



*Open hearts • Inquiring minds*

## Quality Improvement Plan

# Griffith Preschool Unit and Red Hill Preschool Unit



## 2023-2025

Revised Semester 1, 2024

## Service details

<b>Service name</b>	<b>Service approval number</b>
Red Hill Preschool	SE - 00011219
Griffith Preschool	SE – 00011195
<b>Primary contact at service</b>	
Red Hill –Julie Ferguson and Nicole Lipman	
Griffith – Amanda Tutalo and Julie Ferguson	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Red Hill Preschool - Astrolabe Street Red Hill Griffith Preschool – Bannister Gardens Griffith Suburb: Red Hill, Griffith State/territory: ACT Postcode: 2603	Telephone: 61 420 960(Red Hill) 6205 7140 (Griffith) Email: <a href="mailto:info@redhillps.act.edu.au">info@redhillps.act.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
ACT Education Directorate: Office for Schools	Name: Louise Owens Telephone: 61420960 (RH) / 62057140 (G) Email: <a href="mailto:louise.owens@ed.act.edu.au">louise.owens@ed.act.edu.au</a>
<b>Postal address (if different to physical location of service)</b>	PO Box 22 Red Hill ACT 2603

## Operating hours

Both of our Preschool sites operate five days a week, following the ACT Government School term calendar.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00	-	-
Closing time	15:00	15:00	15:00	15:00	15:00	-	-

### Additional information about our service:

As an International Baccalaureate World School we strive to provide a high-quality international education from preschool to year six, which encourages students to be active, compassionate lifelong learners who are able to confidently take their place in the global society of the 21<sup>st</sup> century.

Red Hill School offers four fifteen-hour preschool sessions, all of which deliver our IB inquiry program, and a play based developmental curriculum, underpinned by the Early Years Learning Framework. We currently offer a five day per fortnight program (averaging fifteen hours per week). Sessions are on Mondays, Tuesdays and alternate Wednesdays (odd weeks) OR Thursdays, Fridays and alternate Wednesdays (even weeks) from 9.00am to 3.00pm. There are two preschool units attached to the school. Red Hill Preschool Unit is located on the Red Hill School Campus and Griffith Preschool Unit is located in Bannister Gardens, Griffith. Free parking is available adjacent to both preschool units.

The inquiry approach to teaching and learning continues past preschool into the later primary years. Through purposeful, guided inquiry we strive to develop students who are knowledgeable, curious, intelligent, open-minded, caring and respectful of themselves, others and their environment. We hope that, in partnership with parents and the community, we can assist our students to become truly internationally minded young people who possess the attributes and values of the IB learner profile and who will take positive action in their world.

Our preschool units fall under the ACT Education Directorate (including their policies and procedures) and are guided by the Red Hill School Strategic Plan and preschool QIP. The school has an active P&C which supports the whole school, and a dedicated group of parent volunteers form a preschool P&C Subcommittee each year, their purpose being to coordinate social events to foster relationships within the preschool community and host fundraising activities. COVID-19 has impacted the P&C contributions over the past two years. Educators and preschool staff continue to provide opportunities for parents and carers to return to the learning spaces in the preschool and attend school events; including volunteering on excursions, preschool working bees, interacting with children for drop off and pick up, as well as participating in whole school community events. The health and safety of our children, staff and community are directed by the Education Directorate and ACT Health Guidelines.

Woden Community Services provide out of school hour care at both Red Hill Preschool Unit and Griffith Preschool Unit. ACT school holiday periods apply, and preschool families can enrol for the school holiday education and care program offered by Woden Community Services onsite at Red Hill Primary School.

General information about public education in the ACT and school holidays is available on the Directorate website: <http://www.det.act.gov.au/home> .

For specific information about our school and the Preschool visit <https://www.redhillps.act.edu.au/>

Two handbooks are available in the Preschool—the Preschool Family Handbook and the Staff Handbook.

**Child Groupings:**

Red Hill School provides a 15 hour program for four year old children, who are eligible for entry into Kindergarten the following year. Classes are capped at 22 students and are offered Monday – Wednesday (odd weeks of term) or Wednesday- Friday (even weeks of term).

**Person(s) responsible for submitting this Quality Improvement Plan:**

Louise Owens (Principal/ Nominated Supervisor)

Kristy Aitchison (Executive Teacher Early Years/ Educational Leader)

Nicole Lipman, Amanda Tutalo, Julie Ferguson (Preschool Teachers)

Ivanka Kennedy, Bronwyn Beattie, Lidija Trepeska (Preschool Educators)

Robyn Leatherland, Toni Pallamountagne, Ellie Deacon (Preschool release teachers)

## **IB Mission Statement**

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organizations to develop challenging programmes of international and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

## **School Vision**

We will create a positive inquiry-based learning culture that encompasses all aspects of teaching and learning, meets the needs of all members of our school community (children and adults) and is driven by evidence-based practice.

## **School Mission**

We prepare students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them with open hearts and inquiring minds. We focus on the development of the whole child.

We create collaborative partnerships with parents and the community that foster intercultural understanding and develop inquiring, knowledgeable, compassionate and resilient young people who are able to make a difference in our world.

## **Red Hill Philosophy Statement**

We believe that, for every child to reach their potential, the school environment should be safe, inclusive and respectful. As an IB World School, Red Hill Primary strives to be an internationally minded community of learners who exemplify the attributes expressed in the IB learner profile. Our curriculum aims to develop students with these attributes. We therefore regard the following values and attitudes as being of great significance in our curriculum: appreciation, cooperation, empathy, confidence, independence, respect, commitment, creativity, enthusiasm, curiosity, tolerance and integrity.

The Red Hill and Griffith Preschool Units' philosophy builds upon our school's vision and philosophy statement, incorporating the principles and practice from both the Primary Years Program and the Early Years Learning Framework.

