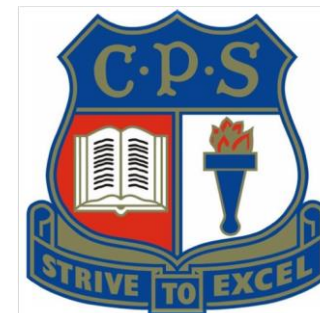




Education
Public Schools

Casino Public School - Djanenjam Preschool

Djanenjam is Bundjalung for Meeting Place



Quality Improvement Plan 2019

Mr Garry Carter – **Principal, Nominated Supervisor, Educational Leader and Responsible Person**

Ms Krystal Burley – **Deputy Principal, Preschool Supervisor**

Service number	SE-00011489	Approved provider	NSW Department of Education
Educators	Amy Clark (Teacher) Kylie Schneider (Teacher) Tamara Freeburn (AEO) Belinda Hickling (SLSO)	Service approval number	PR-00005345
Service contact	02 66621113	Approved provider contact	Early Learning, 02 9266 8165

Statement of Philosophy



We acknowledge that our Jarjum's learning at Djanenjam Preschool takes place on Bundjalung land. We respect Elders both past and present and extend that respect to our children, families and community.



Each jarjum takes part in a learning journey at Djanenjam Preschool that is unique to their individual interest, experiences and culture. Jarjums venture on this journey with families, community, peers and their educators. We scaffold and support the child's play through intentional ways to develop deeper knowledge of the world around them, and guide their interactions with others.

Building meaningful relationships with jarjums (children), families and communities strengthen the foundation for growth and learning.



Every jarjum needs to feel a sense of belonging to place, to have time to be a child, engage in life's joys and have opportunities to develop their skills and capacity to become an active participant in society.

We believe that play is the best tool for learning. Jarjums are encouraged to create, talk, analyse, reflect, compare, negotiate, predict, and problem solve through individual and group learning.



Our educators are committed to being lifelong learners who play an active role in their own learning and growth through reflection and ongoing professional development.



We view the learning environment as an additional teacher that encourages children to be curious and make discoveries.

Quality Area 1: Educational program and practice

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
S.323 S.168 R.254	Is the Early Years Learning Framework used to guide the development of the program?	Yes
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Yes
R.74	Do you document:	Yes
	<ul style="list-style-type: none"> An assessment of each child's development, interests and participation in the program? An assessment of each child's progress towards the program outcomes? 	Yes
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	Yes
	Is evidence of the program available for inspection on request?	Yes
R.76	If requested, do you provide families with:	Yes
	<ul style="list-style-type: none"> Information about the content of the program and service routines and how they operate in relation to their children, including their participation? A copy of their children's assessment/evaluation documentation? 	Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and 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.

Element 1.1.1

Casino Public School - Djanenjam Preschool is known locally as Djanenjam Preschool.

At Casino Public School - Djanenjam Preschool, each educator continues to deepen their understandings of the Early Years Learning Framework and curriculum decision-making through:

- Weekly educators reflection meetings in which educators discuss, contribute to and reflect on how we are building relationships with children through information gathered through the Family Partnership forms,
- Reflect on the principals and practices of the Early Years Learning Framework and discuss how the principals and practices support children who are working towards outcomes.
- Each week a reflective question is placed on the whiteboard for educators to consider during the week. Each educator has a specific coloured whiteboard marker and records thoughts and comments against the question; these are broken down through discussion and include reference to relevant theorists, at our afternoon 15 minute reflections with all the educators on Monday, Tuesday, Thursday and Friday. The minutes of these reflections are kept in the admin space in a folder labelled 'daily educators reflections'.
- During the 15 minute reflections, educators discuss targeted elements of the National Quality Standard that are and reflect on how we are achieving each element and use this to strengthen understandings of the principles and practices on the Early Years Learning Framework.
- Use of the interactive whiteboard and outdoor TV, to display the weekly program to maximise opportunity for educators and families to discuss and share understandings of the weekly program.
- Teacher educator participates in targeted professional learning based on goals in Performance Development Plan with the P-2 initiatives officer to build capacity to develop quality programs using the assessment and planning cycle, EYLF principles, practices and outcomes.

- The Aboriginal Education Officer and Student Learning and Support Officer apply understandings gained from weekly and daily reflections to contribute to programming discussions and to enhance connections between spontaneous learning and intentional teaching.
- Linking documentation of children's learning to EYLF outcomes as evidence of assessment of learning and to guide future planning.
- Using the Learning, Evidence, Assessment and Practice tool (LEAP) as a way of monitoring children's progress against EYLF outcomes and using reports from LEAP to show evidence of learning for educators to discuss and reflect upon, share evidence of success with families and Early Stage 1 teachers.
- Educators are committed to engaging families in the program and communicating their child's interests and learning with connection to the Early Years Learning Framework principles, practices and outcomes. Educators seek feedback and input into the program from parents through face to face interactions at pickup and drop off times and through the use of a social media platform called 'Kindyhub'.
- Children's spontaneous interests are tracked and recorded and move from spontaneous to intentional teaching by mapping children's ideas, current understandings of concepts, and their hypothesis. Educators promote investigation of ideas through inquiry based learning projects. This learning can occur throughout the environments as children are curious and enthusiastic participants in their learning. Through initiatives such as the Rural and Remote Literacy Project, educators have deepened their capacity to support children's literacy, numeracy and mathematical learning. Educators understand that children are capable of higher order thinking in relation to mathematics and science when provided with effective play based scaffolds.
- Educators invest time in talking with children about their thinking and about matters that may be affecting them. Children are encouraged to construct messages with purpose. Children understand these messages have meaning, as messages are displayed around the room, passed on to the intended recipient or are kept within their thinking and planning floor books for children to draw inspiration from at a later date.
- Children are surrounded by quality environmental print and have access to symbol systems such as letters and numbers as loose parts. Music and visual arts are central to the children's program and are promoted as a vehicle of expression by educators; this includes cultural expression through the Aboriginal Arts and instruments of the Bundjalung Nation.
- Educators have an excellent understanding of Aboriginal English and the language of books and literacy in preschools and schools. Educators value home language and will share books and stories with children in Aboriginal English. Educators also recognise that they have children with a Filipino, Spanish, Polynesian language and continue to work with the families on how we can enrich the preschool environment with these literacies. Educators understand the critical role of vocabulary in language rich environments and actively reflect on conversation stems and vocabulary when responding to spontaneous interests, planning for intentional teaching and inquiry based projects and in programming.

Element 1.1.2

At Casino Public School - Djanenjam Preschool the knowledge, strengths, ideas, culture, abilities, and interests of each child are valued, celebrated and connected to the program through:

- Responding to children's spontaneous interests and mind mapping children's knowledge and an individual and group goals and how we align these to the weekly program and daily experiences.

- Development of our philosophy in consultation with community members that is reflective of the knowledge, strengths and culture of our community and connects to the children in our service. A variety of strategies were used to meaningfully engage community members, families, children, school educators and preschool educators in the consultation process. Ideas shared via newsletter for the community, with children we mind mapped their ideas, for families through preschool newsletter, Facebook, small group discussions and conversations at drop off and pick up times. The Aboriginal Education Officer and the teacher discussed the review of the philosophy with the Aboriginal Education Consultative Group (AECG). School and preschool educators were consulted during educators meetings and a draft placed in pigeon holes for comment. The final draft was shared with School Executives and all members via Facebook, school newsletter and an educator presentation at the Aboriginal Education Consultative Group meeting. After reflecting on feedback, no changes were needed and the final draft was published and displayed in the preschool foyer, indoor learning space and Casino Public School administration offices.
- The service philosophy is displayed throughout the preschool. Educators refer to the philosophy during the morning session with children using visuals to illustrate that children and families belong, that we are on Bundjalung Land, that we are lifelong learners and that we want to talk and share our ideas and interests.
- Families complete a family partnership form before the preschool year that is discussed at the individual family information session. This form is used as a way to gather information about the child's interests, needs, goals, culture and all other aspects of their life.
- Family partnership meetings are held at the end of the year with parents of the following year's children. In these meetings the Teacher and parents discuss the information in their family partnerships for and use this as a way to meet their child's needs.
- Information from each child's enrolment forms and family partnership forms is collated and discussed at the beginning of the year and throughout the year as necessary with all educators to collaboratively work together to meet the needs of each child.
- Educators create a mind map of each group's interests, gained from family partnership forms and use this as a way of building relationships with the children and creating provocations and provisions at the beginning of the preschool year.
- Educators spend sustained periods of time observing, listening, and talking with children, playing close attention to what they are saying, thinking and doing in their play. Educators extend on this learning with open-ended questioning, interactions, providing feedback and use of provisions and provocations. These observations are the foundations for future and ongoing planning.
- Through consultation and collaboration with colleagues in other preschools and corporate services, educators devised a monitoring tool to ensure children's strengths, ideas, and spontaneous interests are recorded to inform ongoing planning and programming. Educators consulted with families to gather feedback about how educators can collaboratively work with families track ideas and interests.
- Use of a "snapshot of children's spontaneous individual planning" monitoring tool to record children's spontaneous interests as a way to guide the intentional teaching of the program.
- Educators actively seek out the voices, perspectives, and views of children throughout the day and record these ideas by mind mapping, and use of a "snapshot of spontaneous interests" monitoring sheet. From this, future planning is developed to build upon children's interests, knowledge and abilities.
- NAIDOC day is celebrated with the whole school, families and members of the community. In addition to NAIDOC celebrations, discussions take place with the children about culture and how it is embedded in us and celebrated every day.

- Every morning as a whole group we do an Acknowledgement of Country. A child is chosen each day to lead the Acknowledgment. We discuss the Country/Land that child is from i.e. Bundjalung Land or for non-indigenous children – fresh or salt water.
- Four times a term the Principal/Educational Leader meets with the Preschool – Year 2 Initiatives Officer and Preschool teacher to reflect on progress of QIP goals to maximise learning and development outcomes for each child. From this, decisions are made regarding resource allocation such as support educators, funding and timelines of resource development for the outdoor and indoor environments and tracking impact of preschool educators' professional learning. These meetings provide a purposeful process for effective decision-making to enable our educators to provide a responsive educational program and consistently deliver a quality service.
- Throughout the day educators verbally check-in with each other so everyone has a shared understanding of the current needs of individual children and/or whole group, this enables educators to flexibly respond to the needs of children and build and expand on children's strengths, ideas and abilities. This enables the Teacher to confidently make daily curriculum decisions and to plan effectively and efficiently for future intentional teaching experiences that will draw on the resources of families and communities.
- We have a strong commitment to the principles of the Early Years Learning Framework by:
 - Partnerships with families – Educators roles such as the Aboriginal education Officer to specifically target building and fostering partnerships with families and strengthening the capabilities of all educators to engage with families. During family partnership meetings, the Teacher and families discuss how they will work together and share information.
 - High expectations and equity – Educators have a growth mindset and know and understand that all children can succeed when curriculum decisions promote inclusion and participation for all children. Educator's practice is informed by individual goals and plans developed in consultation with families and additional support professionals.
 - Respect for diversity – Educators talk with children about the many ways of living, being and of knowing. Our Aboriginal Education Officer and Aboriginal Student learning Support Officer work with non-Aboriginal educators to build on educator capacities to engage with Aboriginal families and children in authentic ways that go deeper than the iconic representations of culture.
 - Ongoing learning and reflective practice. Educators co-construct learning with children, families and community. Our preschool draws on the richness of local knowledge and culture, in particular Aboriginal and Torres Strait Islander. Educators effect on targeted questions each week and share and discuss perspectives with peers throughout the day and at reflective meetings at the end of each day. Thoughts are recorded in the whiteboard and new ideas generated for further discussion.
 - Secure, respectful and reciprocal relationship - Our educators demonstrate a strong understanding of attachment and the qualities of trusting and secure relationships. Educators have participated in registered professional learning – working with children who have experienced trauma so educators can be responsive to children who need intensive support to self-regulate. Educators model the language and interactions to positively interact and engage with others.
- Daily and weekly reflections where educators discuss what quality practice looks like. From this Quality Improvement Plan goals are developed and worked towards to ensure we are evidencing best practice in our service.
- Drawing on the geographical, cultural and community contexts to create learning environments relating to, farming, riverscapes, township, wetlands, meat, dairy and egg production, Aboriginal and Torres Strait Islander communities, and smaller Filipino, Spanish and Polynesian communities.

- Children are repeating, revisiting, and adding to their projects or experiences that they have initiated through their thinking and planning floor books. As their knowledge and abilities increase they come back and re-engage with the thinking and planning floor books and their designs form a different perspective and they continue to grow their thinking and designs.
- Whilst engaging in play during long periods of uninterrupted time children have the choice to use signs that communicate 'I'm coming back to this' to ensure they can continue their interests without interruption.

