

## Service details

Service name		Service approval number							
Mallala Preschool		SE-00010600							
Primary contact at service									
Sharon Okmasich									
Physical location of service			Physical location contact details						
Street: 28 Owen Road			Telephone: 8527 2240						
Suburb: Mallala			Mobile:						
State/territory: SA			Fax: 8527 2028						
Postcode: 5502			Email:						
Approved Provider			Nominated Supervisor						
Primary contact:			Name: Sharon Okmasich						
Telephone:			Telephone: 8527 2240						
Mobile:			Mobile: 0411 465 730						
Fax:			Fax: 8527 2028						
Email:			Email: Sharon.Okmasich583@schools.sa.edu.au						
Postal address			(if different to physical location of service)						
Street:									
Suburb:									
State/territory:									
Postcode:									
Operating Hours									
	Monday	Tuesday	Wednesday	Thursday	Friday				
Opening time	8.45am	8.45am		8.45am					
Closing time	3.00pm	3.00pm		3.00pm (Even weeks of school term)					

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

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- Shared school parking is provided in a gravel car park behind the school gym.
- Interact with school regularly and use school resources including use of school library, gym and oval.
- Pupil- free days are in line with Mallala Primary School and are communicated to families through regular newsletters.
- Preschool operates during SA school terms. See table below:

	Term 1	Term 2	Term 3	Term 4
<b>2018</b>	29 Jan - 13 Apr	30 April - 6 Jul	23 Jul - 28 Sep	15 Oct - 14 Dec
<b>2019</b>	29 Jan – 9 Apr	27 Apr – 3 July	20 July – 25 Sept	12 Oct – 11 Dec
<b>2020</b>	28 Jan – 9 Apr	27 Apr – 3 July	20 July – 25 Sept	12 Oct – 11 Dec
<b>2021</b>	1 Feb – 16 Apr	3 May – 9 July	26 July – 1 Oct	18 Oct – 17 Dec

How are the children grouped at your service?

Children move between the indoor and outdoor area freely during the day. There are small periods of time during the day when children are required to stay as one group (i.e. lunch time, mat times, morning snack and sip or visiting areas around the primary school).

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: Sharon Okmasich

## Service statement of philosophy

# Philosophy

The Early Years Learning Framework (EYLF) (DEEWR, 2009) states that:

*'We see children's lives as characterised by **belonging**, **being** and **becoming**. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.'*

We encourage their sense of **Belonging** by building safe, warm and supportive relationships between educators and children and also educators and families. We aim to structure a learning environment that invites the children's participation and ownership.

The relationships we form with families, school and the community also enhance the sense of **Belonging**. We take time to get to know both children and their families. We value all children's experiences and ways of **Being** by seeking information from their families and planning individual learning experiences around these interests.

Children are encouraged to investigate other ways of **Being** through their play and cultural experiences. The children in our care are individual and unique and emphasis is placed on self esteem, emotional wellbeing, communication, socialization, collaboration and self-help skills. Children are given the opportunity on a daily basis to participate in a period of relaxation.

We recognise and celebrate the children's **Becoming** with a focus on building on what they already bring with them to preschool.

We use resources such as 'Reflect, Respect, Relate' to support their **Becoming** more self aware, more socially aware, more literate and more numerate, **Becoming** in the long-term, confident, eager, lifelong learners.