**We support the learning, development and well-being of children through play based learning.**

We build **secure, respectful and reciprocal relationships** with and between students, families and members of the community. At our preschool, the educators:

- give priority to building strong and trusting relationships with children,
- value and foster collaboration,
- acknowledge children's prior knowledge, background, interests and differences, and
- provide safe, secure and stimulating learning environments in which children can express themselves and feel respected and valued.

We develop **partnerships** with families that support the learning and development of all children. At our preschools, the educators:

- promote open, respectful communication between school and home that values different perspectives and supports children's learning and development,
- engage in shared decision making with families,
- create a welcoming and culturally inclusive environment in which all families are encouraged to participate and contribute, and
- acknowledge the significance of transitions within services. We ensure the children understand the process and have an active role in preparing for these transitions.

We strive for **high expectations and equity for all**. At our preschools, the educators:

- establish high expectations for all children's learning and development,
- promote inclusion and participation, creating and exploring opportunities for every child to experience success, and
- recognise that every child can learn, and that some children require different opportunities and supports to do this.

We have **respect for diversity** in our learning community. At our preschools, the educators:

- strive to develop internationally minded children who live the IB learner profile,
- promote intercultural understanding and awareness, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being,
- support children to develop a sense of place, identify and a connection to the land,

- support students to maintain their first language and learn English or another additional language, and
- build on children's interests, abilities, cultures and previous learning experiences.

We enhance the learning, development and well-being of all children by engaging in **ongoing professional learning, collaboration, reflective practice and embedding of the IB Learner Profile attributes** . At our preschools, the educators:

- view themselves as co-learners with the children and families,
- continually engage in professional inquiry,
- develop professional knowledge and skills to provide the best possible learning experiences for all children, and
- engage in ongoing assessment of learning and reflections to refine and develop the educational program.

#### **Preschool Acknowledgement of Country**

Here is the land.

Here is the sky.

Here are all my friends.

Here am I.

We acknowledge and are thankful to the Ngunnawal People,

For the land on which we learn and play.

We promise to respect it,

And to care for it everyday.

Hands up.

Hands Down.

We are on Ngunnawal ground.

(Gabadang Preschool class 2022)

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

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities, and relationships at school, at home and in the community.

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

### **Quality Area 1: Standards and elements**



<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	

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.

## National Law and National Regulations underpinning Quality Area 1

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3

## Quality Area 1: Educational program and practice



### Strengths

#### 1.1.1 Approved Learning Framework

- Philosophy of IB. Based on an inquiry approach, driven by children's interests and development. Reflections are made on the inquiry planning document and flexible planning for children's areas of need.
- Collaborative planning meetings are scheduled each week for teachers to meet and collaborate with each other to design play-based curriculum that is aligned to the EYLF and the IB's Primary Years Program.
- Planning documentation that incorporates a regular planning cycle, inquiry planner, observations, and assessment (portfolios, learning stories, daily / weekly reflections, record of student voices).
- Opportunities for parent contribution to planning through planners tabled at P&C meetings, SeeSaw digital portfolios, emails and preschool notice boards.
- Goals are set regularly throughout the year with parents and children and progress is reported back to parents on SeeSaw, during student-led conferences, referenced in learning stories, and in the term 4 written report.
- Planning documents are being used across both preschool sites that demonstrate an analysis of learning and how this informs future planning. It also demonstrates active reflection and programming based on student interests, parent feedback, data and observations.

#### 1.1.2 Child- centred

- Family surveys and student- led interviews have provided educators with information on parents' goals for their children and what they would like to see throughout the year.
- Student information surveys completed upon enrolment provide information about a child's family, culture and interests.
- Regular, ongoing review of children's interests, allows educators to incorporate individual interests into programming and planning to optimise learning and participation.

#### 1.1.3 Program learning opportunities

- Visual daily planner - our visual daily (routine cards) used by educators and children. The daily planner is flexible, with any changes discussed and made collaboratively with the children.
- Observations and reflections on students' needs are documented and guide routines and learning experiences.
- Flexible meal times allow children to self-regulate and have opportunity for extended and uninterrupted play episodes.
- Children are encouraged to self-select resources according to their interests.
- Teacher initiated provocations are based on observations of children's needs and interests as well as exposing students to valuable inquiry learning experiences.
- PYP Programme of Inquiry is reviewed annually, to strengthen and support student interest and experiences. New units of inquiry have been planned, taught and reflected upon between 2020- 2023, with flexibility to change the transdisciplinary themes annually in connection to student interests. Children have the opportunity to share information that relates to themselves and families through our *Who we are* inquiry. At the end of 2023, the team reflected upon each of the units of inquiry and made the decision to adjust the duration of each inquiry unit to allow for the *Who we are* unit to become a

year long inquiry. By doing this, educators are able to assist children to more fully understand themselves as part of the EYLF v.2 pillars *Being, Belonging, Becoming*.

- Goals set by families can be found in student files, and progress towards these learning goals are shared on the child's digital portfolio SeeSaw. Goals set by Child Development and Allied Health professionals working with individual children, for privacy reasons are found in the students file.
- Where additional needs exist, partnerships with ACT Education Directorate staff, including; EALD, ACT Community Services Child Development Service are established and accessed by educators and parents to support individual needs through either an Adjustment Matrix and/ or Individual Learning Plan (ILP).
- Identified students and their families are referred to and supported by the school psychologist and leadership team through the School's Special Needs referral process.