Element 1.1.3

At Casino Public School - Djanenjam Preschool the educational program and routines are organised to support the interdependence and self-regulation of all children through:

- Providing large uninterrupted blocks of indoor and outdoor learning for children to engage in sustained interests.
- Limiting the number of transitions throughout the day to foster our commitment to enquiry based learning.
- Valuing our service philosophy that play is the best tool for learning by facilitating this play with conversations, questioning and reflecting.
- Establishing a routine that is predictable and supported with visual prompts for both children and educators to refer to throughout the day.
- Routine changes are communicated to children before they take place to ensure children are prepared for the changes to occur.
- Pictures and names of resources are displayed in their designated places in the environment to support children to pack up when finished with a resource.
- Children assist with packing away and cleaning after meal time through the use of 5 jobs designated to children, randomly selected by name pegs each day.
- In the first 5 weeks of preschool the children are taught our about the positive behavioural expectations at preschool. These include: I listen, I am safe, I am responsible and we care for others. These expectations are taught with the use of a targeted text and discussions around the expectations. Visuals are displayed in the environment and referred as reminders for the children.
- Routines are flexible and educators confidently respond to what is happening for the children daily and make any changes needed to support the children's learning.
- An additional educator is employed daily to support the children, with particular focus on children with additional needs. In this role the educator provides children with 1 on 1 support when needed, creates resources such as visuals, timetables etc. and supports the Teacher where necessary throughout the day.
- Collaboration with the school occupational Therapist, Speech Therapist, School learning and Support team and external agencies to develop strategies for children with additional needs.
- Short structured group times/yarning circles reflecting the content of the weekly program.

Daily routines and transition times are supported by enjoyable and intentional teaching discussions and experiences through:

- Using meal times to discuss food and drink i.e. "everyday" and "sometimes" food, food from different cultures, food groups etc.
- Discussing hygiene and self-help habits. i.e. washing hands, coughing and sneezing, ear health, oral care etc.

- Using transitions times to model and develop fundamental movement skills.
- Discussing and modelling safety practices i.e. applying and using sunscreen before going outside, educators and children wearing hats outside, walking inside the preschool, walking on hard surfaces etc.
- Using transitions to build children's capacities to understand a range of concepts for example, rhyming, song, phonemic awareness, math concepts, syllables etc.

Children are supported and facilitated to work independently and collaboratively through:

- Providing provisions and provocations that support inquiry based learning for children to explore individually or with their peers, relating to their current interests.
- Providing a familiar environment that promotes 'choice' and a 'sense of agency' with a range of open ended resources.
- Observing, documenting and planning for individual children and small and large group.
- Use of the PALS social skills program to explicitly teach social skills to the children and discuss, model and facilitate these skills in our daily activities.

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.

Element 1.2.1

At Casino Public - Djanenjam Preschool educators are deliberate, purposeful and thoughtful in our practice through:

- Promoting continuity of learning through a collaborative vision for quality education and transition from home, to preschool, to kindergarten and beyond, is shared and facilitated by the Casino Public School Strategic Plan and the Djanenjam Preschool's statement of philosophy.
- A commitment to the EYLF principles, practices and outcomes to facilitate and extend children's learning, through providing learning experiences that are deliberate and responsive to children's current interests and needs gained from observations and consultation and collaboration with the children and their families. .
- Engaging in learning experiences where the teaching shows purpose, outcomes are clear and defined by the Early Years Learning Framework and children are scaffolded and extended through the use of provisions and provocations, open-ended questions, interactions and feedback.
- Implementing strategies to support educators in being thoughtful and considerate in their interactions with children and being responsive to the needs to all children in the service and using the principles and practices of the Early Years Learning Framework to guide our practice and interactions with children. Individual education plans for children are discussed amongst educators during hourly weekly reflection meetings.
- Consistently seeking out the voices of children to participate in their own learning and development through engagement with children, by listening to their thoughts and ideas, posing open ended questions to provoking thought and challenging misconceptions by encouraging children to predict, investigate and hypothesise using processes of enquiry.
- Educators collaborate with children to build new ideas and develop further knowledge and skills through mind mapping what children already know and what they would like to know about their interests. Children co-construct their learning and form learning relationships with peers and educators to research and investigate. This informs educators in providing intentional teaching opportunities and provisions and provocations within the program.
- The daily rhythm has been constructed to allow time and space for children to 'be' and provide children with a sense of agency to access their own learning and choose experiences within the environment that relate to their interests. Educators facilitate this by being present with the children at all times and gauging children's expectations of how much involvement they wish the educator to have in their play.

- Provisions and provocations are intentionally planned for in the weekly program aligning with children's spontaneous interests and learning projects and are informed by the principles, practices and outcomes of the Early Years Learning Framework.
- Educators reflect on the multiple ways in which children can engage with resources. We are mindful of how resources are structured in the learning environment with emphasis on the beauty of nature and the environment, and encourage children to spend a moment to reflect on what they are seeing, how it set out, and if they are getting any ideas of how they can play in the space. Educators communicate to children about the loose parts and resources in the environment and how to use these materials.

Element 1.2.2

At Casino Public School - Djanenjam Preschool educators view children as co-constructors of their learning and respond to and extend children's' learning by;

- Enabling several children to engage with each other in the literacy space with a large farm house style table engages several children at once. Children sit and write stories, talk with each other, develop their representational drawings and is connected to the community corner that has a shop, post office, and home space where children take on a range of role playing experiences and will write signs and letters. Zaine has developed an interest in police and used his knowledge of police stopping traffic and checking licenses with the children riding bikes in the outdoor space. He stopped and announced he needed give way signs and people needed to be licensed. The next day, Tamara (AEO) worked with Zaine in the literacy space to design and write give way signs and then he encouraged his peers to get their licenses by giving them paper and asking them to draw themselves and write their names. These were then taken into the outdoor environment and the police exploration continued. Zaine reported that the driving that day was terrible! A learning story sharing this experience was published on Kindy Hub.
- We build phonological concepts during interactions with quality texts. These interactions happen in many areas of our indoor and outdoor learning space as books are embedded throughout the preschool environment. In our daily rhythm, educators sit in small pod groups to share texts, during this time; there is meaningful playful engagement in finding letters in the text such as, letters the same as at the beginning of children's names. The preschool library has texts that are rich in rhyme and this enables educators to bring the joy of reading and playing with words through rhyme. Over first term we began to develop our children's awareness of rhyme. Kaitlin has developed an interest in rhyming; she will listen specifically to identify a rhyme. When listening to 'A Very Cranky Bear' she recognises many rhyming sets such as day and play and can extend this to identify the parts of the words that rhyme such as 'ay'. Children also explore rhymes and sounds with our boxed games and explore their letters through play dough, loose parts and name puzzle cards.
- Educators respond to children's ideas and use their interests as a basis for intentional inquiry based learning projects. Projects are documented in book that is shared with families and children past projects.

Element 1.2.3

At Casino Public School - Djanenjam Preschool educators continue to strengthen their capabilities to promote a child's agency:

- Educators have a thorough understanding of localised policies and procedures and guides, such as sleep/rest, food and nutrition so that children can access what they need to rest and nourish themselves.

- Creating a physical environment with provisions and provocations of loose parts so children can make decisions and choices about how they will engage with materials and create their own experiences.
- To ensure a child's agency is promoted both indoor and outdoor learning environments are accessible to children. Children can make choices about the spaces they play in so that they are able to follow their interests at any point in time.
- Children's agency is enhanced through the design of the indoor learning spaces which encourage children to direct their own play and experiences with peers.
- Educators encourage children to negotiate and share ideas with peers and to co-construct their learning.
- Children have different responsibilities within the preschool such as, looking after learning spaces. Children know what's available in the physical environment and can access it easily.

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.

Element 1.3.1

At Casino Public School - Djanenjam Preschool:

- Educators assess children's learning through learning stories, jottings, children's thinking and planning floor books, observations, photographs and mind-mapping. Analysis of these informs future programming and reflection.
- Programs are responsive to children's strengths, abilities and interests. Educators track these interests and reflect as a group and engage in participatory planning to identify intentional teaching opportunities and how educators can support children to progress towards the learning outcome. Educators consider theorists and how these can guide decision making.
- Educators recognise in partnership with families when collecting information and planning for personalised learning help to engage children to their personal experiences.
- Children are encouraged to reflect on their own learning through open ended questioning.
- LEAP summaries of children's interests and strengths will be shared with peer preschools and early intervention services to promote continuity of learning.

Element 1.3.2

At Casino Public School - Djanenjam Preschool:

- Educators will critically reflect in a group to unpack practice. Educators are encouraged to share a scenario or propose a question for reflection. As we reflect we draw on theorists and think about how these inform best practice. Educators continue to draw on the Principles and Practices of the Early Years Learning framework from the perspectives of the children, their families and us as educators.
- The pedagogical culture and philosophy of the Djanenjam Preschool is one that values life-long learners and expects educators to share challenges on which all educators reflect, propose ideas and celebrate successes.
- Educators have discussions about diversity and inclusive practices, recognising inclusion is not only about children with additional needs.

Element 1.3.3

At Casino Public School - Djanenjam Preschool:

- Educators seek feedback from families about the way they prefer to receive information about their child's interests, learning and development. Feedback is collected in family partnership meetings. From these meetings it was evident that the preferred method of communication was through social media platforms. Educators implemented KindyHub as a private social media communication tool to meet the needs of our families in order to build effective partnerships and to link children's learning and development to EYLF outcomes.

Families have reported that several family members within their family access and engage with the information shared through Kindyhub rather than physically coming into the preschool

- Information is available to families and community through kindyhub, Facebook, phone calls, newsletters, email, preschool television, conversations at pickup and drop off times and accessing groups such as the Aboriginal Educational Consultative Group.
- Transitions to school statements are written by the preschool teacher and meetings are held with families where the Aboriginal Education Officer will share the transition to school statement with the families. Families can make comments, share stories and ask for any clarification about the statement before it is distributed to the kindergarten teacher.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.1.2	Children become active participants and decision makers in their learning to reflect and build on their strengths, ideas, abilities and interests in meaningful ways.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
Deepen children's ability to reflect on their own learning.	Create thinking and planning floors books	11/02/18	Tamara Sharon	<ul style="list-style-type: none"> 5/2/19 Children screen printed covers for floor books. 11/2/19 Sharon covered books and have been placed on the rack in the indoor learning environment 09/05/19 Tamara has created a tracking sheet for each child to record thinking and planning book entries each term.
	Educators to undergo Early Childhood Australia webinars on thinking and planning floor books	Term 2 2018	Amy Kylie Tamara	
	Working with P-2 initiatives officer on using thinking and planning floor books to develop children's abilities to reflect and revisit their own learning	Term 2 & 3 2018	Amy Kylie Tamara Kimberlii	
	Develop systems to record the different ways we asses and analyse children's learning.	Term 2 2018	Amy Kylie Tamara	

Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 – 91R.162	Have you ensured that a copy of the preschool's medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition?	Yes
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Yes
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	Yes
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Yes
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Yes
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Yes
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Yes
R.77	Is food stored, handled and served safely?	Yes
S165	Have you ensured that educators are supervising children effectively?	Yes
R.82-83 R.97 R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Yes
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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.

Element 2.1.1

At Casino Public School - Djanenjam Preschool

- In Educators Reflection meetings, educators unpacked the Department of Education Sleep and Rest Guidelines and critically reflected on current practice in context of our service. The localised procedure for Sleep and Rest was updated in collaboration with educators, Nominated Supervisor, Preschool supervisor and preschool families to meet best practice principles and guidelines. Educators researched and discussed options for purchasing resources that would ensure rest and relaxation areas were beautiful, comfortable and safe. Resources for rest and relaxation were purchased for indoor and outdoor learning environments. In one indoor environment, a home shaped space provides a larger area for several children needing rest and relaxation to share. In the small world indoor space, a smaller arch space is provided as children are also able to rest and relax on the outdoor day lounge as they move between indoor and outdoor play. In the bush outdoor space, a shaded hut provides an area for rest and relaxation.
- Visual prompts are displayed at each rest and relaxation space so children and educators can see where children can rest at any time throughout the day. Day lounge sheets are washed daily and this is incorporated into the daily cleaning schedule.
- Restful periods are reflected in the daily rhythm and transitions, where a range of age appropriate experiences are available to children to promote wellbeing such as yoga and meditation and passive play experiences including puzzles, books, literacy and numeracy games are available. Educators engage children in the literacy and numeracy games so children can deepen their understandings of how to play the games with peers. Kaitlin has learnt how to play the boxed games and will seek out her peers to play, teaching them the rules if needed.
- Educators and families discuss and document each child's sleep and rest needs at enrolment during family partnership meetings. At this time each child's needs for comfort are identified and recorded. Home routines are shared and applied within the preschool setting as needed. This information is shared with all educators at the beginning of the year and revisited throughout the year when needed. Any changes to sleeping/resting requirements or toileting routines are communicated at pickup and drop off times or by telephone and

recorded as necessary in our changes to routine register located in the preschool kitchen. During reflection meetings educators discuss each child's needs for sleep and rest that families have shared. This discussion helps us to understand each child better so we can look for and respond to signs of tiredness or cues for sleep, as necessary.

- If parents have requested their child sleep during the day educators engage the children in a brief discussion about napping or sleeping and a mattress is provided with a bed sheet for the child to access. Educators remind children that mattresses are available if a child would like to sleep. Bed sheets are provided for individual beds and are washed daily. At times, if children are exhibiting cues for sleep the educators will put out several mattresses with sheets and will remind children that the beds are there if needed. Educators always implement localised procedures to ensure children who are sleeping feel safe and secure and are properly supervised at all times.
- Educators work collaboratively with families to meet their child's toileting needs. Families supply spare clothing and underwear for children in case of accidents. If no spare clothing is provided, children are supplied with clean, appropriate spare clothing if needed. Children are able to access spare clothes independently from the small green wheely bin located in the yarning room near the lockers.
- Educators are confident in responding to and managing children's toileting needs and respect and support their need for privacy. Educators ensure when changing a child they are discrete. Nappy change facilities are available with the preschool's nappy change procedure on display to assist educators. All nappy changes are recorded.
- If a child requires privacy in the bathroom, educators will facilitate this need by ensuring other children remain out of the bathroom until that child is finished or feels comfortable for others to enter. Nate will seek out an educator to ask them to ensure his privacy when he uses the bathroom. Thinking about Nate's preference for privacy, educator's reflected on the rights of all people to privacy and discussed with the Nominated Supervisor the need for privacy screens in the bathroom. A request for privacy screens has been made through the department's assets management unit.
- Children's comfort regarding clothing is monitored by educators throughout the day. Educators observe children's physical activity and temperature and will engage children in reflective discussion to raise their awareness as to how they are currently feeling hot or cool, sweaty. Charlie becomes so engaged in play that he does not notice that he may be overheating. Educator Amy will ask Charlie if he is feeling hot. She then builds on Charlie's responses by extending the conversation to thinking about the types of clothing he is wearing and what he can do to respond to how his body is feeling. Amy does not direct Charlie to remove clothing, instead she unpacks how Charlie is feeling, tuning him into how his body is feeling and helping him to make healthy choices for his wellbeing.