## Strengths

DIAf		NQS	Strengths
improve	Learn	QA1 Educational program and practice	<ul style="list-style-type: none"> <li>-Fortnightly programme displayed prominently inside on sign in bench for parents to view, comment and add individual children's interests and needs.</li> <li>-Learning displays of children's work are displayed around the indoor environment for parents/families/children with links to NQS and EYLF.</li> <li>-Children's profile folders accessible to parents and families at all times. Children often use their folders to reflect on their time at preschool and share their folders with others.</li> <li>-Parents are encouraged to add comments and learning stories of their own into children's profile folders.</li> <li>-Educators are approachable and make time to talk and listen to parents on arrival and at the end of the day. Appointments can be made if required.</li> <li>-We value times for solitary, paired and group play experiences. Activities are set up with this in mind with some activities set up with only 2 chairs for example to allow for paired play.</li> <li>-Learning goals developed with parent and teacher input at parent/teacher interviews.</li> <li>-Observations of children are written on sticky notes and filed under EYLF learning outcomes and are used to inform future programming.</li> <li>-All Educators record children's observations.</li> <li>-All educators have input in daily reflection including OHSW checklist daily. Fortnightly educators meetings also give all educators a platform to discuss any ideas/issues.</li> <li>-Daily routine displayed for children and families to view.</li> <li>-Verbal handover from outgoing educators to ingoing educators before and after lunch breaks.</li> <li>-Daily educator rosters displayed in kitchen area.</li> <li>-We value children's voice and it informs all of our planning we undertake with and for the children.</li> <li>-Diversity is fostered at the centre through parent participation, sharing resources and involvement.</li> <li>-Fortnightly programme is flexible for change and we note interest areas which can be met immediately and note others that can be followed up in the next programme.</li> <li>-Rest time is built into the children's day and tailored for individual needs as a part of our focus on Positive Education.</li> <li>-Educators provide experiences, but children influence what happens.</li> <li>-We have fortnightly educator meetings where we discuss observations and share learning stories.</li> <li>-Children's learning is recorded using observations, photographs, displays, work samples and learning stories.</li> <li>-Programming is undertaken based on the children's observations and interest areas. We use observations to support our understanding of the children's strengths and areas to support. In this way, we evaluate each child's learning journey in order to plan experiences which build on their prior knowledge.</li> <li>-Observations assist educators to know when to undertake intentional teaching moments, support or scaffold and when to stand back and observe.</li> <li>-Intentional teaching moments are planned for a purpose as a large group. Intentional teaching moments are undertaken as required by educators during free play.</li> <li>-Care is taken to record children's actual words on their work, while not writing on top</li> </ul>

			<p>of their work. Educators also scribe children's names on their work, but only on the back of their work as to not cover/deface the child's work.</p> <ul style="list-style-type: none"> <li>-Conversations with families and carers form our part of our programme planning. Records of all conversations are kept with names and dates of conversations.</li> <li>-Relationships between families, children and educators are built so that children feel safe, supported and valued.</li> <li>-Professional Development readings are discussed at educator meetings as required.</li> <li>-Reflection includes conversations with families, children, jottings, anecdotal records, parent interviews, observations and learning stories.</li> <li>-Opportunities for small group work exist now that children move freely between indoors and outdoors during their play. Due to increased staffing, small groups are able to leave the Preschool and work in other areas of the site.</li> <li>-Preschool programme shared with Occasional Care educators and Occasional Care programme shared with Preschool educators.</li> </ul>
		<p>QA2 Children's health and safety</p>	<ul style="list-style-type: none"> <li>-Allergy and medication information stored in the preschool office with picture of children and medication stored accordingly.</li> <li>-Children's emergency contact information, mobile phone and medications taken with when visiting areas outside the preschool. Multiple copies available to ensure a copy is kept at Preschool while small groups of students may be visiting other areas of the site.</li> <li>-Children who are unwell rarely attend, but if a child appears to be unwell, parents are contacted ASAP and the child is made comfortable until parents arrive to pick up child. If required, unwell children can have access to the Mallala Primary School sick room.</li> <li>-Allergies information stored in preschool office on wall with photos of children for easy access for relief educators.</li> <li>-Relaxation offered each day after lunch. A large variety of different forms are included to cater for the different needs of the children.</li> <li>-Information pamphlets displayed and distributed to families with newsletters.</li> <li>-If a child needs to sleep, an area can be made to allow for that.</li> <li>-Quiet places are available for children to have some quiet time if required. This is more difficult in outside area, but the tunnel has become a popular quiet space.</li> <li>-Hand washing song sung before washing hands for snacks and lunch. Reminders are given to children outside of these times.</li> <li>-Educators model to children healthy eating and model eating manners.</li> <li>-Children watch as educator's model hand washing procedures and explain hand washing and hygiene display posters in the bathroom area.</li> <li>-Bathroom is easily supervised with educators being able to observe children when required.</li> <li>-Educators keep parents informed regarding any toileting issues with slips to inform parents of any clothes changed and recorded in First Aid folder for Preschool records.</li> <li>-Continence Care plans followed with appropriate educators used as required.</li> <li>-Regular reminders for all children to go to toilet usually at hand washing time for snacks and lunch time.</li> <li>-Children encouraged to remind each other to wash their hands.</li> <li>-Hand washing posters displayed in bathroom area and near tissue box.</li> <li>-Letters sent home to families about infectious diseases and display poster on Preschool door when required.</li> <li>-Nose blowing station: tissues and a small bin for tissues near the bathroom to encourage children to wash their hands after blowing their nose during winter.</li> <li>-Open communication with parents, sharing information about children being sick, so it doesn't spread and educators can keep an eye on children as required.</li> <li>-Snack and Sip in the morning which the preschool suggests fresh fruit or vegetable. Rolling snack in the afternoon allows children to finish their fruit/vegetable snack or their lunch as required.</li> <li>-Water bottles accessible to children at all times and educators are able to top up bottles as required. Educators remind children at various times during the day to have a drink.</li> </ul>