### **Practice**

#### **1.2.1 Intentional Teaching, 1.2.2 Responsive Teaching and Scaffolding and 1.2.3 Child directed learning.**

- Learning environments are set up to cater for both student- led and intentional teaching activities based on observations taken on children's interests, goals and areas of development.
- Indoor and outdoor learning environments are flexible and change based on children's needs. Records of changes to learning environments are documented on the teacher's planning cycle.
- Home languages are incorporated authentically within learning experiences and learning spaces.
- Flexible routines allow children to lead their learning and provide opportunities for decision making.
- Reflections at the end of the day provide educators a guide to the students' interests and are used for future planning along with observations taken throughout the day.
- The Programme of Inquiry includes a unit that addresses social and emotional learning, explicitly teaching children to negotiate, problem solve conflicts and express their feelings and ideas freely with others.
- Children's questions and wonderings are documented and displayed on the inquiry board to foster curiosity and prompt further investigation.
- The students actively plan their outdoor environments and obstacle courses with their teachers.
- Student agency is planned for and promoted through each unit of inquiry.

#### **1.3.1 Assessment and Planning**

- Work samples including students' choice are uploaded to their individual digital portfolio on SeeSaw.
- Opportunities for parent contributions are always encouraged on Seesaw.

#### **1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.**

- Annotations for learning stories and observations of children's learning and development are taken consistently and used to guide programming each fortnight.

#### **1.3.3 Information for families**

- A Parent Hub at Red Hill School and a smaller Parent Resource Library at Griffith offer information to parents on a range of childhood issues.
- A Preschool handbook is provided to each family upon enrolment and policies are available on the school website and in hardcopy at each preschool unit.
- Programs are displayed at Preschool and published on SeeSaw for parents with a section inviting contributions.
- Information sessions provide parents with information about the Preschool program, child development and how to support children with their learning at home.

- Parents and carers are encouraged to visit their child’s classroom to participate in the program ( pending COVID safety guidelines).
- Parent workshops for example *Sexuality and Protective Behaviours in the Early Childhood Years* are offered regularly.

### Key improvements sought for Quality Area 1

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome?	Success measure	By when?	Progress notes
1.3.1 and 1.3.2	Clearly demonstrate analysis of learning and how it informs future planning	Critical reflection of children’s learning is consistently evident within the planning cycle	H	<p>Introduction of fortnightly analysis and planning cycle, used by all teachers.</p> <p>Ongoing professional conversations about inquiry planning and analysis templates that are used by all teaching staff to inform programming for individuals and groups. Alternate fortnightly collaborative planning with either the PYP Coordinator and</p>	<p>Analysis of learning consistently reflected in IB inquiry planners and documented on Toddle and other planning documents.</p> <p>Evidence of responsive formative assessment in planning documents.</p>	End 2024	<p>Fortnightly planning cycle, used by all teachers, across both preschool units, Semester 1, 2023. Planning documents/ cycles have been modified in 2024 as result of attending Directorate professional learning January 2024.</p> <p>2024, Preschool staff involved in the Directorate's CoP, working with colleagues from other IB preschools in ACT to address problems of practice including documentation.</p>

Preschool educators are knowledgeable about and confident to use the updated Early Years Learning Framework in a meaningful way to plan and assess.

Educational Leader.

Review ways to incorporate planning cycle with IB protocols in an efficient manner.

End 2024

Completed planners available on Toddle and Google Drive for staff to access.

1.3.3	Families are informed about the program and their child's progress.	<p>Provide relevant, meaningful information to families about their child's progress and development.</p> <p>Efficiently use digital portfolios (SeeSaw/ Toddle) to inform families about their child's progress.</p>	<p>H</p> <p>H</p>	<p>Review of assessment and planning cycle to reflect on how, why and what is reported to families.</p> <p>Professional discussions at collaborative planning with Educational Leader and representative from the Directorate's Early Childhood team to review all the ways student learning currently assessed and shared with families.</p> <p>Consult NQF ACT Education Directorate Reporting policies.</p> <p>Draft Preschool Assessment and Reporting guidelines to share with community.</p>	<p>Completed review of agreed assessment and reporting strategies communicated to families.</p> <p>Essential agreement created and shared by preschool team for the use of SeeSaw.</p>	<p>Sem 1, 2024</p> <p>Written in 2022 and revisited annually</p>	<p>Review completed and agreed assessment and reporting document drafted.</p> <p>Will be communicated to families and feedback encouraged by end of Term 2, 2024.</p> <p>SeeSaw engagement data, anecdotes and comments from families.</p> <p>Completed spiral of inquiry that includes data analysis to identify future actions.</p>
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Essential Agreement created within the team for how SeeSaw is used to communicate with families and share student learning. Revisit annually or when team changes.

Analysis of engagement data provided by SeeSaw to determine level of engagement by families.



## Quality Area 2: Children's health and safety

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

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

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.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2

Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2

Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

## Quality Area 2: Children's health and safety



### Strengths

#### 2.1.1 Wellbeing and comfort.

- Red Hill School Positive Education framework (relationships, health, purpose and strengths) supports and promotes the wellbeing of all stakeholders, including explicit age-appropriate lessons on the importance of healthy eating, sleep, mindfulness and balanced lifestyle.
- Staff reflect on injuries and incidents and put in place measures to improve the physical environment and reduce the potential risks. The class teacher and educator also engage in discussion with children and release staff about incidents and how to reduce that risk in the future.
- Relaxation/mindfulness times are included in a flexible daily timetable, and aligns to the school's Positive Education Framework. Mindfulness strategies are taught/introduced throughout the year and used when required.
- Careful consideration of classroom layout to ensure children have adequate room to engage in activities safely and without overcrowding.
- Through self-selection, quiet and active activities are always on offer to support children to make appropriate decisions regarding participation.
- Children are offered opportunities at preschool to engage in periods of sleep or rest according to their individual needs.
- Each of our preschool learning environments provides comfortable, quiet spaces where children can rest, relax and engage in quiet play. The preschool program also includes regular brain breaks and quiet experiences such as guided meditation, mindfulness activities, yoga and reading picture books.