Element 2.1.2

At Casino Public School - Djanenjam Preschool educators follow National Law and Regulations, Department of Education Policies and Procedures, Localised Procedures and Workplace Health and Safety standards to effectively manage illness and injury and reduce the risk of spreading infectious illnesses and diseases. This includes:

- Educator discussions about supervision in both the indoor and outdoor learning environments identified the need for convex safety mirrors to be strategically placed in the indoor and outdoor environments to ensure educators are able to see children without the children feeling as if they are being constantly directly supervised by educators. Supervision plans have been completed for all areas and displayed around the preschool. Educator areas for supervision are identified by a star burst. Educators are proactive and will communicate to colleagues if there is a need to move out of the area of supervision for a short period such as a need to use the toilet.

- Educators Amy, Kylie, Tamara and Belinda all have a current statement of attainment in HLTAID004 Provide an emergency response in an education and care setting. Educator first aid qualifications are noted on the educators roster displayed throughout the preschool. Educators are confident in applying first aid to children. Educators are able to follow procedures and know if deemed necessary an ambulance is to be called, parents contacted and notifications made to necessary authorities within 24 hours.
- If a child sustains an injury or has a medical incident, an Incident, Injury, Trauma and Illness record form is completed by an educators who was present at the time of the incident. The form is signed by the educator who completed the form, communicated with parents and signed, and stored in children's folders. Educators reflect on the types of injuries to ensure that risks are being assessed and minimised.
- Educators and families discuss children's health needs at enrolment and as necessary throughout the year.
- Actions plans for Asthma and Anaphylaxis are obtained by families where required and displayed in kitchen, admin space and copies of these plans are kept in child's records and the staff casual folder. Families are provided with a copy of the Medical Conditions Communication Plan so there are shared understandings and expectations. All educators are aware of health plans and children's dietary or medical needs through educator reflection meetings, educators casual folder and health plans displayed in kitchen and admin space. Educators provide alternatives for children when planning cooking experiences and special occasions. Any medical correspondence communicated by families at pick up and drop off times is recorded in a 'children's medical correspondence' booklet located in the kitchen. For example, Maddox has Asthma, and had been coughing throughout the week. Maddox's Mum communicated this with Amy and instructed her to administer Maddox's reliever medication if he started coughing throughout the day. Amy recorded this in the correspondence folder and alerted the other educators. Signs are displayed around the indoor and outdoor environments for CPR Resuscitation, EpiPen location and Preschool emergency procedures.
- Educators Amy and Tamara are trained in administering medication. If medication is required, families complete the parent section on the child's medication record. Amy and Tamara check that the original medications packaging displays the child's name, prescribing doctor and is in date. Children's medications are stored in the kitchen, in the medication cabinet in a locked box. Medicines requiring refrigeration are kept in the kitchen, in the fridge in a locked box located in the crisper.
- Documentation of administration of medicines is kept with the Department of Education "Student Health in NSW Public Schools: A summary and consolidation of policy" and "Administration of Medication" procedure in the kitchen in a folder kept in medication cabinet.
- All policies and procedures relating to infectious diseases, children's medical health and health and hygiene are available to educators and each child's family via the department web site to ensure currency of documentation. All localised procedures are located in the bookcase on entry to the preschool. If requested specific policies and procedures and localised procedures can be provided electronically to families by whole document or by link.
- Access is provided to a copy of the National Health and Medical Research Council (NHMRC) publication Staying Healthy: Preventing infectious diseases in early childhood education and care services, 2013, to all educators and families. A copy is located in bookcase on entry to preschool.
- Families are notified of outbreaks of infectious disease and cases of head lice. Notices are placed on the noticeboard at sign-in bench and a notice and relevant information is placed into children's communication pockets as well as using the Preschool's technology platform of Kindyhub.

- The localised procedure 'Dealing with infectious diseases' is displayed in the foyer for families and visitors to view and access.
- A comprehensive SunSmart localised procedure has been developed to meet the guidelines of Cancer Council New South Wales. Parents provide personal hats and sign a sunscreen application permission note on enrolment.
- Ultra Protect SPF 50+ Sunscreen is supplied for children. Sunscreen is located on entry at the door and in the small worlds space as children exit to the outdoor learning environment. Families ensure their children put on sunscreen before entering the preschool and children are supported to reapply sunscreen before going outside to play. Educators have conversations with children about protecting their skin from the sun.
- Each child's personal hat is stored in individual tote trays located in yarnning space. These hats are washed fortnightly. If a child uses a preschool hat, the hat is washed after every use.
- Educators proactively promote sun safety by wearing wide brimmed hats, regularly applying sunscreen and wearing appropriate clothing to model sun safe practices for the children. Explicit teaching of sun safety occurs on a daily basis by supporting and assisting children to apply sunscreen and ensuring correct sun safe clothing is worn. If required, spare hats and clothing are provided for children and washed after use.
- Safe hand washing practices are promoted through posters near hand washing taps and ongoing intentional teaching experiences are provided for educators to discuss and model with children the hand washing sequence.
- Easy access to gloves is provided for toileting, changing, first aid and health issues. Disposable gloves are used at all times when dealing with bodily fluids, secretions or excreta.
- Nappy change routine is displayed in the nappy change area to ensure educators are following correct protocol.
- Embedded in the curriculum are experiences about looking after ears which includes nose blowing and coughing routines and etiquette and healthy nutrition such as chewing apples and carrots for ear health. All educators model hygiene practices, hand washing, coughing and nose blowing. The itinerant conductive hearing loss teacher visits the preschool and educates the children about ear health. A variety of resources show how glue ear or otitis media can be managed.
- Educators are vigilant of children's health and communicate any concerns with families via pickup and drop off routines, telephone or Kindy hub social media platform.
- Families are contacted when their child is sick at preschool and request to be taken home; children are kept comfortable in a quiet rest space until an emergency contact arrives.
- Educators follow daily, weekly and termly procedures and schedules for washing and maintaining toys and equipment. This is recorded in the preschool maintenance folder kept on bench in the kitchen. Casino Public School contracted cleaning educators administer cleaning of the centre each day. The outdoor grounds of the Preschool are maintained by Casino Public School's General Assistant.
- Colour coded cleaning cloths are used for different areas and cleaning uses to avoid cross contamination. Signs are displays in the preschool environment to ensure correct coloured cloths are being used.
- Due to significant heat during summer period ice bricks are provided for the children to put into their lunch boxes each day. If the family are concerned that the ice bricks will not be enough, the lunch boxes are opened or unzipped and placed in the fridge.
- Before eating all children follow hygiene practices by washing hands, and contribute to the clearing away and cleaning of eating area.

Element 2.1.3

At Casino Public School - Djanenjam Preschool;

- The New South Wales Healthy Kids Munch and Move Program is embedded within the daily interactions between educators, children and families when sharing meals, talking about looking after our bodies and participating in physical activities.
- Educators use mealtimes as an opportunity to model, discuss and promote healthy eating and food choices. Information is given to families and regular discussions take place with children and families about healthy foods and the importance of good nutrition for early childhood development. When relevant, educators talk with children to raise awareness of food allergies and make them aware of any foods of concern identified in children's health plans.
- Planned and spontaneous experiences promote healthy eating and lifestyles. Educators engage children in discussions about nutrition and healthy foods by providing opportunities to grow and taste healthy fruits and vegetables.
- Information about healthy eating is provided for families in the preschool information package. Ongoing information is provided through preschool newsletters, health brochures and social media platforms. On enrolment children's dietary needs are discussed with families and any cultural and medical dietary requirements are recorded.
- Cold foods are stored in the fridge and all educators follow procedures for safe storage and handling of food.
- Children have access to food when hungry. Educators are responsive to children who express a need for food and drink at times other than routine meal times. Educators support children to look at contents of their lunch boxes and make healthy choices. We talk about chewing our food and waiting sometimes so our brains know that our tummies are full. Educators will eat with children and model healthy eating practices. Our preschool practices always seek to promote a healthy self-concept and food is never used to reward or punish children.
- Our preschool promotes to families and children that water is the healthiest drink of choice for the preschool setting. Children have access to their own water bottles at all times. Cups and cold water are accessible at all times throughout the day. Children reflect on why water is so important for their bodies through the Strong Smiles Program which is implemented in term one and consistently referred to throughout the year.
- Educators and families are provided with copies of the Australian Government guidelines- Get Up and Grow: Healthy Eating and Physical Activity for Early childhood resources as necessary. A copy is located in bookshelf on entry to preschool.
- Planning for the outdoor learning area encourages children to show creativity and inventiveness by engaging with a variety of larger loose parts. These parts are used to modify and adapt the physical environment so children can climb or move in a variety of ways.
- Children are encouraged to engage in risky play by using climbing equipment in no traditional way such as climbing up a sloping board rather sliding down.
- Several outdoor play spaces provide children with an opportunity to interact with the spaces in different ways.
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Standard 2.2 Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and educators are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Element 2.2.1

At Casino Public School - Djanenjam Preschool educators ensure children are supervised at all times and the environment is arranged effectively to minimised risk. This is achieved by:

- Effective supervision is provided for children at all times with above educators to child ratios vigilantly maintained.
- Educators position themselves within the supervised area to make sure all children can be seen or heard at all times including during toileting, sleep, rest, and transition routines. Convex mirrors are placed in the learning environment to ensure 'blind spots' can be supervised at all times while still respecting children's privacy and independence.
- Educators understand the benefits of risky play and know that risk taking and seeking challenges are an essential part of children's play but must occur in a safe learning environment. Risk minimisation and benefit plans co-designed by educators ensure educators are responsive to potential risks within the preschool environments. Risk minimisation plans also guide planning for excursions outside of the preschool setting.
- Educators ensure there is sufficient supervision before transitioning children from one space to another.
- Hazardous materials and items are inaccessible to children and stored in a locked cupboard.
- Power points not in use are covered with protective caps. Departmental contractors check and tag all electrical equipment each year. Another contractor checks all fire extinguishers twice a year.
- Visual representations are present to indicate unsafe areas to be kept locked.
- The learning environment is monitored daily for potential hazards and unsafe equipment. Any hazards are removed or secured and recorded in the daily maintenance register.
- Hazards or areas required maintenance are reported to the nominated supervisor for General Assistant or other personnel to rectify.
- All visitors must sign in the visitor register
- Educators follow the arrival and departure procedure at all times. Children are only taken outside of the service by an educator, nominated supervisor, parent or authorised nominee.
- Routines are organised so children do not play outside during peak heat periods of the day. Educators monitor UV ratings.
- Both indoor and outdoor play is provided simultaneously during non-peak heat periods of the day to allow children a sense of agency.

- Risk assessments are conducted by the preschool teacher in consultation with the preschool team to effectively ensure children's safety is at the forefront of all environmental and program decisions within the service.
- Learning spaces are effectively organised and planned to ensure children's safety and reflective of completed risk assessments.
- Educators breaks are systematically arranged to ensure ratios are maintained and a qualified Early childhood teacher is on the floor at all times.

Element 2.2.2

At Casino Public School - Djanenjam Preschool plan to effectively manage incidents and emergencies by;

- Educators have current First Aid qualifications (HLTAID003, HLTAID004), Emergency Care, CPR, asthma and anaphylaxis management qualifications.
- Well stocked First Aid Kits are maintained and expiry dates recorded on outlook calendar. Educators check first aid kits for quantities and used by dates at the end of each term and restock as necessary.
- Child medical alerts are completed and displayed as required, and all educators informed of what to do to meet the child's needs.
- A blue emergency evacuation backpack is located above the First Aid cabinet in the kitchen which includes the preschools emergency contact information, first aid kit, an EpiPen Jnr and Asthma inhaler.
- Anaphylaxis and Asthma medication is easily accessible in the blue emergency evacuation bag and in the medication cabinet located in the kitchen. This medication always travels with the children on excursions and incursions.
- Procedures for evacuation and lockdown are in place and are displayed throughout the preschool.
- Educators and children practice for emergencies each term with each group, and are familiar with emergency procedures. A record of conducted emergency drill is recorded and found on the preschool internet server.
- A mobile phone is taken on all excursions so emergency services, the nominated supervisor, educators and children's families can be accessed at all times.

Element 2.2.3

At Casino Public School - Djanenjam Preschool educators recognise they have a duty of care and understand their role in identifying and reporting a child they consider at risk of abuse or neglect;

- All Educators are trained annually in Child Protection and are aware of their responsibility to respond to all children at risk of harm.
- All casual educators must evidence that they have completed the annual Child Protection training before working as a casual in NSW DoE preschools.
- Educators know they are mandatory reporters and are familiar with the Mandatory Reporters Guide. Educators discuss any issues with the preschool supervisor who, in collaboration with Preschool educators, makes Child Wellbeing Unit or FACS notifications as necessary.
- All educators have a working with children check (WWCC) and all records are kept in educators files on the preschool premises.
- Records relating to court orders, custody arrangements, Out of Home Care and Family and Community Services are communicated to all relevant educators and stored confidentially.