		<ul style="list-style-type: none"> <li>-Indoor and outdoor areas are planned for in the fortnightly programme with resources taken both from outdoors to indoors and from indoors to outdoors.</li> <li>-Mallala Primary School oval, gym, library are used on a regular basis either as a large or small group.</li> <li>-Children's skills and confidence are used when planning and programming.</li> <li>-Educators document in a reflective journal daily any changes to programme, incidents that occurred etc.</li> <li>-Ratios are always met. Qualified Educators are always present and school educators with appropriate qualifications are used to cover for preschool educators lunch breaks. The same school educators are used to allow children to become familiar with them.</li> <li>-All educators are engaged with children during session times and are not included in the ratio if they are not visibly working on the floor with children.</li> <li>- Outside yard is also hard to supervise with only one educator due to its shape- two educators are usually present (ratio allowing) in the outside area due to the shape of the yard.</li> <li>-OHSW checklist completed each morning and signed off on. Any hazards are removed or reported, so they can be dealt with.</li> <li>-Educator hand over conversations: educators take the time to have a conversation before leaving with the new educator covering for the lunch break.</li> <li>-Risk assessments are carried out and reviewed each year.</li> <li>-Evacuation plans- preschool participates in drills held each term both invacuation and evacuation.</li> <li>-Letter sent home to parents regarding the child protection curriculum being taught. This is included in the enrolment package that families receive on enrolment. Educators are currently working through curriculum each fortnight. CPC is also included in the newsletter to ensure parents are aware of the topic being taught at present and can support this at home.</li> <li>-All educators working in the preschool have current RAN training.</li> <li>-Bathroom regularly checked and marked off sheet hanging on wall.</li> <li>-Sun cream applied daily by families before arriving at preschool. Sun cream is then reapplied at Preschool as required.</li> <li>-Educators model sun safe practices including hat and sunscreen.</li> <li>-Educators monitor all children's drink and food intake.</li> <li>-CAFHS visits several times per year to carry out 4 year health checks.</li> </ul>
		<p>QA3 Physical environment</p> <ul style="list-style-type: none"> <li>-Building and furnishing clean and well maintained and regularly checked. Any problems reported to WHS representative and removed as required.</li> <li>-All furniture, toys and other equipment cleaned regularly after each use. Furniture is cleaned regularly throughout the day and resources are cleaned at the end of the programme.</li> <li>-All furniture is moveable to allow flexibility in planning and programming.</li> <li>-Equipment purchased according to the needs of children.</li> <li>-Resources, materials and equipment allow for multiple uses.</li> <li>-Educators make conscious decisions when purchasing materials, opting for eco-friendly products if available.</li> <li>-The use of recycled materials in programme is regular with many families providing resources for use at the collage table.</li> <li>-We are continually looking at ways to improve our sustainability and reduce our carbon footprint.</li> <li>-Education of families through newsletters and learning stories with stories, articles and brochures attached.</li> <li>-Children have a limited amount of water to be used for play. Water that has been used in the water play sink is then recycled to water plants and trees in the preschool yard.</li> <li>-Children have access to waste/recycling bins at lunch and snack times.</li> <li>-Small yoghurt containers are washed to be used at the collage table.</li> </ul>