#### 2.1.2 Health practices and procedures

- Discuss health and safety issues with children through role play, group times, role modelling, informal discussions at meal times (e.g hand washing, nose blowing, not sharing food, essential agreements to ensure safety). Visuals displayed throughout preschool learning spaces to support and remind children.
- Health and safety policies and procedures align with Red Hill School and are available online for parents to access.
- Coloured sponges to identify craft and kitchen sponges. Posters are displayed to communicate this to educators.
- Resources are cleaned before returning them to the storeroom. Items tagged with a sticker as to when they are cleaned.
- Children are encouraged to respect peers' privacy during toileting and around the bathroom area.
- Appropriate clothing is discussed at parent information sessions and through overviews/newsletters to ensure child health, safety and sun protection. Updates on SeeSaw as needed.
- Regular opportunities are built into the curriculum for educators to talk to and reflect with children around potential risks presented within the context of learning and play at preschool. Communication takes place with families to promote a culture of child safety and wellbeing including the school facilitating *Sexuality and Protective Behaviours* workshops. The fortnightly school newsletter often includes material that promotes a culture of safety and wellbeing.

#### 2.1.3 Healthy lifestyle

- Educators plan for and teach Fundamental Movement Skills lessons to students.
- When birthdays are celebrated, children's allergies are taken into consideration and alternative arrangements are made with parents. Any allergies and dietary requirements are displayed in the kitchen for educators.



- Children have ready access to water bottles and fresh refills of water constantly throughout the day.
- Families provided with healthy eating and lunch box ideas in their preschool information packs.
- Outdoor play is incorporated into a flexible timetable, with resources and outdoor play equipment allowing all children to experience success and provide positive challenging opportunities to develop gross motor strength and skills.
- Indoor/outdoor investigation times to allow for children to self-select and engage in activities that are of interest to them while having the opportunity to choose passive or active equipment and resources.

#### **2.2.1 Supervision**

- Educators and children collaborate and agree on safe ways to use equipment and resources, expectations at transition times.
- Agreements are made between educators and children to outline areas in the service that children cannot access due to safety reasons (e.g. outdoor sheds, teachers office, storerooms).
- When children are engaging in indoor /outdoor play, adequate supervision is maintained and communicated to release staff upon arrival.
- Room layout is designed to allow for adequate supervision.
- On excursions, staff and child ratios are considered as part of the risk assessment process, using educators and parent volunteers. Parents attending excursions are encouraged to have current WWVP checks, which are kept on file in the office. Risk assessments are created for each excursion
- Children are dropped off and collected by parent/guardian at preschool opening/closing hours. Alternative pick up register is filled in when required.
- Every person who enters premises must sign in and out at the front office (RH) or sign in register (Griffith).
- Risk assessment and close supervision when children have access to animals through organised programs.

#### **2.2.2 Incident and Emergency Management**

- Staff are briefed at whole school staff meetings to ensure understanding of emergency procedures
- All emergency procedures are rehearsed once a term with all children and educators reflect on these and make changes as needed.
- Parents are advised when a drill has taken place with children and log kept in staff office.
- Emergency telephone numbers displayed where phones are located.
- Fire blankets, fire extinguishers, whistles/bells are easy for educators to access.
- Emergency equipment is tested appropriately by authorised personnel and tagged.
- Emergency Management plans are displayed where all educators can easily view.

#### **2.2.3 Child Protection**

- Educators complete annual mandatory reporting professional learning and report issues of concern to Child and Youth Protective Services.
- Educators complete annual Domestic Violence professional learning and report issues of concern to Child and Youth Protective Services.
- Educators observe and take notes of child behaviour and conversations with families as required. These notes are filed in confidential student files and reported to designated executive staff when required.
- Current local community resources that can provide information and support to families, educators and students can be accessed through the school psychologist and/ or classroom teacher.

## Key improvements sought for Quality Area 2

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
2.2.2	Inconsistency in planning and delivery of emergency drills.	Consistency in emergency management drills across all preschool classes.	M	<p>Meet with all preschool staff to review current emergency management drills, including planning for and documentation of drills.</p> <p>Start of each term, team agrees which weeks they will do which emergency drill.</p> <p>Communicating feedback from each drill to the key people and implementing necessary changes.</p>	All preschool staff are in consistent in planning for and documenting emergency drills (Regulation 97)	End of 2024	The existing weekly site specific admin meeting, now includes discussions about risk management procedures and arising issues.
2.1.3	Extend the authentic conversations that take place with	Promotion of healthy eating	M	Through collaborative planning with the Educational Leader and	Updated and/or new central idea for <i>Who we are</i>	Term 1 2025	Reflection on current <i>Who we are</i> unit of inquiry during planning

children around healthy eating and physical activity into more explicit lessons within the programme of inquiry.	appropriate for each child.		PYP Coordinator investigate authentic opportunities to promote healthy eating and physical activity.	inquiry to promotes healthy eating.	meetings. Recommend changes to central idea and lines of inquiry for 2025.
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### Quality Area 3: Physical environment