- The preschool has contact with child protection agencies and family support agencies as needed. The preschool shares information about a child's experiences and achievements with other support services and agencies, with family consent.
- NAPCAN brochures that educate families about child abuse and neglect are located in the foyer. Educators build trusting relationships with families so families will feel comfortable to reach out for access to support services such as parenting support services. Educators continue to build their knowledge of community organisations that parents can be referred to or access directly.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
2.1.3	Support and promote children's health and physical activity to build family's knowledge and show awareness of healthy lifestyles and good nutrition.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
Reflect on how we can educate families about healthy lifestyles and opportunities available relating to physical exercise and nutrition within the local community.	Develop ways to share with families how children's bodies work.	Term 2 2019	Amy Kylie Tamara	<ul style="list-style-type: none"> 12/4/19 Children have engaged with the preschool's strong smiles program and intentional teaching opportunities have developed children's understandings of nutritional foods and oral health practices. Learning experiences have been shared with families via Facebook. 	
	Provide families with healthy recipes and fact sheets about keeping our bodies safe	Term 2 2019 and ongoing	Amy Kylie		
	Provide information to families about local sport they can access within community and what seasons these are available	Term 2 & 3 2019 and ongoing	Amy Kylie Tamara		
	Access community members to talk about food and sport within the community	Term 2 & 3	Amy Kylie Tamara		
	Educators share their personal experiences with physical activity to create discussions around ways we can stay active and healthy.	2019 Ongoing	Amy kylie Tamara		

Quality Area 3: Physical Environment

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.104-115	Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none">• There is the required amount of unencumbered space for the number of children in attendance at the service	YES
	<ul style="list-style-type: none">• Arrangements for dealing with soiled clothes, linen and nappies	YES
	<ul style="list-style-type: none">• Do your premises have fencing that prevents children going over, under or through it?	YES
	<ul style="list-style-type: none">• Are there appropriate toilet, hand washing and nappy change facilities?	YES
	<ul style="list-style-type: none">• Is there space for administrative functions and consultation with families?	YES
	<ul style="list-style-type: none">• Is there adequate light, ventilation and shade?	YES
R.103	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	YES
R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	YES
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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.

Element 3.1.1

Casino Public School - Djanenjam Preschool is designed to provide indoor and outdoor learning spaces that are suitable for the participation of all children in the program and are fit for purpose.

- New indoor and outdoor learning environments have been developed in collaboration with children, families, AECG, school and outside community members. Spaces are aesthetically pleasing with a 'natural' essence and are inviting for children, and promote active engagement in their learning.
- Indoor and outdoor spaces can be accessed via a cement path and ramp into the indoor learning space. Double doors into the preschool can be opened to support access by every child, family, and educators.
- Shelving is fitted to the wall to ensure safety of children. Where applicable, shelving wheels are locked at all times to guarantee furniture is secure, stable and unmovable.
- Furniture throughout the environment is see-through, making the space visible for supervision from any area of the environment.
- Indoor and outdoor spaces offer a wide variety of resources for children to demonstrate a sense of agency through curiosity and using creativity to organise play spaces extending from their interests.
- The outdoor learning space is an extension of the program that provides children with provocations, loose parts and a variety of sensory, gross and fine motor experiences for children to engage with, that directly relate to their individual interests.
- Indoor and outdoor play spaces are used simultaneously throughout the daily routine. This allows children to have the flexibility to be involved in quiet or active learning situations, solitary play experiences, routines, and small and large group experiences that are self-chosen.
- The environment is arranged to maximise opportunities for children to participate in quality learning, and contribute to play experiences with thought and purpose.
- The educators have access to two offices within the preschool environment which are equipped to participate in administrative duties and educator breaks. One room is used as a community space for consultations with families and the community and is equipped with a door to provide privacy and confidentiality when children are present in the preschool.
- Confidential storage of records and information is maintained in locked cupboards.
- A change table equipped with stairs supports the inclusion of all children and nappy change procedure is displayed in the change area for educators to follow.

- All spaces are safely fenced to ensure child safety. Preschool is equipped with two exit gates leading to two separate evacuation points.
- We provide fixed shaded area within the outdoor environment for protection from the sun and shelter on wet days. The summer and winter routines alter to ensure maximum protection and avoid peak heat periods of the day to support each child's safety and wellbeing.
- Children can easily access toilets and hand washing facilities from both the indoor and outdoor areas.
- Our environment is designed to encourage free movement with a balance of natural and artificial light. Doors between the indoor and outdoor environment are kept open to provide natural ventilation.
- The kitchen space is equipped with stainless steel bench tops for safe handling and preparation of food. Cold food is kept refrigerated until time of use.
- Outdoor climbing frames/equipment is moveable and adaptable to suit the needs of all children in the service.
- Spaces are provided where children can rest and relax in both the indoor and outdoor learning environments. Rest areas are quiet, comfortable, well ventilated and safe.

Element 3.1.2

The preschool premises, equipment and furniture are consistently maintained to ensure children's safety, injury prevention and to avoid the spread of infectious diseases.

- All educators at the preschool keep the environment safe by conducting checks daily to identify any hazards or potential risks to children's safety. Hazards and risks are removed immediately from the children's play space. Issues that cannot be addressed by educators are reported to the Nominated Supervisor and delegated to the school's General Assistant.
- The preschool is cleaned on a daily basis by cleaning service contracted by the Department of Education. Our cleaners are highly valued and are seen as part of the preschool team.
- Preschool educators are vigilant in the monitoring of cleanliness and attend to incidental cleaning as required throughout the day. All cleaning products used are approved by The Department of Education and comply with Australian standards.
- A General Assistant (GA) is accessible for minor repairs and maintenance of preschool indoor and outdoor environments.
- There is a written maintenance register for the cleaning of equipment and maintenance of the preschool with a list of daily, weekly and termly duties that must be completed by educators.
- When arranging equipment, furniture and experiences educators follow the Education and Care Services National Regulations to ensure the preschool is demonstrating appropriate safety precautions.
- Furniture is appropriate for its use with a combination of child and adult sized furniture throughout the preschool.
- Risk assessments of the physical environment are on display in the kitchen for educators to refer to for risk minimisation.
- A procedure for appropriate laundering of soiled items is displayed in the children's bathroom for educators to refer to when dealing with children with soiled or wet clothing.

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

Element 3.2.1

At Casino Public School - Djanenjam Preschool indoor and outdoor spaces are designed and organised to support the needs and capabilities of every child to participate and engage in the preschool program.

- The front indoor learning space is divided into pods where children can participate in literacy and numeracy experiences, art and design, home and community play, science and technology and construction. Loose parts can be moved between the pods. The back indoor learning space is for small worlds. Children can imagine and create small worlds from books they've shared or stories they've been told.
- The preschool program is developed with consideration for the indoor and outdoor environments with equal opportunities for children to engage and learn. Provocations, provisions and intentional teaching experiences are planned to actively promote children's sense of agency to move flexibly through the indoor and outdoor spaces and engage in experiences relating to their interests.
- Children are encouraged to use their senses to explore natural and build environments. Children have access to areas in the outdoor environment that feature natural elements such as plants, trees, grass, sand, rocks, water, and edible gardens. Children confidently engage with these elements through enquiry based experiences, spontaneity, open-ended discussions, exploration and experimentation. In addition to these preschool environments, children have access to the sensory garden located on the grounds of Casino Public School where they are able to engage independently with natural and built resources that stimulate and reflect their interests.
- As a designated Aboriginal Preschool, culture is embedded in our interactions, program, philosophy and physical environments. An additional outdoor environment is currently being constructed that connects us to Country, community and our local bush lands. This will be equipped with a fire pit, mud pit, day hut, fruit trees, hill and climbing log, water feature, and planted out with local shrubs. This space celebrates identity, and builds on children's social experiences to explore other ways of being.
- Learning spaces are organised with consideration to the daily routine, transitions, access to all facilities and to ensure children access equipment safely. Core curriculum areas remain consistent throughout the year to promote familiarity for all children to support their sense of belonging, being and becoming.

- Furniture is purposefully arranged to facilitate children's learning of key areas such as, language/vocabulary, literacy, mathematics, ICT, creative arts, science and construction. Educators intentionally plan these learning environments to develop children's capacity to engage independently with resources to initiate, and contribute to play experiences emerging from their own ideas.
- Resources are easily visible to children through the use of environmental print with the photo and written name of each resource displayed in its place for children to independently access and pack away.

Element 3.2.2

At Casino Public School - Djanenjam Preschool learning environments and resources support play based learning that encourage children to be active participants in their learning through problem solving, creating and constructing. ;

- The program allows for large blocks of uninterrupted indoor and outdoor play where children demonstrate a sense of autonomy and are provided with open-ended materials, resources and equipment to access their own learning.
- Resources, materials and equipment are sufficient in variety and number to encourage children to initiate interactions and conversations with one another, or engage in solitary play.
- Educators support children in their preoperational stage of development (Piaget) by providing resources that offer a range of challenges and experiences that reflect the array of ages, interests and capabilities of the children.
- Educators work with Casino Public School's learning support team and Occupational Therapist, to enable the access and participation of all children and provide them with resources that encourage and assist them to engage in physical experiences to develop movement, coordination, balance, flexibility and strength.
- Literacy and numeracy is embedded in all areas of the indoor and outdoor learning spaces. Loose parts are available for children to access and manipulate through sorting, categorising, ordering and comparing collections of materials. Clip boards are accessible throughout the indoor learning space to encourage children to engage in early writing and extend upon their own learning in meaningful ways.

Element 3.2.3

At Casino Public School - Djanenjam Preschool educators develop children's understanding and respect for the natural environment and interdependence between people, plants, animals and the land.;

- Educators explicitly teach waste recycling and sorting practices at meal times into labelled waste bins. We support and model these practices daily, with conversations around sustainability.
- Children explore relationships with other living things by sorting food scraps throughout the day and providing food for the preschool worm farm and either Casino Public School chickens or family's pet chickens.
- We recycle worm urine and castings which are collected and redistributed on the gardens as a natural fertiliser for the growth of our plants and vegetable gardens.
- Water from children's cups is recycled into a blue bucket which is emptied onto preschool plants and gardens.
- The outdoor learning space features a rain water tank for children to access for watering of the garden and water and sandpit play throughout the day.

- Children learn about their environmental responsibility through distributed jobs after lunch time which include, taking scraps to worm farm, emptying lunchtime table bins into large waste bins, wiping down lunch table, and sorting chook scraps.
- Educators are aware of their environmental impact and take conscious steps to reduce, reuse and recycle by repurposing paper from print machine in admin space for note taking and phone message pads, turning off lights and air-conditioning when not in use and recycling boxes for construction resources.
- Families are encouraged to pack a Nude Lunchbox to reduce single use packaging to minimise waste. One of our projects is exploring how beeswax wrapping can be used for wrapping sandwiches instead of plastic cling film.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
3.2.1	STEM and cultural spaces are not currently organised in the preschool to a standard that supports quality experiences where children can actively engage with provisions and provocations that support enquiry based learning and a connection to their world.				H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection	
<p>Environment as the third teacher – create spaces where children are actively engaged in rich, meaningful, enquiry-based learning, where children can experiment, explore and initiate their own experiences using resources they can access independently.</p> <p>Create a preschool environment where children and families can share knowledge, skills and expertise of their family, life and culture. An environment that builds connection with ‘culture’ and ‘place’ where children feel safe and are connected to their world.</p>	Collaborate with families on the design of the cultural/STEM space.	Term 1&2	Amy Clark Tamara Belinda Preschool Children & families	<ul style="list-style-type: none"> Children and families have given suggestions/feedback about their vision of the spaces we are proposing to enhance 20/05/18 Application submitted for funding Application denied, Garry committed to funding areas of this preschool vision. 25/7/18 Garry sought quote for concrete floor in science space 17/10/18 Resin tables purchased (was more economic option then having them made) and small worlds/cultural space has been created. 17/10/18 Amy has emailed Garry in regards to concrete for Verandah 23/04/19 Kimberlii contacted concreter to arrange a time for him to be on site. 10/04/19 Assests Services Officer from the department of 	
	Submit application for physical environment funding	Term 2 week 5	Amy Garry Krystal		
	Purchase furniture and equipment for space	Term 2&3	Garry Sharon Amy		
	Resin tables to me made by local bush furniture maker	Term 2	Bush furniture company Garry Sharon Amy		
	Order sliding doors for STEM/cultural spaces	Term 2	Sliding door company Garry Sharon Amy		
	Outdoor STEM floor service/ground concrete	Term 2	Concrete company Garry Sharon Amy		

				education evaluated work to be done within the environment as part of the 'early learning environments initiative'.
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Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.1 3.2	Extensive areas of the outdoor environment are not being utilised			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
Children will be able to engage in quality outdoor spaces with elements of a bush play space.	Prepare site by removing existing play equipment which does not meet regulations.	End of term 3 2017	Garry	<ul style="list-style-type: none"> Meeting with Garry and goal and steps determined Week 8 2017, site cleared and levelled 15/11/17 Josh cut up old swing set and disposed of it 30/04/18 mud kitchen, fire pit, stone materials purchased. Underneath log area dug out 17/05/18 Garry and Josh have commenced construction on water feature 25/7/18 Josh has begun construction of fire pit and grass is growing well Fairy garden has been removed and sharp objects grinded away
	Prepare the profile of the site consideration to be given to national regulations and requirements. I.e. height to fence.	Week 8, term 4, 2017	Garry	
	Install plumbing required e.g. tank, dry creek bed, establish mud pit, path etc		Garry Josh	
	Place soft fall in areas required		Garry Josh	
	Timber structures and positioning of plants and garden beds.		Garry Josh	

				<ul style="list-style-type: none">• 29/4/19 – mud pit covered area, new daybed and tepee structure have been build and installed.• 30/4/19 – Barry and Josh have moved sink and bench out to mud pit area.
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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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	YES
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	YES
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	YES
R.129-135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	YES
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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 educators	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.