Connect	QA5 Relationships with children	<ul style="list-style-type: none"> <li>-Preschool students develop relationships with Reception teachers through lunch covers and also informal transition visits throughout the year.</li> <li>-Communication with Reception teachers as far as what preschool students should know and special needs etc.</li> <li>-Children and families are warmly greeted on arrival and at the end of the day.</li> <li>-Every child's ideas are recorded through observations and parent input on the programme. Parent input can also be recorded by educators on behalf of families.</li> <li>-Educators model and encourage children to vocalise feelings when supporting conflict resolution 'it makes me feel... when you ...' Taken from the Child Protection Curriculum.</li> <li>-Educators model calm positive language to children at all times. Instead of 'no running' educators use a statement like 'walking please' instead.</li> <li>-School Leadership team visits Preschool on a regular basis to form relationships with children and families.</li> <li>-Educators monitor all children's drink and food intake. Educators communicate with parents regarding this as required and document in parent documentation book.</li> <li>-Educators are available to assist children if they need to change clothes etc due to toileting accidents or water play accidents. This is recorded in the first aid folder and a slip is sent home via the parent pigeon holes to communicate this.</li> <li>-All children's thoughts and ideas are valued and used in programme, daily reflection and individual learning goals.</li> <li>-Focus on children's, families and educator wellbeing.</li> </ul>
	QA6 Collaborative partnerships with families and communities	<ul style="list-style-type: none"> <li>-Experienced Support workers rostered on to work with children that have been assessed and require further support with speech, language or other reason.</li> <li>-Learning plans for children developed with educator, parents and speech pathologist. Copies of all learning programmes are sent home to families.</li> <li>-Educator has pre referral discussion with support service personal.</li> <li>-Referrals are made through EYS, preschool support funds provided by DECD.</li> <li>-Preschool educators meet with new families at the end of the year before their child starts preschool. This gives families and parents time to adjust to the preschool routine and voice any concerns they may have. This is also a great opportunity for families to discuss any medications, allergies and court orders in which the Preschool requires further documentation.</li> <li>-Educators gather information regarding cultural views and any special talent and also occupations which can be used in the preschool programme.</li> <li>-All parents are encouraged to phone the Preschool to see how their child is going if the child is upset when saying goodbye. Similarly educators face to face talk with parents or hold conversations via phone to discuss any concerns during the day.</li> <li>-Families are encouraged to add information into children's profile folders or share an interest area.</li> <li>-We focus on relationships and getting to know families as well as children. This is evident through families being encouraged to bring a family photo to be displayed on our belonging tree.</li> <li>-Newsletters printed and placed into children's pockets each fortnight and also put on the Skoolbag app. These include Preschool newsletters and Schools newsletters.</li> <li>-Fortnightly programme displayed on sign-in bench and families are encouraged to make suggestions and feedback.</li> <li>-Displays throughout the centre show what the children are learning about and what is happening in the programme, informing families as well as demonstrating to children that we value and respect their work.</li> <li>-Preschool children work with schools children in various activities including library borrowing, gym activities and sharing of work.</li> </ul>

Lead			<ul style="list-style-type: none"> <li>-Educators have regular conversations with Private Speech Pathologists and DECD Speech Pathologists and CAFHS as required.</li> <li>-All conversations had with parents are documented including the date in a Parent Communication Book for future reference.</li> <li>-Section in newsletter which thanks families for their help and involvement in the Preschool.</li> </ul>
		QA7 Leadership and service management	<ul style="list-style-type: none"> <li>-School grievance policy applies.</li> <li>-Parent complaints are dealt with immediately.</li> <li>-Conversations are documented and kept for future reference.</li> <li>-Follow up letters are sent when appropriate.</li> <li>-Leadership regularly visits Preschool during drop off and pick up times to network and get to know new families to the school community.</li> <li>-Regular information sharing both in person and by email.</li> </ul>
		QA4 Staffing arrangements	<ul style="list-style-type: none"> <li>-Educator: child ratios are met at all times with SSO floating between the indoor and outdoor areas.</li> <li>-Qualification requirements are met at all times.</li> <li>-JP teachers who cover breaks are known to the children with the same teachers being used at all times.</li> <li>-Educators hand over (share info about planned experiences, children &amp; learning, routine) to lunch cover educators. This includes sharing information regarding medications, allergies and court orders.</li> <li>-All educator photos and names are displayed for families and children to view. Photos are also displayed that show daily educators that will be working in the Preschool on that day.</li> <li>-Relief educators fully qualified and trained and inducted about the way the preschool runs. TRT educators are usually known to the children as the Preschool attempts to use the same TRT when required.</li> <li>-Safe, clean working environment.</li> <li>-Fortnightly educator meetings are held on a Thursday. Written notes are taken and filed in staff meeting folder for all educators to have access to.</li> <li>-Regular informal discussions between educators occur both before and after Preschool.</li> <li>-Open relationship between educators to encourage interaction and sharing of ideas and resources.</li> <li>-Educators are supportive of other people's ideas.</li> <li>-All educators are encouraged to be creative and incorporate ideas into programme.</li> <li>-Recognition of educator birthdays and significant life events.</li> </ul>