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

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

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1

Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1

## Quality Area 3: Physical environment



<b>Strengths</b>	<p><b>3.1.1 - Fit for Purpose</b></p> <ul style="list-style-type: none"><li>● The preschool environment is designed to foster children’s learning and development through inquiry.</li><li>● Adequate space is given in both indoor and outdoor areas for children to play without getting too crowded. Play areas are flexible and changed according to the needs of children.</li><li>● Children are encouraged to take appropriate risks (be risk-takers) by using equipment and resources such as monkey bars, climbing equipment and obstacle courses, as well as games and activities that extend their learning. These opportunities are purposefully planned through observation and reflection as well as offered through self-selection.</li><li>● The physical environment is safe – enclosed yard, locks on gates, shade sails, trees and covered verandas to protect from sun, play spaces and equipment meets regulations.</li><li>● Flexible investigation times allow children to move freely in between the indoor and outdoor environments. Staff placement across both learning environments to ensure appropriate supervision at all times.</li><li>● Garden spaces allow connection with nature – play with dirt, rocks, and natural resources. Both preschools have raised garden beds.</li></ul> <p><b>3.1.2 - Upkeep, 3.2.1 – Inclusive Environment</b></p> <ul style="list-style-type: none"><li>● We aim to promote an environment that is inclusive for all. Educators change and adapt to support the needs of the group of children and their families each year to ensure everyone has the same opportunities to engage in the preschool community.</li><li>● Regular WHS checks for indoors and outdoors environments are completed termly by the WHS officer to ensure equipment, fixtures and furniture is fit for purpose.</li><li>● Daily safety checklists for indoor and outdoor are completed to ensure the safety of equipment, resources and outdoor spaces. Any broken, sharp or unsafe resources are removed and replaced when required. The preschool is cleaned daily, and safety procedures are followed for cleaning of resources and toys. COVID 19 protocols were put in place and followed so all toys are cleaned before returning to the storage, these procedures are updated and aligned with the ACT Education Directorate and ACT Health Guidelines.</li></ul> <p><b>3.2.2 Resources support play- based learning</b></p> <ul style="list-style-type: none"><li>● Preschool educators prioritise play as the vehicle for learning in both structured and unstructured settings. Opportunities are provided to extend interests and meet needs via play. As an IB school, children’s agency is a priority, choice and flexibility are offered.</li><li>● The rooms are set up to allow children’s play to be continuous and with pathways for adults and children to walk around rather than through play.</li><li>● Gross motor activities are set up and documented by planners.</li><li>● Environment frequently adapted to the needs and interests of children, as recorded in reflections and observations. Areas set up for dramatic play, construction, sensory play, fine motor and gross motor.</li><li>● Teachers plan experiences to introduce new tools, technology, media etc to extend children’s learning and development based on analysis of play.</li></ul> <p><b>3.2.3 Environmentally Responsible</b></p>
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- *Sharing the planet* inquiry with the central idea, *People can contribute to the natural environment* , providing opportunities for children to learn about and contribute to their local environment. Annual excursion to Birrigai to promote Aboriginal perspectives of being on, and caring for country.
- Explicit teaching of the concepts of *Reduce, Reuse, Recycle, Repair, Rethink, Refuse* during our *Sharing the planet* inquiry.
- Staff model caring and maintaining a safe outdoor environment by sweeping paths around the sandpit and raking leaves. The children help with these activities using child-sized brooms and rakes.
- Vegetable gardens, compost bins, chickens and worm farms have been established and maintained by the Preschool parent sub-committee over a number of years. This ongoing partnership with preschool families allows for several and varied experiences for children to learn about environmentally responsible practices during the year.



### Key improvements sought for Quality Area 3

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
3.2.1, 3.2.2	Documentation of planned learning experiences in the outdoor learning environments.	Consistency in planning and documentation of outdoor learning environments that promotes opportunities for all children to engage in quality experiences.	M	Outdoor plan completed by teachers each week/ fortnight as part of planning cycle.	Weekly / fortnightly planning cycle includes an outdoor plan and reflections.  Programs shared with parents/ carers via SeeSaw by classroom teachers.	End 2024	Staff across all four classes have commenced documenting how they are using the outdoor learning environments in their planning documents.

<p>3.1.1</p> <p>3.1.2</p> <p>3.2.1</p> <p>3.2.2</p>	<p>Update and improve outdoor learning environments at both preschool units.</p>	<p>Ongoing upgrade of both preschool units outdoor learning environments.</p> <p>Scheduled regular maintenance visits and logged jobs to be completed.</p> <p>Upgrade of bathroom facilities.</p>	<p>M</p> <p>H</p>	<p>Preschool team to audit the outdoor equipment on their sites and formulate list of equipment that needs to be replaced.</p> <p>Ask for support from Preschool Parent Sub-Committee to purchase some of this equipment with their funds.</p> <p>Nominated Supervisor and Educational Leader to consult with the teaching team and budget for renovation of outdoor learning spaces. Plan out a scope of works for ongoing outdoor upgrades.</p> <p>Maintain regular planned meetings with WCS to discuss safety issues.</p> <p>Investigate options for re-design of the bike track at Red Hill Preschool.</p>	<p>Outdoor spaces, buildings, fixtures and equipment are suitable for their purpose, including supporting the access of every child.</p> <p>New equipment purchased and in use at both preschool sites.</p> <p>Preschool outdoor learning space improvement plan and scope of works written collaboratively with all stakeholders and communicated to the preschool community.</p> <p>Both preschool units will have ongoing regular maintenance of grounds and facilities established.</p>	<p>Ongoing</p> <p>Semester 2, 2024</p>	<p>New artificial grass installed and indoor spaces painted at RH preschool 2022</p> <p>2024 Parent sub-committee consulted about playground upgrades and have agreed to purchase items for each preschool from wish lists.</p> <p>Playground upgrade at Griffith Preschool January 2024, included landscaping and installation of soft fall under fixed equipment.</p> <p>Request for toilets to have a privacy screen and/ or low door installed, lodged October 2022.</p> <p>Concerns at Griffith Preschool that a second safety gate was required. Investigated and found to be compliant.</p>
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## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information. Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

<b>Standard 4.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
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.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, coordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1

Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care coordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care coordinator qualifications	4.1.1

Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1

Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, coordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1



## Quality Area 4: Staffing arrangements



### Strengths

#### 4.1.1 Organisation of educators; 4.1.2 Continuity of Staff

The leadership team and staffing officer places a priority on finding and providing consistent/familiar relief and release staff where possible. Due to teacher shortages across ACT and COVID-19/illness over the past few years this has been difficult to cover with the same person, however preschool is staffed first when illness occurs. Preschool assistants/LSAs are consistent in the room and lunch time cover is consistent and all hold a Cert IV qualifications. The school has a number of LSA's that hold this qualification within the school and we are able to change rosters for any unforeseen absence of the preschool LSA. Preschool teachers are provided with release each Wednesday to meet with the teaching team, contribute to planning and complete administrative tasks, regular release teachers work in both preschools each week to minimise disruptions. Release staff are EC qualified and hold current First Aid certification.