Element 4.1.1

At Casino Public School - Djanenjam Preschool organisation of educators is planned across the service to ensure we are demonstrating best practice. This is achieved by adhering to National Regulations for ratio and children having opportunities to build meaningful relationships with familiar educators that remain consistent.

- The preschool is staffed with 5 educators including; two teachers with a Bachelor of Education (Early Childhood), an Aboriginal Education Officer who holds a Bachelor of Education (Early Childhood), a Student Learning Support Officer who holds a Certificate III in Early Childhood Education and Care and works in both the preschool and kindergarten settings, and an Administration Officer.
- Educator qualifications are stored in the Preschool admin space and the Casino Public School administration office.
- The Casino Public School Principal, Garry Carter is the Nominated Supervisor, Educational Leader and Responsible Person. Due to the schools significant size, the preschool is also supervised by the Deputy Principal, Krystal Burley who supports and advocates for the preschool educators, children and families.
- Educators to child ratios exceed the National Regulations with a minimum of three educators working with the children throughout the day. This allows educators to be responsive to children by providing an indoor/outdoor program whilst maintaining a high level of supervision at all times.
- Educators are available to families at pick up and drop off times to enable opportunities for engagement and fostering of relationships with families whilst maintaining adequate supervision and interactions with children.
- In collaboration with families, the Nominated Supervisor, Learning Support Team and Department of Education Itinerant Early Intervention Teacher, we are able to demonstrate inclusive practice by allocating additional educators, supplying support resources and undergoing necessary professional development, to meet the needs of all children in the service.
- The service is fortunate to employ two teachers which allow flexibility in providing time for non-contact time to enable educators to effectively undertake tasks such as programming, meetings with families, networking and meeting with inclusion support professionals.

Element 4.1.2

Casino Public School - Djanenjam Preschool endeavours to ensure educators remain consistent throughout the year to build secure relationships with children and families as we understand we play a significant role in promoting their learning and development;

- In the absence of educators, the Nominated Supervisor endeavours to ensure educators are relieved with qualified early childhood educators that are familiar with the children, routine and preschool program. In rare circumstances where the teacher cannot be replaced by an early childhood trained teacher, a qualified primary teacher will be utilised.
- Name badges are worn by educators for families and visitors to familiarise themselves with those working with their children. Educator profiles are displayed in the front foyer for families and children to get to know educators and begin to build connections with them.
- An educator on duty roster is also displayed in the front foyer to communicate with families and visitors who is working directly with the children on that day.
- Through the process of induction, the expectations are conveyed to all educators by the nominated supervisor and the early childhood teacher that educators will show a genuine interest and be responsive to children. Educators promote continuity of experiences by briefly sharing with the relief educators how they can support and extend the children's learning and what they are currently engaged in. For example: Amy communicates to educator Kylie, before going off the floor Amy what she is currently doing with the children and explains how Kylie can continue supporting them.

Standard 4.2 Management, educators and educators are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and educators 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.

Element 4.2.1

Casino Public School - Djanenjam Preschool educators demonstrate a level of professionalism by building and maintaining relationship with each other that are based upon mutual respect, equity and fairness.

- All educators are key stakeholders in the development of the Preschool philosophy. Where each team member's views, beliefs and values are considered.
- All educators are inducted into the preschool, with the largest induction taking place at the beginning of the year where all educators working within the preschool go through an induction process as a whole staff group. A casual staff folder is accessible to relief educators with all service information on the day to day running of the preschool and important relevant information about the children. Team

members support new educators by making themselves available and approachable to answer questions, clarify concerns and demonstrate the operation of the service.

- A relief teacher folder is displayed in the admin space. Included in this folder are; class lists, medical conditions, daily routine, identified bus children and their routine, the Preschool philosophy, educators contacts and an overview of the service.
- Through weekly educator reflection meetings and daily conversations, educators share knowledge, ideas and new research and enjoy discussing and reflecting on any suggestions made to enrich how we educate children. During educators reflections educators discuss their relationships with the children and identify any support measures that they may require, and take the necessary steps to ensure children and educators are supported.
- Educators adhere to the Early Childhood Australia Code of Ethics to collectively ensure that all children are given the opportunity to thrive and learn. This is demonstrated through collaboration with educators and whole school, providing a safe and respectful environment and ensuring the best interests of the children are at the forefront of all decision making.
- Educators respect and celebrate the diverse skills that we all have as individuals. Educators lean on each other for ideas, support and guidance and utilise each educator's expertise to provide a diverse, authentic, challenging and exciting preschool program.
- As the Nominated Supervisor and Educational Leader the school Principal leads the preschool team with a delegated leadership approach. Educators, coordinators and educators purposefully work together to share tasks and responsibilities, assist where possible and support each other in difficult situations.
- As a preschool team, we view ourselves as lifelong learners. We demonstrate a commitment to learn more, regardless of our experience, and current knowledge and skills. This is achieved through critical reflection in weekly educators reflection meetings and short daily reflections, collegial discussions and meetings with other NSW Departmental Preschool teams in our area, adopting new research and ways of teaching and learning that we feel align with our preschool philosophy and continuing to undertake professional learning that aligns with, and guides our 'Professional Development Plan' (PDP).
- Preschool educators work in collaboration with, and under the guidance of, a designated Department of Education P-2 Initiatives officer. The P-2 initiatives Officer provides professional learning, advice, support and constructive feedback.
- Preschool teams attend collegial network meetings twice a term with two other NSW Department preschools. During these meetings we engage in professional discussions in relation to, The National Quality Framework, Early Years Learning Framework, National regulations, Quality Improvement and how our settings are demonstrating best practice.

Element 4.2.2

At Casino Public School - Djanenjam Preschool educators understand that our beliefs, attitude and values impact our work. Educators use professional standards and ethical practices to guide professional conduct in our practice to provide an unbiased approach to educating children.

- A high level of professionalism is embedded in the everyday practice of the preschool. Educators demonstrate this through empathy, care and respect, guided by professional conduct and attitude.

- The Early Years Learning Framework guides our everyday practice, relationships and interactions with educators and children. All educators have a thorough understanding of the framework and use this as a tool for planning, teaching, learning and reflecting.
- Two of the four Preschool educators identify as Aboriginal. This provides opportunities to form authentic connections with families and children, and communicate using home language and culture. Children are able to create a sense of belonging, being and becoming in the preschool environment with the guidance of our educators.
- The nominated supervisor and preschool educators use the professional standards and current research to ensure the service aligns with the National Quality Standards and National Regulations which guide our service self-assessment and are used to identify goals in order to strengthen our practice.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
4.2.1	Educators are supported by one another to critically reflect on their interactions with children to consistently identify and implement opportunities for improvement.				H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
Educators to develop a system as a way to work together to reflect in the moment whilst on the floor with each other.	Identify a target focus to think about from daily educators reflections whilst on the floor.	Weekly 2019 long term	Amy	<ul style="list-style-type: none"> T1 2019 Daily educator reflections are occurring each week. Educators are focusing on a target element of the NQS and reflecting on how we are achieving this element in our practice and relationships with children. T1 2019 Amy has added an element the program linking experiences with the theory behind it. 	
	Link relative theorists to area of focus each week to unpack the 'why' questions.	Weekly 2019 long term	Amy Kylie Tamara		
	Educators give examples of when they showing evidence of the weekly focus, what was happening and how were they responding?	Daily 2019 long term	Amy Kylie Tamara		
	Educators give feedback to one another in the moment and at reflection meetings to inform individual critical reflection	Daily 2019 long term	Amy Kylie Tamara		
	Plan opportunities for Nominated Supervisor and Preschool supervisor to observe educators engaging with children and offer feedback to reflect upon.	Once a term 2019	Garry Krystal		

Quality Area 5: Relationships with children

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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.

Element 5.1.1

At Casino Public School - Djanenjam Preschool:

- The minimum educator to child ratio is exceeded which allows flexibility to spend large uninterrupted blocks of time engaging in two way conversations with children. Children respond to their bodily needs and are able to progressively eat when they are hungry throughout the day. Educators take these opportunities to engage in conversations with the children individually or in small groups whilst eating. In addition to this, significant time is allowed for meal times where all children and educators sit together. This allows time for conversations around healthy eating practices and to encourage children to interact socially with one another.
- Family partnership meeting are conducted upon enrolment as an opportunity to discuss with families about their child and their interests. This allows educators to plan learning experiences and initiate conversations with the children relating to their interests, to build an early connection and help with settling in the children.
- Educators are responsive to children's comments, questions and requests for assistance by responding openly and positively in offering their time and attention. For example: educators will interact with children at their level and respond using a positive tone of voice, key word signing and visual aids when necessary.
- Children are comforted in times of distress and educators use their relationship and knowledge of each child to comfort them according to their needs. Educator ratios allow time to be given to an individual child in times of distress and comfort them in a quiet space where they feel secure until they are ready to re-engage with the play and learning. For example: Saxton can become frustrated by others and shut down emotionally. Educators direct him to a quiet space and support him with strategies to self-regulate. An educator will stay where Saxton can see them as a sense of security and reassurance for Saxton that they are there for him when he is ready. Saxton will engage with the educator when he feels ready and enjoys some one on one time reading a book or talking about his interests. Saxton is then accessible to talk to about how he is feeling and what it is that is frustrating him.

- Educators greet all children and families on arrival and have a thorough understanding of each family's needs at drop off time to ensure a smooth transition into the preschool setting. For example: Jordyn is a child who has experienced separation anxiety from her Mum Emma. At the beginning of the year Jordyn became distressed and upset when Mum would say goodbye to her each morning. Jordyn would be comforted by an educator with a hug and often reading a story. Jordyn would then be extremely dependent on that particular educator for most of the day and become distressed when they were not around i.e. on lunchbreak etc. Educators would give warning to Jordyn when they were going "off the floor" and reassured her that they would be back. Over the course of the first term Jordyn, Emma and the preschool educator's trialled strategies for Jordyn to have a smooth transition into preschool each morning. A successful strategy we currently use is each morning Jordyn and Emma approach Amy (teacher) or Tamara (Aboriginal Education Officer) and Jordyn whispers to her Mum to communicate her request to the educator. Emma then says to the educator "Can you please look after Jordyn today" and "Please give her a hug if she is upset". The educator is extremely positive in their response and reassures Jordyn and her Mum that they will "look after Jordyn that day" and "give her a hug if she is upset". Jordyn is comforted by that response and farewells her Mum with no tears or distress. Over the term Jordyn has become less and less dependent on educators and is beginning to interact positively with her peers and initiate and contribute to play experiences.
- Educators will take an active role in respectfully participating in children's play. Educators will engage in conversations and use questioning to extend children's thinking and vocabulary during play experiences to facilitate deep enquiry. For example, Patrick was looking through a book about insects. He made a comment to Mrs Schneider "I like bees, they like honey". Mrs Schneider then used the pictures and words in the book to engage in a sustained conversation with Patrick about bees. This gave Kylie an indication about what Patrick knew about bees and his level of interest. They then created a mind map together about what Patrick might like to learn about bees. This evolved into a whole group project and is displayed on the project wall in the indoor learning space.
- Educators reflect on their interactions with children throughout the day and at 15 minute afternoon reflection meetings. Time is allocated during Wednesday one hour reflection meetings where educators reflect on their interactions with the children across the service and discuss opportunities for educators to support children in developing a sense of belonging within the service and their world. These notes are minuted and stored in the admin space in a folder labelled 'daily staff reflections'.
- Educators reflect on the Principles and Practices of the Early Years learning Framework and have an understanding that the Principle of 'Secure, Respectful and Reciprocal Relationships' must be embedded in their practice in order for children to develop confidence, and feel respected and valued. Educators use template to structure their reflection on what they should see, think and feel in relation to each Principle and Practice and discuss their responses and how they align with what it states in the Early Years Learning Framework. This informs practice and identifies areas needed for growth.

Element 5.1.2

At Casino Public School - Djanenjam Preschool

- Each educator's practice reflects deep commitment to building and maintaining equitable and respectful relationships at all times with the children in the service. Educators are familiar with the 'United Nations Convention on the Rights of the Child' and 'Early Childhood

Code of Ethics' and use these documents to guide our interactions with the children and the way we are being responsive to their needs. These documents are displayed within the Preschool and reflected upon in weekly educator reflection meetings.