## Improvement Priorities

NQS	Improvement priorities	Strategies	Timeline
QA1 Educational program and practice	1.1.1 Educators to become more familiar with EYLF Principles and Practice and demonstrate which Principles and Practice are evident in the programme.	<ul style="list-style-type: none"> <li>• Begin by identifying the Principles and Practices that are evident in planned experiences, and display the links in displays of children's experiences.</li> <li>• After a period of time (2 terms) review which Principles and Practices have been demonstrated and how frequently.</li> <li>• Identify which, if any Principles and Practices have not been as evident and develop site inquiry into one of these.</li> </ul>	Discussions continuing 2018.
QA3 Physical environment	3.1.1, 3.1.3, 3.2.1, 3.2.2 Enhance and extend outdoor learning environment	<ul style="list-style-type: none"> <li>• Seek info and ideas from families about skills, materials, time they could provide to continue to develop the outdoor area.</li> </ul>	Further ideas to be carried out in 2018.
	3.3.1 Increase range of sustainable practices that children regularly participate in	<ul style="list-style-type: none"> <li>• Collect photos to share with parents that show the kinds of loose parts desirable and how children can develop problem solving skills, cooperation, creativity, symbolic play, respect and knowledge about natural materials and recycling through the use of loose parts</li> <li>• Seek support from parents to collect resources at low or no cost</li> <li>• Determine storage requirements for collections and allocate funds to ensure loose parts can be stored, moved, accessed by children.</li> <li>• Undertake any risk assessments and write procedures for any items that pose a risk e.g. heavy logs, include children in the discussions and documentation.</li> </ul>	2018.

### Quality Area 1 - Educational program and practice

**Standard 1.1** The educational program enhances each child's learning and development.

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

#### QA1 Improvement plan

Improvement Priority	Deepen educators understanding of EYLF	
Goal or outcome sought	Educators to become more familiar with EYLF Principles and Practice and demonstrate which Principles and Practice are evident in the programme.	Priority
How will we get this outcome	<ul style="list-style-type: none"> <li>Begin by identifying the Principles and Practices that are evident in planned experiences, and display the links in displays of children's experiences.</li> <li>Continue to monitor that all Principles and Practices are being covered through programed experiences.</li> <li>Professional reading, discussion with other educators- within site and within ECD partnership, parent forums, educator journal of occasions that the principle or practice is evident (not just the experiences that are displayed)</li> </ul>	
Success Measure	<ul style="list-style-type: none"> <li>Principles and Practices are evident in records of children's experiences</li> <li>Educators are confident to discuss principles and practices with children and families</li> </ul>	
By When	Continue to develop in 2018.	

#### Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Display posters along with children's work displayed include links to principles and practice.	Display posters now include links to principles and practice.
2/8/14	Professional Development readings sent out as required.	Professional development folder is kept at preschool and readings emailed to preschool educators.
20/4/15	EYLF Professional Development for educators.	Targeted readings for educators to read and discuss and gain more of an understanding of the EYLF.
4/6/15	Learning stories placed in children's folders, which stem from observations.	Observations are collected (Aim of 1 observation per fortnight per child) and these are built on to form learning stories.
24/3/16	EYLF display up for families and community to become more familiar with the framework and also ask educators any questions. By end of term 1, 2017.	Photos and short description of what the learning intent is and linking to EYLF and NQS.
30/1/17	Follow up with all Preschool Educators to ensure everyone has relevant copies of EYLF documents.	Melissa to follow up and source

		documents as required.
10/9/17	We currently do not have a full set of the EYLF posters to display for families and parents.	Melissa to source EYLF posters and display in 'Parent Hub.'
22/2/18	Regular EYLF sections included in the Preschool newsletter to help families understand the framework.	Melissa to start ASAP.