As part of our school Positive Education priorities, educators ensure they connect with each child on arrival and make time to ensure a staff member is available to talk with parents on drop off and pickup. Educators and executive staff inform families where possible of changes to the staff roster through absence (unexpected or planned). Notice will be given in advance where possible via Seesaw posts. Within the room we have photos of staff included on our 'Who is here' chart for children to know what staff will be with them during the day including release and lunch cover. During morning meetings, educators talk about the staff in preschool for that day.

#### 4.2.1 Professional Collaboration

All educators are included in professional learning (school based) and can attend PL outside school based learning. All educators have personal goals for improvement set out through their Annual Professional Discussion with their supervisor. Educators reflect on their goals and practice, supervisors provide opportunities for observation and give feedback.

PLC meetings offer opportunities to share problems of practice, support team members, and provide opportunities to learn from each other. Collaborative planning meetings include agenda items to be discussed, tasks and responsibilities are shared and each team member is given the opportunity to take on different roles, e.g. organising excursions, booking events, organising resources etc. Essential agreements are collaboratively made at the beginning of each year to foster respectful relationships within the preschool teaching team, and provide an avenue for resolving problems if and when they arise.

#### 4.2.2 Professional standards guide practice, interactions and relationships.

Each staff member collaborates respectively with each other, and have opportunities for discussions and planning on a regular basis. The ECT trained teacher discusses and shares programming with all teachers and staff working with the children, including staff covering lunch cover. The preschool team reflects daily on happenings including children's wonder about the world not just their development or behaviour.

All educators follow the guidelines and policies from the Directorate and complete all bi-annual PL mandated requirements (mandatory reporting, code of conduct, Disability Standards for education and Work Health and Safety).

## Key improvements sought for Quality Area 4

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
4.1.2	Limited availability of relief teachers – unfamiliar for family and children and possibly unfamiliar with Early Childhood compliance requirements.	<p>Ensure all relief staff are aware of the needs of the children.</p> <p>Relief folders are up to date.</p>	M	<p>Hard copy of Preschool Handbook available with the sign on sheet for staff to access.</p> <p>Formulate a compliance checklist poster for all staff to refer to.</p> <p>Relevant information needed for one off relief staff in the relief folder.</p> <p>Educational leader and <b>all</b> educators to ensure all relief staff are aware of children’s needs. Educational leader to be at drop off where possible for support with transitions when new staff are working in preschool.</p>	<p>Preschool Induction Handbook and one pagers for the relief folder on requirements for the preschool space.</p> <p>Consistency of practice and relief staff awareness of children’s needs.</p>	Developed by end of 2024	<p>2024- Relief folder updated at the start of the year.</p> <p>Updated again to reflect change in room set-up and rhythm of the day.</p>

## Quality Area 5: Relationships with children

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

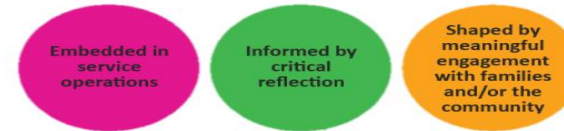
Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
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.

## National Law and National Regulations underpinning Quality Area

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

## Quality Area 5: Relationships with children



Strengths	<p><b>5.1.1 Positive educator to child interactions</b></p> <ul style="list-style-type: none"><li>● Red Hill Preschool units promote positive relationships with all stakeholders and encourage children to develop reciprocal relationships with families, friends and educators. When conflicts arise we look at restoring the harm and moving forward in a positive manner. This means inclusion of all children and supporting participation.</li><li>● Educators aim to provide children with positive relationships by engaging in sustained periods of conversation, providing assistance when needed and responding sensitively and appropriately to children’s efforts, achievements and challenges.</li><li>● Social lunch time where students and educators are able to sit and engage in sustained periods of conversation initiated by both children and adults.</li><li>● All children are given equal opportunity to voice opinions, share ideas/experiences and ask questions throughout group times. Many conversations and ideas are recorded, allowing educators to keep track of who is participating and who needs gentle encouragement. Evidence of meaningful conversation can be seen in learning stories, observations, on Seesaw, and inquiry board displays.</li><li>● Preschool students demonstrate belonging and a confident self-identity through planned experiences such as Harmony Day celebrations, and sharing about themselves and their families through our year long <i>Who we are</i> inquiry.</li><li>● Parents and carers are invited into the preschool, to ensure a smooth transition for their child. Parents/ carers are encouraged to make time to come into the preschools to contribute to the program and connect with their child in their preschool environment.</li><li>● Maintaining an open-door policy where parents are invited to share knowledge and experience within the Preschool through guest speaking or assisting with learning experiences and volunteering on excursions.</li><li>● Educators gain more of an awareness and understanding of all individual children and their families histories, cultures, languages, traditions, child-rearing practices and lifestyle choices interviews before children commence preschool, a “get to know your child” questionnaire, formal and informal conversations with families, three-way-interviews and set home learning tasks.</li></ul> <p><b>5.1.2 Dignity and Rights of the Child</b></p> <ul style="list-style-type: none"><li>● Implementation of visual cues, Individual Learning Plans and techniques to maximise learning and development to support children with additional needs. This includes creating and maintaining adjustment matrices and engaging the Directorate’s Allied Health team.</li><li>● The fortnightly planner highlights teachers and children collaborating to plan experiences and daily activities, and is reflective of student interests.</li><li>● Observations are taken daily and record individual or group interests whereby learning can be extended, areas which need to be revised or areas that call for intentional teaching (e.g. social and emotional learning).</li><li>● Home languages are incorporated into daily preschool life through good morning songs, and by children showing an interest in sharing their mother tongue at group times and through play investigations.</li><li>● Children are recognised for positive choices and demonstrating pro-social behaviour.</li><li>● Observations are recorded, discussed and strategies implemented to reduce potential conflicts or challenging behaviours.</li></ul>
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- Teachers explicitly teach and support wellbeing and the dignity and rights of the child, through the use of our Red Hill Positive Education Framework. This framework includes a focus on Relationships, Character Strengths, Health and Purpose.
- Essential agreements are formed in collaboration with children and used to foster positive choices. These are referred to when managing particular situations in a discrete manner.
- Educators seek advice from external service providers, including Preschool Pathways Partnership team to support staff to meet individual needs of all students.