- Educators support each child to feel secure, confident and included through consistently aligning their teaching and interactions with the principles and practices of the Early Years Learning Framework, Djanenjam Preschool philosophy and department policies and preschool localised procedures by the use of, a positive tone of voice, body language, gestures and facial expressions in their interactions with children, families and each other. Educators are calm and gentle when responding to children who show signs of distress, anger and frustration and allow them time to become calm before encouraging children to reflect on their behaviour and consider the impact it has on others.
- Each child's sense of identity is supported and educators use conversations and routines to discuss the concept of 'culture' and what that means for them. For example: Each morning the children come together to do an acknowledgment of country. A child is selected to stand in front of the group and lead the acknowledgement. During this meeting time we discuss the idea of culture and where we come from, whilst always acknowledging that the country we are on is Bundjalung Country. An Aboriginal Land map wall hanging is featured in our indoor space. On this display, each child's face is aligned with what part of Australia they are from. For Aboriginal children we discuss the land they are from within the Aboriginal culture. For non-Aboriginal children we discuss the Aboriginal land in which they were born on and relate their culture to the geographical nature of that part of Australia. For example Ledger is a Non-Aboriginal child who was born and lives in Casino; we relate that to being a culture of fresh water people, aligning his geographical location with the various parts of nature we see in our town such as the Richmond River.
- Being a designated Aboriginal preschool is embraced within the preschool environment and our interactions with children, families and the community. Educators endeavour to create a preschool environment that is reflective of the various cultures of the children in the service, moving beyond tokenistic views of culture and deepening children and family's understandings and challenge stereotypes and biases when promoting and maintaining social and cultural inclusiveness. The preschool is well equipped with cultural resources that support our children to feel a sense of belonging and exercise their right to practice their own culture, language and religion. By embedding a respect for diversity within the preschool culture, educators will encourage children to challenge inappropriate behaviour and comments by modelling respectful interactions through spontaneous and intentional teaching experiences.
- Educators understand that the needs of all children vary. Each child is seen as an individual and educator interactions and approaches to situations must differ depending on the needs of the particular child. For example, a child in out of home care finds group situations extremely intimidating and will often decline to engage in small group yarning times. Whilst getting to know this child, educators could see that group times were a trigger for him and he would become angry and sometimes aggressive with others. Educators collaborated with his carer, his case worker, and occupational therapist to implement strategies to support him in engaging in these learning experiences to a level he is comfortable with. This child attends another early childhood service in which his carer shared with strategies

that were working at that centre. To engage him at group time educators offered him a chair to sit on, as that is how he feels most comfortable, an educator will sit next to him and actively seek to engage him in the learning.

- The dignity of children is considered within the environment to ensure children feel safe and secure at all times. Bathrooms are equipped with two viewing windows. A cultural design has been drawn on the viewing windows to give children privacy in the bathroom, whilst still maintaining an appropriate level of supervision.
- When a child has wet or soiled themselves educators always follow Preschool Procedures in changing the child as soon as the incident occurs. An educator will make the other educators aware of the situation. Educators endeavour to distract other children from the changing area to allow that child privacy when getting changed and clean. Families are made aware in a discrete manner at the end of the day.

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.

Element 5.2.1

At Casino Public School - Djanenjam Preschool;

- Provisions and Provocations are set up within the learning environment to encourage 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.
- Children are supported to confidently share their thoughts, ideas and experiences with others in small group situations through yarning circles and small pods to ensure all children have the opportunity to be heard. Educators use a template to assist the children in displaying active listening skills through the use of respectful body language, eye contact and using our ears and mouths appropriately. A talking stick is used as a concrete tool to acknowledge whose turn it is to speak and to convey listening expectations for all other children in the group.
- Social skills are modelled through spontaneous and intentional teaching experiences on a daily basis. Educators use the Playing and learning to Socialise Program (PALS) as a tool to teach the children constructive ways to solve problems that arise in social situations

using skills such as taking turns, listening, and sharing how they are feeling with others. This is achieved through the use of puppets, video scenarios, discussions, role play activities and songs.

- 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 the child to engage other children in their play whilst still assisting them and giving them the attention they require. For example, Chase will approach Mrs Schneider on most days and ask her to play his favourite game Bubble Pop with him. Mrs Schneider will ask Chase if he wishes to find a friend to invite to play with them also. Mrs Schneider assists Chase in asking his peer to play and facilitates the game as it progresses.
- Educators facilitate children when negotiating roles in play experiences. When conflict arises educators will assist children in communicating their opinion and needs and find ways to problem solve. Educators will get down to the level of the children and model ways they can reach a compromise by showing compassion and kindness to their peers.
- Children are encouraged to use their voice to communicate when they are not feeling safe or secure around their peers. A metalanguage of "Stop I don't like it" followed by a stop hand gesture is modelled to children for them for use when they do not feel safe, secure or valued by their peers.
- Children engage in enquiry based learning projects over a sustained period of time involving, research, planning, problem solving, and shared decision making. Mind mapping is a tool to record the ideas of all children in the group
- Educators learn about children's shared interests by observing their play, engaging in sustained two way conversations with children and recording their thoughts and ideas. Educators then use provisions and provocations to extend these spontaneous interests and foster their friendship growing from this shared interest. For example, Maddox and Adrik were playing in the small worlds learning space and using figurines to act as superheros. Mrs Clark asked the boys what super heroes they were. Maddox was acting as his favourite super hero Hulk and Adrik was acting as Flash. Mrs Clark continued to observe the play and see how this shared interest was developing into a friendship and foster that with posing questions. Mrs Clark programmed for future planning experiences relating to this spontaneous interest where the children researched and designed their own superhero masks to draw, paint, cut and laminate to use in their play. Maddox's Mum also shared his love of superheroes from home and provided us with a book he loves to read about superheroes. Adrik and Maddox engaged in conversation about the book whilst Mrs Clark read it to them. Maddox and Adrik have now formed a significant friendship at Preschool and will spend a lot of their day in the company of one another.

Element 5.2.2

At Casino Public School - Djanenjam Preschool:

- Educators implement planned and spontaneous learning experiences and discussions around emotions, empathy, identity and treating others with respect. Educators use visuals to prompt children when making choices and decisions that will affect others. Emotional thermometer visuals, problem solving strategies cards and books are used to support discussion around emotions and feelings. Educators use these strategies to encourage children to acknowledge how they are feeling and ways of responding to these feelings. For example, in morning yarning circle Mrs Clark read the children a book called 'When I feel angry'. During the reading the group discussed the emotion of anger and times they have felt angry at preschool. Mrs Clark showed the children the emotional thermometer and asks the question "when this happened what colour were you feeling on the thermometer" the child responded "RED". Mrs Clark

was then sensitive to how the child was feeling and validated that it was ok to feel that way. We then discussed strategies they could use to get their feelings back down to green at the bottom of the thermometer where they feel calm and happy. The use of these strategy cards opens up conversations about appropriate behaviour and interactions with others and how we can treat others respectfully.

- Children are supported to share how they are feeling each morning by a check-in in our morning yarnning circles. Each child has the opportunity to share how they are feeling and why they are feeling this way. This gives other children and educators an idea of how each child's day may go and give insight into what children may require some extra support that day. Children utilise this opportunity to use their voice and share their experiences with the other children in a space they feel safe, secure and valued.
- Educators demonstrate consistent approaches to guide children's behaviour and model appropriate behaviours to support children to build the capacity to regulate their own behaviour, respond to others in times of conflict with empathy and respect for their peers and to communicate their thoughts and feelings effectively when conflict arises. Educators use visual aids to convey expectations to children and to assist them to use strategies to problem solve.
- Educators understand that family views on guiding children's behaviour may vary from those of the service, and respectfully manage situations involving challenging behaviours by consistently aligning their practice and interactions with children in accordance to Department policies and procedures, United Nations Convention on the Rights of the Child, the Early Childhood Australia Code of Ethics, Early Years Learning Framework and service philosophy.
- The service understands the varying needs children require in order for them to build the capacity to self-regulate their behaviour and emotions. Educators work in collaboration with families, the school learning support team, Department of Education Itinerant Early Intervention Teacher and support agencies to build skills to support individual children show a sense of agency and self-regulation. The preschool is equipped with various occupational therapy aids to assist children in sustaining attention for significant periods of time and engage with the learning. The Casino Public School occupation therapist assists educators to support children in using these aids and provides possible strategies they can implement to support children to self-regulate.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
5.2.1	Continue to build the capabilities of the educators to support children with self-regulation by sharing knowledge and understandings with families and other services accessed by children.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
Reviewing collegial partnerships with professionals and support agencies as educators has changed.	Look at what families are currently doing to assist their child to self-regulate in the home context.	21/05/19	Amy Kylie		
	Identify children who are going across multiple services	23/05/19	Amy		
	Approach services to look at having a collegial meeting	3/5/2019	Amy Kylie		
	Strengthen partnerships with early intervention and ask them to deepen our knowledge of the NDIS in relation to how it works for us.	28/06/19	Amy Kylie Tamara		

Quality Area 6: Collaborative partnerships with families and communities

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you respect the right of parents to enter the service when their child is in attendance unless <ul style="list-style-type: none">Allowing the parent to come into the service poses a risk to the safety of children or educators?	YES
	<ul style="list-style-type: none">Allowing the parent to come into the service would prevent you or educators and educators from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or	YES
	<ul style="list-style-type: none">You reasonably believe that allowing them entry would contravene a court order?	YES
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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.

Element 6.1.1

At Casino Public School - Djanenjam Preschool:

- Educators understand and are sensitive to the diversity of our families and are supportive of their needs. Tamara (Aboriginal Education Officer) and Sharon (School Administrative Officer) support families throughout the enrolment process by assisting to fill out paperwork, gather supportive documentation and explain the enrolment process.
- At the end of the year an information evening is held for families of the next year. The teacher shares important information with families including, the service philosophy, the planning and programming cycle, policies and procedures, the quality improvement process, service hours and operations and all information mentioned in the preschool handbook. Families receive an enrolment package containing the preschool information handbook, family partnership form and other supporting documentation relating to health and nutrition etc. During the information evening families select an appropriate time to meet with the preschool teachers for a family partnership meeting and a time for them to bring their child into the preschool for a play session.
- Individual family partnership meetings take place in the last week of the school year between the two teachers and parents/carers of each child. During the meeting the teacher will have a look at the child's enrolment application, ensure all information is included and verify that all supportive documentation is current. Teachers take families through the handbook and ensure they have a thorough understanding of how the preschool operates and the care their child will receive within the service. Parents return their completed parent partnership forms they received in their enrolment package. Teachers go through these forms with the parents and discuss the information written about their child and family including, culture, values, beliefs, child's routines and specific needs they may have. Parents' views are respected and educators value each individual family's inclusion in the preschool.
- Parents are encouraged to share their expectations in relation to their child's journey at preschool during and beyond the enrolment process. Educators make a conscious effort to continue two way conversations with families throughout the year to ensure their values and expectations are being met and they continue to be happy with the care and learning their child is receiving at the preschool.

- Play sessions for enrolled families for the following year take place in term four. 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. Preschool children currently enrolled in the Preschool interact and play with the new children and their families and show them what they like to do at preschool.
- Educators support families in developing a routine at drop off times and continue this routine throughout the year so their child is aware of what is expected each morning. Parents are welcome to stay with their child for as long as they choose throughout the settling in period and are encouraged to communicate their expectations of the role they wish educators to take to support their child at pickup and drop off times. For example, Kaitlin attends two early childhood services over the course of the week. At drop off times Kaitlin will often become extremely upset and distressed. Kaitlin's Mum Karen likes to unpack Kaitlin's belongings with her, give her a kiss and a hug and tell Kaitlin she is going now. Karen has conveyed to educators that she would like an educator to then intervene and comfort Kaitlin as she leaves. The educator will sit with Kaitlin whilst she is upset and then encourage her to help with some jobs. Kaitlin likes to be a helper and will cheer up once her mind is engaged in another task. Mrs Clark has given Kaitlin a lanyard with a photo of her Mum and two sisters to wear around her neck throughout the day if she is missing them.
- Families are encouraged to check in with the educators throughout the day by telephone. If a child has a particularly rough morning settling in and educators are aware that the parent was quite distressed when leaving their child. Educators will send the family a photo of their child throughout the day using KindyHub to reassure them that their child has settled and is having a positive day at preschool.
- Families are supported to discuss their needs and concerns at times that are convenient for them, and a space is provided for families to discuss this in a confidential manner with their child's educator. The service is able to cater for this with the employment of two early childhood teachers and an Aboriginal Education Officer in which families can consult with, in a way they feel comfortable and supported.

Element 6.1.2

At Casino Public School - Djanenjam Preschool:

- The Principles of the Early Years Learning Framework are embedded within the preschool culture and are used to inform practice. There is a thorough understanding and respect that families are the largest influences in a child's life and their first and most valuable teachers. Within the culture of the preschool it is understood that outcomes are achieved when educators work in partnerships with families and share in the decision making about their child's learning and wellbeing.
- Family participation in the program is encouraged and valued. Educators invite parents to share their personal experiences with the children in relation to children's current interests and to engage in any aspect of the preschool they feel comfortable with. For example, during the recent drought our community has suffered, we lost all the worms in our worm farm due to the extreme heat conditions they were under. Ariela from our Gurrahman Group shared with her family what had happened to our worms. Ariela's Mum gave the preschool information she new about worm farms and generously gave us some worms to re-inhabit our worm farm.

- Educators are aware that families are extremely busy and acknowledge that family participation is not solely reliant on parents being physically present in the preschool. Educators value all forms of family participation and use our social media platforms such as kindyhub and Facebook to ensure all parents have the opportunity to visibly see their child's learning experiences at preschool and comment on these experiences.
- To draw on knowledge of each family and to provide meaningful opportunities for family participation the 'families stories' section of Kindyhub enables parents to send in experiences from home. For example: Maddox's family are currently renovating their home. His Mum Katie sent in a photo and story about how excited he is to be getting a new kitchen in their home and that he loves looking at the tradesman's tools. Educators followed this up with conversations with Maddox at preschool about the construction happening in his home and related that to construction experiences he engaged with in the preschool.
- Social and community events are held at the preschool and Casino Public School such as NAIDOC week, Beef Week muster, Easter Hat Parade, mothers day afternoon tea etc, in which families are invited to attend. Each family context is considered when planning and attending these events and special consideration is made to ensure inclusivity for all families. For example, an afternoon tea was held in children's classrooms and at Preschool to celebrate mother's day. Educators understand that each family context looks different and communicated to families that any family member (male or female) were able to attend the afternoon tea to celebrate the significant role they play in their child's life.
- Parent and family voice is welcome and input from families on the improvement of our children's social, emotional and learning needs is valued. Parents are invited to join Casino Public School's Parent and Citizen Association as a voice for the preschool children in being considered in whole school planning, management and support.

