provides staff with a greater awareness of the cultural perspectives of our children. As a collective, staff are more culturally aware, inclusive and responsive to using strategies to assist children identifying as ATSI, access educational opportunities and work toward closing the gap in their education.</p>	
			<p>3. Weekly 'Shout Outs' shared in whole school communication highlighting the contributions of the preschool team acknowledges their efforts and commitment. This builds rapport and strengthens the team approach to providing quality programs and exceptional service. The acknowledgement and validation of staff not only has strengthened team morale, but is reflected through family reactions commenting on a positive team ethos and holistic preschool approach, fortifying the preschool's philosophy.</p>	

			4.	Preschool Network and Statewide Staffroom Meetings provide a collegial platform for celebrating preschool triumphs and reflecting on programming, planning, principles & practice. Resulting from these meetings, staff have reflected on and adopted different perspectives informing organisation, programming and pedagogy. A specific example has been transforming our preschool's Philosophy from a simple story to impactful key themes presented on artwork connecting us to people and place.	
			5.		

Standard / Element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Key improvements sought for Quality Area 7

Improvement Plan

Declaration

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs. Please provide details of those who have been involved in this self-assessment.

Involved Persons	Confirm
Nominated Supervisor(s)	<input checked="" type="checkbox"/>
Service Leaders and management	<input checked="" type="checkbox"/>
Coordinator(s)	<input type="checkbox"/>
Educational Leader(s)	<input checked="" type="checkbox"/>
Educators	<input checked="" type="checkbox"/>
Other service staff	<input checked="" type="checkbox"/>
Children	<input checked="" type="checkbox"/>
Families	<input checked="" type="checkbox"/>
School	<input checked="" type="checkbox"/>
Broader Service Community representative	<input type="checkbox"/>
Others	<input checked="" type="checkbox"/>

I confirm the information provided is a true, complete and accurate reflection of our service practice