#### **5.2.1 Collaborative Learning**

- Flexible routine and indoor/outdoor choice to ensure children are engaging with a range of peers and activities to extend their learning opportunities.
- Preschool community events such as BBQ's, learning journey, excursions and guest speakers to highlight celebrations and traditions in various cultures or of a topic of interest in response to a child's question or interest
- The planning cycle allows opportunities for children to engage in social play, collaborate with peers and utilise strategies learnt to resolve conflicts
- Onsite incursions and excursions are planned for each term, whereby classes spend the day at the other preschool unit.
- Regular visits from Year 5 buddies to the preschool units and assisting preschool children when they visit the school library.

#### **5.2.2 Self-regulation**

- Opportunities to develop self-regulation skills are promoted throughout our *Who we are* inquiry, with intentional teaching and inquiry lessons reflected on the unit planner.
- Quiet safe spaces within preschool learning environments are established where children can rest or take time out as needed to self regulate and manage their needs.
- Educators are regularly in contact with parents and other professionals of children who have been diagnosed with behavioural or social difficulties to maintain consistent strategies at home and at Preschool
- Children's social skills and friendships are discussed formally at three-way-interviews and informally at drop off or collection daily. Individual observations are recorded on social groupings and developing friendship groups, social situations.
- Embedded mindfulness activities throughout the day to encourage self-regulation (e.g meditation, Cosmic Kids)

## Key improvements sought for Quality Area 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
5.1.2	Access to a wide range of bilingual books that are representative of the languages spoken at home by students in both the preschools and school libraries was very limited.	Support the dignity and rights of all children by expanding classroom and school libraries to include more bilingual books in more languages to represent home languages of students and their families.	M	<p>Work with school librarian and EAL/D to audit bilingual books against the home languages represented in our preschool classes. Identify any languages for which we don't have books in our collection.</p> <p>Commitment of preschool budget to resourcing bilingual library at both preschool sites.</p>	Increased bilingual books in both preschool and school libraries that are accessible for all preschool students and their families to borrow.	Term 4 2024.	<p>Semester 1 2024, preliminary meeting with school librarian and nominated supervisor to consider budget for purchase of bilingual books.</p> <p>Preschool teachers, through enrolment interviews have collected information about the languages spoken by each of their students at home. This information will inform purchase of new books.</p> <p>EAL/D team have been awarded a grant to purchase \$2000 worth of bilingual books.</p>
5.2.1	Limited opportunities for collaborative learning with children, particularly for future plans for preschool upgrades, and communication of	Increased opportunities for collaboration with children about the preschool program and learning environments.	M	Consider and plan for opportunities for educators to collaborate with children on future plans for preschool spaces (e.g upgrades to indoor and	Student voices will be reflected in preschool decision making when changes or improvements are required.	Ongoing	Semester 1 2024, Students at Griffith Preschool collaborated with staff to identify improvements for their outdoor learning environment and took

	their learning achievements.			outdoor learning spaces, equipment and furniture).  Documentation of student input shared with school leadership team and stakeholders to inform decision making.  Evidence of student voice on the inquiry board.			action by writing a letter to the nominated supervisor requesting materials and landscaping equipment so that they could build a dry creek bed.
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## **Quality Area 6: Collaborative partnerships with families and communities**

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration. Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#)

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
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.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
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.

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Area 6: Collaborative partnerships with families and communities



### Strengths

- **6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.**
- Enrolment procedures take place through the front office of the primary school, and include an introductory interview and orientation visit with the class teacher. .
- Orientation interviews are held prior to the start of Term 1 each year, with student-led interviews in Term 2. Both of these meetings with parents and their child provide an opportunity to set common goals with educators. Further interviews are scheduled as required to support families.
- Children who are anxious to separate are comforted and given one on one attention from an educator (e.g. read a story together or sit at an activity of interest to the child).
- Parents are encouraged to develop a routine for saying goodbye (e.g. settling their child at an activity, then saying goodbye and giving them a cuddle before leaving). In the event of a child being upset, educators will call parents to reassure or discuss their child's separation anxiety.
- Educators communicate regularly with parents at drop off and pick up regarding how their child has settled and/or their experiences through the day.
- **6.1.2 Parents views are respected.**
- Parents are given the opportunity to attend excursions as helpers. Families are encouraged to volunteer in the preschool, either by sharing a skill (e.g gardening) or as a guest speaker for one of the units of inquiry.
- Seesaw provides parents with photos and information about learning experiences, and parent feedback is encouraged on posts. .
- Parent involvement is encouraged explicitly at the beginning of the year information session.
- All parents are invited to be a part of the Parent Sub- Committee, who meet twice a term and are in regular communication with educators regarding many aspects of the preschool, including fundraising goals, excursions, points to note in the program etc.
- The QIP is tabled at parent sub-committee meetings for input and feedback.
- **6.1.3 Families are supported**
- Important information including; dates, excursions, general reminders and information is sent electronically to families through email and/ or SeeSaw.
- Preschool information pack is handed out at orientation.
- Service documentation on display for parents to access should they have a specific question or grievance.
- Educators have access to allied health services and early intervention professionals through the Directorate's Preschool Pathways team, as well as other government providers including ACT Child Development Service.
- **6.2.1 Transitions**
- Parents and carers are provided with an information pack on enrolment, this provides them with information regarding parking, hours and general information required for their child to attend the preschool. A fortnightly newsletter for the whole school is sent out to all families with key messages and dates, this information is also sent out to families via the SeeSaw App.