Element 6.1.3

At Casino Public School - Djanenjam Preschool:

- Promotes a deeper understanding of service operations and governing documents for families including departmental policies and localised procedures, National Law and National Regulations and The Early Years Learning Framework located in a bookcase on the left hand side on entry to the preschool.
- Unpacks the Early Years Learning Framework outcomes, using familiar language for families, showing ways each outcome can be evident within the program and routine, via posters from RARE Early Child Support Services which are displayed in hessian hangers on the preschool veranda fence for parents to view at pickup and dropoff times.
- Understands Parent wellbeing plays a pivotal role in their ability to nurture and care for their children. The preschool provides information for parents on how to care for their mental health and members and agencies in the community they can access for support. Posters display this information for families in hessian hangers on the preschool veranda fence.
- Informs parents of the The National Quality Standard and what each standard represents in relations to their child's learning and wellbeing at preschool. Posters giving a brief overview of each standard are displayed in the preschool foyer. Educators refer to these posters when discussing service operations with families and how the National Quality Standard informs our practice. .
- Provides information to families to support parenting decisions in relation to nutrition, being healthy and keeping children safe. Booklets and flyers are accessible to parents in a bookcase on the left hand side of the preschool foyer.

- Support Aboriginal families to access support agencies within the community and provide information to support ways of growing up strong jarjums. Booklets and agency flyers are accessible in a bookcase on the left hand side of the preschool foyer. Tamara (AEO) will sensitively support and encourage families to access community services and resources that may be relevant to them.
- NAPCAN brochures are displayed in the foyer for families. The NAPCAN posters provide a way to respectfully educate families about child abuse and neglect.
- Djanenjam promotes healthy families and community supports through community programs such as Casino Play Connect, Interellate, Circle of Security Parent Program.

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.

Element 6.2.1

At Casino Public School - Djanenjam Preschool

- Educators, the Nominated Supervisor and Preschool Supervisor systematically promote continuity of learning and transitions by constructing collaborative strategies to build on prior experiences to help children feel safe, secure and confident in their new setting.
- A thorough enrolment process allows educators to get to know children and their families and discuss the needs of each child before undertaking their journey at preschool. Children attending preschool in the following year are invited to attend a play session at preschool with a parent present to become familiar with the preschool environment, get to know their educators and interact with children currently enrolled in the setting. Educators take this opportunity to engage in conversations with the child and begin to get a sense of their personality, interests and needs. Play sessions and family partnership meetings allow educators, families and their child to collaboratively plan for their transition into preschool. Educators are able to provide learning experiences at the beginning of the preschool year based on these observations and interactions with the children and families.
- New enrolments for the current preschool year involve educators and families creating a transition plan that meets the needs of that child and family. For example, Mitchell was a late enrolment this year. During his family partnership meeting Mitchell's Nan Mecca (carer) explained the family context and that Mitchell is highly anxious when he is out of her care and expressed her worry in transitioning him into the preschool setting. Amy and Mecca came up with a plan where Mitchell would start his transition with attending preschool for 2

hours with Mecca staying for the duration. As Mitchell becomes more comfortable with the preschool Mecca would leave and return after 4 hours or when she wished to pick Mitchell up. This would happen on an ongoing basis until both Mitchell and Mecca feel comfortable within the service.

- The Preschool teacher meets the Early Stage 1 (Kindergarten teachers) to build their capacity and unpack the transition to school statement for each child. We discuss children's individual strengths and how the information shared in the transition to school statement could inform their planning and programming in the early weeks of term 1.
- In 2018, the Educational Leader worked with the school executive, the P-2 Initiatives Officer and the Literacy and Numeracy Strategy Advisor on the Continuity of Learning and Transition initiative. This initiative worked with teachers to plan and program for inquiry based learning. A significant investment on the learning environment in Kinder was made and is starting to reflect the natural environment of the preschool. This initiative has now rolled out from Kinder to Year 6
- A Transition process is in place that includes familiarising children to the kindergarten environment which has been enhanced by the continuity of learning initiative which reflected and changed the kindergarten environments to reflect the preschool learning environment.
- Reverse transition occurs in term 3 where preschool children transition into the kindergarten environments for the morning session and kindergarten children explore the preschool environment with the preschool teacher to develop relationships with the kindergarten teachers, become familiar with the environment and kindergarten routines.
- The preschool children engage in library visits and school events throughout the year. During library visits children read with the year 5 children who will become seniors of the school when the preschool children attend kindergarten the following year.
- Preschool families have always recognised the benefits of preschool children engaging in whole school opportunities and events such as NAIDOC week, beef week, book week, colour run and cross country. For example, Chantelle a Mum of preschool twins Skylah and Kalista and a year 6 daughter Crystal expressed her excitement that her children would be participating together in a group at the Beef Week muster and they would not have had this opportunity if Preschool did not participate in these important school and community events.
- The daily rhythm provides large uninterrupted blocks of play and is structured for predictability and consistency of the environment but also provides for flexibility to engage in routines within their environments in different ways through loose parts, provocations and provisions, and intentional teaching experiences.
- Early childhood services and primary school educators hold collegial meetings about transition to school in terms 3 and 4 where we discuss how each service runs their transition process and what the early childhood services want to see from primary schools in building a positive transition experience for their preschool children.
- We have established a learning community which allows us to engage in professional conversations and share ideas on how our services are meeting the National Quality Standards and reflect on ways to develop our practice. Collegial meetings occur twice a term with the departmental preschools in the area.
- Ensures school age children are accessing health services within the community before starting school and identify children who need to access additional support services to work towards meeting developmental requirements. A Transition to school screening is conducted on children starting school the following year. A health nurse attends preschool and screens children's vision, hearing, and motor skills and communicates results with families to refer them on to specific services their child requires.

Element 6.2.2

Casino Public School - Djanenjam Preschool

- Understands as our children grow and develop each one presents with different needs and some children and their families will need more specialised support. After observations and discussions with families we will refer some children to the Casino Public School Learning Support Team (LST). This team consists of, the Nominated Supervisor, preschool supervisor, executive educators P-6, a school counsellor, an occupational therapist and speech pathologist. The Learning Support Team supports teachers in identifying children will additional learning needs who have diagnosed disabilities, delays in development, or who are at risk of delay due to environmental or biological factors. Collaborative partnerships are built with families to develop a quality plan that works towards achieving family goals and ensure childrens access to quality learning. to ensure children with
- Has a working partnership with Jumbunna Early Intervention Centre based in Casino, to develop a continuity of learning and care for children who attend both Jumbunna Early Intervention and Djanenjam Preschool. The preschool teachers and Jumbunna teachers and professionals working in various specialties collaborate through termly meetings to communicate Individual Education Plan goals that have been identified in partnership with the children's families and give strategies to educators they can use to assist children reach their goals in both settings.
- Provides a space for outside support workers who specialise in various domains including occupational therapy and speech therapy to work with children who are funded through the National Disability Insurance Scheme (NDIS) in a space that is convenient for the family and allows educators to discuss identified goals for the child and implement strategies suggested by professionals.
- The service has established an ongoing relationship with Casino Family and Community Health Services. Educators in partnerships with families, identify children with health needs, particularly speech barriers, and access therapy within the preschool where health professionals visit the service and make assessments and provide therapy to identified children. The preschool is well equipped with resources in which are accessible to support personell to use with the children in the sservice. These resources are located in a cupboard in the Community Space.
- Has built a partnership with Bulgarr Ngaru Medical Aboriginal Corporation to ensure our Aboriginal children are accessing a dental service regularly. This aligns with our strong smiles program implemented in term one at Preschool. The dental educators at Bulgarr Ngaru engage the children in learning experiences looking at everyday and sometimes foods, intentionally teach the children how to brush their teeth and the Dental Specialist examines each child's teeth and makes referrals for follow-up visits as necessary.
- Demonstrates a commitment to participation of all children and is wheelchair accessible via a ramp through to the entry of the preschool.
- Aims to build strong connections with the community and provide families with support to access services they need. Posters and Brochures are available to families in the preschool foyer and community space with contact information.
- The educational leader supports educators in providing professional learning opportunities to build educator capacities on inclusion to support all childrens' participation in the program. For example, educators participated in a educators development day focusing on

trauma to begin to unpack the behaviours linked with trauma and identify ways to support children who have experienced trauma in their lives.

Element 6.2.3

At Casino Public School - Djanenjam Preschool

- As a designated Aboriginal preschool, culture is embedded within the service through family and community partnerships, use of natural materials and resources, and a holistic school approach to ensure children have opportunities to connect to the land, the river and the community. Aboriginal Educators build the capacity of Non-Aboriginal educators to be culturally aware and sensitive in their interactions with children and families. Educators have undergone the Stronger Smarter Leadership Program to develop high expectation relationships with children, families and community to support the positive identities of our jarjums.
- Educators purposefully consider ways to embed the unique geographical, cultural and community context of the preschool. Daily planned and spontaneous learning experiences are implemented to explore the concept of identity, who we are and where we come from and celebrate the culturally diverse families we have in the service. For example: in the early weeks of preschool and ongoing throughout the year, educators have conversations with children around similarities and differences we see, we explore self-identities through creative arts and engage with various resources, books and songs that celebrate difference, to build children's capacity to understand these concepts and gain acceptance of all the children within the preschool.
- Deep respect is cultivated for the Aboriginal Culture and stereotypes are challenged through conversations, experiences and participating in events celebrating the Aboriginal culture of our children and community. The preschool children participate in the Casino Public School NAIDOC celebrations each year, where they have the opportunity to make connections with local elders, experience aspects of the aboriginal culture and develop an understanding of their social and cultural heritage.
- Educators access community members to strengthen the delivery of the program and experiences by sharing their expertise relating to current projects or spontaneous interests the children are engaged in. For example: The children are engaged in a project about bees. To strengthen our understandings of bees, we had Crystal from 'Stingless Bee Buzz' visit Preschool to speak to the Jungbung Group about the important role bees play in our environment. Crystal bought in a hive of native stingless bees and honey to taste. We learnt about different types of bees, their habitats and the role each bee plays in the hive. Crystal has continued to support the preschool by offering her expertise on what flowers to plant in our garden and where to access materials in the community for a bee hotel for our preschool.
- The service participates in local events within the community to build connections with the people, cultures, industries and services and builds an understanding of the community within which they live. For example every May the children participate in our local tourism event, Beef Week, to support our local beef and cattle industry. The children have the opportunity to walk in the street parade to represent our preschool, dressed up in costumes reflecting the theme of Beef Week for that year. Children also attend an excursion where they walk down the main streets of town and look at shop windows decorated in the Beef Week theme and engage with our local community members.

- The lives of the children and families of the service are reflected within the environment and daily rhythm. Images, books and loose parts reflect children and adults from a range of backgrounds, cultures and abilities. For example, in home corner there are images of families from different countries and cultures to identify how families differ around the world and in each community.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
6.2.3	An environment that reflects the lives of the children and families accessing the service and the cultural diversity of the broader community.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When ?	Who?	Progress notes and reflection	
Children are responsive to the local community, looking at ways we can capture and understand culture through a localised context.	Children learn how to make movies relating to culture i.e. acknowledgement of country or where they are from etc.	Term 2 & 3 2019	Amy Tamara Kylie Preschool children	<ul style="list-style-type: none"> . 	
	Digital literacies are used to engage families and children, so together they are co constructing multimedia approaches to share culture.	Terms 2, 3 & 4	Tamara Preschool children Preschool families		
	Digital representations of community Elders are present within the learning environment to represent Elder's cultural experiences and perspectives.	Term 2	Tamara Local Bundjalung Elders		

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Quality Area 7: Governance and Leadership

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	Yes
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> Contains a statement of the service philosophy? 	Yes
	<ul style="list-style-type: none"> Is reviewed and revised at least annually? 	Yes
R.145-154	Have you ensured that records for educators including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include:	Yes
	<ul style="list-style-type: none"> Working with Children Checks 	Yes
	<ul style="list-style-type: none"> Educational qualifications 	Yes
	<ul style="list-style-type: none"> ACECQA approved training, including first aid 	Yes
	Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge?	Yes
R.87 R.158-162	Have you ensured a record is maintained of all educators working directly with children in the preschool?	Yes
	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	Yes

R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Yes
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Yes
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority?	Yes
R.168-169	Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service?	Yes
R. 170	Do you ensure that your departmental policies and local procedures are followed?	Yes
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Yes
R.185	Have you ensured that a copy of the Education and Care Services National Law and Regulations can be accessed by educators, educators, volunteers and families, including those seeking to enrol their child at the service?	Yes

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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.

Element 7.1.1

- Djaneanjam Preschool is a NSW Department of Education designated Aboriginal Preschool. The main aim of the preschool was to increase Aboriginal children's access to a quality preschool service with a strong emphasis on embedded Aboriginal practices reflecting the local Bundjalung community and culture. The local Aboriginal Bundjalung community were involved in the establishment of the preschool from the beginning. Additional children from the community are enrolled after discussions with the Preschool Advisory Committee, which representatives from the School executive, preschool and the local Aboriginal Education Consultative Group.
- The review of our philosophy evolved due to a change in educators and was developed from collaboration between educators in consultation with children, families, the Aboriginal Education Consultative Group, and Casino Public School educators. Educators Amy, Tamara and Belinda supported the children in a yarning circle to share what each child loved about preschool. Children drew on material to show what they loved about preschool. The general consensus was the children like to play, be with friends and being able to choose their toys and what they want to do. This reinforced in our philosophy, play based learning, having a sense of belonging to build strong social connections and that children should have a sense of agency. Amy let families know through facebook and preschool newsletter that the philosophy was being reviewed. Throughout the following month, Tamara pointed out to families where the philosophy could be viewed and supported families to record comments. Educators continued to have discussions with families about the different aspects of the philosophy and brought back to reflection meetings what families had been saying. Tamara (Aboriginal Education Officer) shared philosophy with the local Aboriginal Education Consultative Group and feedback was provided regarding suggested changes to the philosophy. The main message was that the old philosophy was too long, had no visuals to support understandings and the AECG members did not believe it was accessible to many of the community members. These insights and comments were collated by educators during reflection meetings and a revised philosophy was developed and distributed to all contributors for final feedback. Plus, the draft philosophy was presented to primary educators K-6 for comment. Aunty Carmel (Aboriginal Education Officer K-6) stated that this philosophy was simpler and to the point and the pictures showed what happens in the preschool and the old philosophy was too much teacher talk and too long. Contributors did not request additional

changes. Our current philosophy reflects the voices of our children and families and draws on the knowledge of our Elders and community.

- Our philosophy underpins every aspect of our program, practices and decision-making and is displayed throughout the preschool. The children's yarnning circle input on the material was made into a flag and is displayed in the with the philosophy.
- We are a preschool to year 6 school and proudly display the preschool philosophy in the main school building. The principal as the Nominated Supervisor and Educational Leader and the Deputy Principal as the Preschool Supervisor display the philosophy in their executive offices. This deepens our wider school community's understandings of Djanenjam Preschool culture of quality practice in the early years.
- The philosophy is displayed in the front foyer of the preschool and is included in the orientation pack for all families. At family partnership meetings educators share the philosophy with families and talk about how the philosophy informs our practice and how it connects to the Early Years Learning Framework.
- To ensure all of our educators understand and are familiar with the philosophy of Djanenjam Preschool, the philosophy is included in the induction and the casual educators folder.
- Our philosophy is in our Quality Improvement Plan and our plan is displayed in the foyer, it is accessible to educators and families at all times and is continually being reviewed. An invitation for family collaboration is placed beside the QIP sharing with families how educators will work with them on the preschool Quality Improvement Plan. It states the central role of the family and community in helping educators to reflect on current practice, identify strengths and set goals for improvement.
- Each year, educators revisit our philosophy and make changes as necessary with consideration for current educators, children, families and community.
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Element 7.1.2

At Casino Public School - Djanenjam Preschool;

- Department of Education policies and procedures outline the effective management and operation of our service. Localised procedures are developed by educators in consultation with families and community members in various specialties and reviewed annually. Families are made aware two weeks in advance through our Preschool newsletter and Kindyhub, that our service will be reviewing the localised procedures in the coming months and that families are encouraged to offer feedback with any changes they would like to see made to the current procedures. The Aboriginal Education Officer Tamara dicusses with families at arrival and departure times what procedure we are currently reviewing and asks for any input they have. Educators consider family feedback and makes necessary changes. A family member of our current children or member of the community who specailises in the particular field of the procedure we are reviewing, is then asked to evaluate the procedure and offer feedback. For example, when reviewing our Sun Safety Procedure a parent training to be a nurse was consulted and offered educators feedback. The localised procedure is then sited by the Nominated Supervisor and placed in our localised procedures folder located in the bookcase on the left hand side of entry into the preschool.
- All incident, injuries, accidents and illnesses are recorded in accordance with preschool procedures as stated in the Department of Education Preschool handbook. Educators use the mandatory Department of Education and Training incident, injury, trauma, and

illness form to record any incidents within the service. The form is sited and signed by the child's family at the completion of the day and stored in the child's individual file.

- In the event of a serious incident, for example: a medical practitioner was sought after an injury occurred in the preschool, the Teacher informs the Nominated Supervisor of the incident who then notifies the Department of Education.
- Confidential records are stored appropriately at the service. Current records of children and families are stored on Preschool site, in the admin space, in a filing cabinet containing a folder for each individual child. In accordance with Department of Education policies, archived records are kept on Preschool premises for 7 years and then relocated to Casino Public School archives until the child is at the age of 25.
- Evacuation and lockdown procedures are established and practised twice a term with both preschool groups. An evacuation floor plan and procedure is placed on a wall in all rooms of the preschool. Evacuation and lockdown drills are recorded on the school server in folder located in faculty/teacher/preschool/preschool 2019/administration/registers/evacuations and lockdown drills record.

Element 7.1.3

At Casino Public School - Djanenjam Preschool;

- Information about the management of the service, the roles and responsibilities of the approved provider, nominated supervisor, educators, coordinators and educators is communicated through:
 - Family Information Booklet
 - Parent information sessions and orientation
 - Preschool newsletter
 - Visual representations in the preschool foyer
- Role statements for each educators have been established to effectively manage the service and to ensure all educators are aware of their roles and responsibilities within the preschool. Role statements are visible on the kitchen back wall and on the Casino Public School computer server in a folder located in faculty/teacher/preschool/preschool masters/administration/educatorsing/educators roles and responsibilities.
- At the beginning of each year, Amy the Preschool Teacher takes all Preschool educators, including release from face to face and regular relief educators through a comprehensive induction outlining the operation of the service and the roles and responsibilities of all educators on site. The induction includes information regarding; the service philosophy, the Department of Education Preschool Handbook, Early Childhood Code of Ethics, Early childhood Education Law and Regulations, program documentation in accordance with the Early year Learning Framework, location of policies and procedures and all other mandatory documentation required to work in the Preschool. A checklist is signed by each educator undertaking the induction and then sited and signed by the Principal and Nominated supervisor. The checklists are placed in a folder located in the admin space.
- A casual educators folder is located on a wall in the admin space. The casual educators folder contains an overview of the preschool, the service philosophy, daily timetable, teacher's daily duties, children who require bus collection and children with medical or other requirements.

- All educators working daily with the children are qualified first aid officers. All educators hold a current Working With Children Check (WWCC), anaphylaxis and asthma qualifications, and an e-emergency care qualification. Folders containing educators details, qualifications and certificates are kept in the preschool admin space.

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.

Element 7.2.1

At Casino Public School - Djanenjam Preschool we are committed to a process of effective self-assessment for continuous improvement within the service;

- Our Quality Improvement Plan is displayed in the foyer and indoor learning space, it is accessible to educators and families at all times and is continually being reviewed. An invitation for family collaboration is placed beside the QIP sharing with families how educators will work with them on the preschool Quality Improvement Plan. It states the central role of the family and community in helping educators to reflect on current practice, identify strengths and set goals for improvement.
- The nominated supervisor, the preschool supervisor and the two preschool teachers meet two days per term for an executive meeting for the continuous improvement process where a service self assessment is conducted looking at systems and the operation of the service. Strengths are added to the Quality improvement Plan and progress against QIP goals are identified and discussed and additional strategies are put in place regarding executive support and funding/resourcing as required. An example of this has been our goal to create a bush playspace. This has been a long term goal and to progress towards the achievement of this goal the school executive have been central to the planning and allocation of funding. Executive educators were able understand the benefits of a significant investment in our physical environment and how it would have long term benefits for children's enquiry based learning.
- At the end of each day on a Monday, Tuesday, Thursday and Friday the two Teachers and the Aboriginal Education Officer, have a 15 minute reflection meeting where we spend time reflecting on service operations in relation to the National Quality Standard, and how the teaching and learning cycle is aligning with the Early Years Learning Framework's Principles, Practices and Outcomes. For example, Amy (teacher) will select an element from the National Quality Standard and ask educators questions of how we are achieving that element and collaboratively identify any goals necessary to align with the standard. Educators reflect on the

spontaneous interests and intentional teaching opportunities from the day and consider how to plan for future learning experiences within the program. Minutes from these discussions are recorded on a template and placed in a educators reflection minutes folder located in the admin space.

- Complaints are dealt with in accordance to the Department of Education Complaint Handling Policy Guidelines. When possible, complaints are addressed within the service directly with Amy the Teacher. If a complaint cannot be resolved directly it is referred to the Principal Nominated Supervisor and addressed within a timely manner in a way that assures confidentiality and equity.

Element 7.2.2

At Casino Public School - Djanenjam Preschool;

- Educator reflection meetings agendas throughout the years encompass the National Quality Standard, Quality Areas 1 to 7. All meetings are minuted with actions. Minutes are kept in the a folder in the admin space.
- The role of the Principal of the school is also the nominated supervisor and educational leader of the preschool. The Pricipal has delegated a supervisory role of the Preschool to the Deputy Principal P-6, Krystal Burley. The Principal and Deputy Principal work together to assist preschool educators with program implementation within the service. Teachers share the program with the Deputy Principal through "google docs" each week. Krystal will view the program to ensure experiences are informed by the learning outcomes of the Early Years Learning Framework.
- The teacher is allocated 2 hours of release from face to face (off the floor) a week on a Wednesday morning for programming and planning. The teacher is allocated 3 hours a week on a Wednesday afternoon for the continuous improvement process Quality Improvement Planning (QIP).
- The program is on display in the preschool foyer and in the preschool yarning space to ensure it accessible to families at all times.
- There is a wall display in the indoor learning space of current projects the children are working on, and the process of enquiry that has occured throughout the duration of the project. Educators make a contious effort to engage families in the children's projects by starting conversations about our project wall display. This often sparks comments and conversations about enquiry at home and how that aligns with what they are learning at preschool. Family comments and feedback on the program are documented in the program reflection book and this informs furture planning within the program.
- The Principal and Casino Public School executive staff members acknowledge the value of inquiry based learning and the way it is implemented within the preschool environment. This has led to a whole school initiative on 'continuouty of learning', taking a whole school approach to the implementation of inquiry based learning to achive curriculum outcomes across all stages.

Element 7.2.3

At Casino Public School - Djanenjam Preschool;

- The Principal (Nominated Supervisor and Educational Leader) and Deputy Principal (Preschool Supervisor) consistently conveys to preschool educators high expectations to ensure effective performance and development. Djanenjam Preschool has a collaborative and supportive workplace committed to a culture of ongoing learning by individuals and teams. All teachers understand they have a

right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning.

- All educators working within the Department of Education undergo a Performance and Development Plan Process (PDP) annually. During this process educators identify 3-5 goals that are targeted to school plan, strategic directions, service philosophy, Quality Improvement Plan and identified individualised learning goals, which are informed by the NSW Education Standards Authority – Australian Professional Standards for Teachers. Educators and Executive Educators collaboratively develop and articulate the professional goals, the strategies and support required to achieve those goals and the evidence required to indicate progress towards achieving goals. A mid year self-assessment is undertaken by the educator and is signed and signed by the executive supervisor. At the end of the annual performance and development cycle educators and supervisors participate in a structured discussion to facilitate review on progress towards achieving professional goals. This will include an agreed written assessment, informing the next performance and development cycle.
- The teacher is allocated a significant amount of professional learning opportunities. Professional learning is targeted towards achieving professional goals and the process for quality improvement.
- The leadership team regularly reflect on the services quality improvement processes and make changes where opportunities are identified to strengthen outcomes for the preschool team, children and families. For example, The Principal (Nominated Supervisor and Educational Leader) responded to feedback from educators that afternoon routines impacted on opportunities to reflect and engage with families. This was due to the children's bus routine of an afternoon, where the teacher would deliver children to their designated bus lines which in-turn impacted on the ability for all educators to reflect as a team each afternoon. The Principal agreed that afternoon reflection time was a valuable opportunity for educators to critically reflect on the preschool program and National Quality Standard. The Principal allocated an educator from Casino Public School to assist the preschool with the afternoon bus routine, freeing up time for educators to have a 15 minute reflection time in the afternoon after the children had departed for the day.
- The preschool Teacher Amy is supported by the Deputy Principal as a beginning teacher in gaining her accreditation. Krystal and Amy allocate time in their calendars to discuss accreditation and track Amy's progress towards this process.
- The performance of the preschool AEO and SLSO are regularly appraised and discussed with the nominated supervisor, and constructive feedback given.
- The School Learning and Support Officer and Aboriginal Engagement Officer are supported in their development through:
 - Involvement in service self assessment and construction of the philosophy.
 - Active participation in preschool educators reflection meetings
 - Opportunities to participate in targeted professional learning informed by their professional development plans and service quality improvement process.
 - Support and guidance from the P-2 Initiatives officer.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
7.2.1	Information about the services' policies and procedures are accessible to families prior to the child's attendance at the service				H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
Localised procedures promote our localised context to the community and enable them to access them at any point in time.	Localised procedures are present on the Casino Public School's website to be accessed by all community members.	Term 2 2019	Garry Krystal	<ul style="list-style-type: none"> Krystal Burley (preschool supervisor) and Kelly Hayward (instructional leader) are reviewing the schools website to ensure localised procedures of the preschool are present and a link to the Department of Education policies is available for families and community. 	
	A link to department policies is accessible on the school website	Term 2 2019	Garry Krystal		