- Introduction of Continuity and Transitioning Statements in 2024, these will be completed for preschool students transitioning to Kindergarten to ensure new staff and new educators had detailed information to help with the transition to school.
- Transition visits to Kindergarten in term 4 to familiarise children with the school environment. In Term 4, children are asked to nominate “five friends” they learn well with in preparation for transition to Kindergarten. These nomination forms are sent home for children to share with and get feedback from their families. At least one friend is guaranteed to be in the child’s Kindergarten class the following year.
- Children and their families are offered orientation visits and a family interview before starting preschool. These visits allow time for children to become familiar with the learning environment and for families to share information with educators that assist in planning for the needs of the individual child.
- Ongoing opportunities for familiarisation with the wider school environment (for Griffith Preschool facilitated by use of local Action bus service).

#### **6.2.2 Access and participation**

- When appropriate, families are referred to community support agencies (e.g. Speech drop in clinic)
- Individual Learning Plans are developed to support the inclusion of children with additional needs, developed in collaboration with all stakeholders.
- Educators liaise with support agencies about the inclusion of children with additional needs.
- Children from preschool are discussed at the school’s Special Needs meetings. The Deputy Principal (P-3), Educational Leader and School Psychologist are present at these discussions for support and guidance of services to engage families with.

#### **6.2.3 Community Engagement**

- Diversity celebrated by experiences that acknowledge our strengths and differences (e.g Harmony Day)
- Long established relationship with Griffith Butcher (20 plus years)
- Focus on building reciprocal relationships with neighbouring child care providers (Possum Magic, French Australia Preschool).

In recent years these partnerships have been impacted by COVID restrictions and periods of remote learning.



				families to be involved at preschool (e.g guest speaker, weekly volunteers).			
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## Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard 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.

<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
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.
<b>Standard 7.2</b>	<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>	
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.
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### National Law and National Regulations underpinning Quality Area 7

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2

Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2

Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2

Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2

Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2
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## Quality Area 7: Governance and Leadership



### Strengths

#### 7.1.1 Service Philosophy and Purpose

- The preschool program is driven by the schools commitment to the International Baccalaureate's Primary Years Programme and is reflected in the schools philosophy and policy documents.

#### 7.1.2. Management Systems

- School and ACT Education and Training Directorate's policies cover governance and management of preschool sites. These documents can be accessed at each preschool site and on the schools website.

#### 7.1.3 Roles and Responsibilities

- The School Board and P and C meeting minutes document governing decisions made for both preschools.
- Staff responsibilities are clarified at the beginning of each year, including leadership team.
- Annual professional discussions with the Nominated Supervisor, identify staff needs and allow for appropriate staffing plans to be scoped out for the following year and beyond.
- Continued capacity building and future planning for staffing is identified in the school's annual operational plan.

#### 7.2.1 Continuous Improvement

- The Preschool's Quality Improvement Plan is formally reviewed bi-annually with teaching staff, leadership and families. Progress reported to all stakeholders including School Board and Director School Improvement.
- The QIP is also reflected in the School's Annual Action Plan
- IB evaluation visit August 2021, ACT external validation August 2021, and NQS Accreditation and Rating visit August 2015 reports all inform our action plan for the next three years.

#### 7.2.2 Educational Leadership

- Both the Curriculum Coordinator, who is also a member of the school's leadership team, as well as the Educational Leader are present at Preschool collaborative planning meetings to ensure the program is both comprehensive and rigorous.
- Portfolios, reflections books, newsletters, semester reports, student- led interviews, learning journeys all promote children's learning to families.
- Experience planners and weekly team meetings ensure development and implementation of the curriculum is current and consistent.

#### 7.2.3 Development of professionals

- Professional pathways for preschool teachers, based on SMART goals, are written each year and identify staff member's professional learning needs. Progress and achievement against these goals are discussed with a member of the leadership team and reported on throughout the year. Preschool assistants complete an annual Professional Development Plan with the school's business manager and are supported with their PL needs by the Preschool teacher/s they work directly with.
- All staff are guided by the Directorate's code of conduct / code of ethics and professional learning completed annually
- IB induction ensures all educators practice and implement the statement of philosophy. Through the ACT PYP Network, Early Childhood educators have opportunities to meet and share best practice once a term.



- Members of the leadership team conduct classroom observations and provide feedback based on the National Teacher Standards
- Peer Coaching rounds are conducted each term and each preschool teacher is a member of a Professional Learning Community (PLC) and are involved in observing lessons as well as facilitating observations in the preschools.
- Supervisory panels are established for provisional and contract teachers. Performance reports are completed twice a year.

### Key improvements sought for Quality Area 7

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
7.2.3	It was identified that COVID had impacted our professional connections with other Early Childhood educators.	<p>Connect with the preschool community (including IB Preschools) to broaden EC knowledge and support our preschool improvement.</p> <p>Professional Learning Plan developed and supported for individuals and team to access EC professional learning.</p>	H	<ul style="list-style-type: none"> <li>• Connect with external support to improve preschool knowledge and practice.</li> <li>• Connect with Preschool Pathways Partners</li> <li>• Join Communities of Practice</li> <li>• Attend Network meetings.</li> <li>• Visit other preschool – focusing on learning environments.</li> <li>• Nominated supervisor and/ or educational leader available to attend Directorate EC professional learning during January stand down.</li> </ul>	Preschool staff are connected to Early Childhood colleagues and have increased opportunities to broaden their own knowledge and professional practice.	Ongoing	<p>2023, members of preschool team joined CoP focussing on problems of practice, documentation and planning.</p> <p>Term 1 2024, hosted IB Preschools CoP at Griffith Preschool. Discussion focussed on alignment of EYLF v2 to IB PYP framework and documentation. This CoP will continue each term.</p> <p>Term 2 2024, hosted PYP Job- alike session</p>