### Recommendations

Quality Area 1 - Educational program and practice		
Standard 1.1	The educational program enhances each child’s learning and development.	
Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
QA1 Improvement plan		
Improvement Priority	Increase cultural competence of adults and children	
Goal or outcome sought	Incorporate Aboriginal cultural perspectives and awareness in programme	Priority
How will we get this outcome	<ul style="list-style-type: none"><li>Develop educator competence in working with ATSI cultures</li><li>Gather resources, including professional readings about cultural competence and cultural activities for pre-schoolers</li><li>Plans for POLA Project to include an Aboriginal perspective; e.g. planting of indigenous species that are/were used by Kaurna people</li></ul>	
Success Measure	Evidence of Aboriginal cultural experiences in programme Educators confident to discuss how a range of cultural perspectives are incorporated in programming Plans for POLA Project to include Aboriginal perspective of some kind	
By When	Continuing 2018	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Books resourced from the library and a poster acknowledging the past and present owners of the land we meet on is displayed. Children are interested to look at the different cultures.	Resources that acknowledge the past and present owners of the land include books so far. More resources to come.
2/8/14	Indigenous Families SA brochures available for families on various topics. Parents and families have been accessing these since they were sent home with the newsletter this term.	Brochures have arrived and are displayed in a folder and on the information stand for easy family access.
2/8/14	Indigenous cultural days celebrated.	Children had the opportunity to participate in cultural stories and art work.
20/4/15	Parent-Teacher interviews held in term 1. Educators asked each family about cultural beliefs that we could use at preschool.	No cultural beliefs were shared with the educator at term 1 2015 Parent Teacher interviews.
30/4/15	Cultural resources added to play spaces including puzzles and dolls. Investigate in acquiring more resources including seeing if there are people in the local area who could become involved in the Preschool programme on a regular basis.	Children have minimal knowledge of cultures.
4/6/15	Children’s birthdays are celebrated by singing Happy Birthday and children have the chance to share their birthday celebration with their peers.	Children’s family cultures are celebrated at Preschool.
4/5/15	Me Box sent home with children for sharing. Children are invited to bring in items from home to share from their home and answer questions from peers and educators. Continue during Term 2, 2016.	Children share their special possessions with peers and educators.

24/3/16	Introduce using different languages through counting/saying good morning. Korean if possible- See Rebecca.	Children become aware of other languages.
12/8/16	Introduced counting in Kurna and German with children.	Continue incorporating into Preschool everyday including counting in German/Kurna in our hand washing song.
10/2/17	Children are involved on a regular basis in a welcome to country where we acknowledge the local indigenous people, the traditional custodians on this land where we are meeting on today.	Children have viewed the Aboriginal Language map and were amazed at the amount of Aboriginal languages.
24/2/17	We do not currently have any Aboriginal cultural artefacts or art on display at Preschool.	Melissa to see about sourcing Aboriginal artefacts to display.
22/2/18	Aboriginal Language group poster is displayed in Preschool.	Continue to build on indigenous resources.

#### Recommendations

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

Standard 2.1	Each child's health and physical activity is supported and promoted.	
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.	
QA 2 Improvement Plan		
Improvement Priority	Improved documentation about health issues	
Goal or outcome sought	Ensure health records are up to date and illness and injury is recorded and reported	Priority
How will we get this outcome	<ul style="list-style-type: none"><li>• Draft an enrolment update form to regularly send home &amp; check with families if any health needs have changed</li><li>• Introduce use of medical/illness record forms that parents sign, can be set up a folder with allergy and medication records. Copies to be made of forms which are sent home with children on the bus and parents notified by phone.</li><li>• Notifications of infectious diseases can also be stored in this folder with records of notifications and action take along with copies note sent home to families.</li><li>• Check that all practices align with guidelines in <u>Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition)</u> Investigate other resources available from National health &amp; Medical research Council website (posters, parent information sheets) <a href="https://www.nhmrc.gov.au/guidelines/publications/ch55">https://www.nhmrc.gov.au/guidelines/publications/ch55</a></li></ul>	
Success Measure	<ul style="list-style-type: none"><li>• Health needs are updated regularly.</li><li>• Injuries and illness are documented and reported to families on the day which they occur.</li></ul>	
By When	End term 2, 2018	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Notification of infectious diseases notes kept at school office for use when required.	Letter sent home on the day the infectious disease is discovered to all preschool families.
2/8/14	Injuries and Illness folder set up to record and report to parents.	Injuries and Illness folder set up with accident forms as well as notes to be sent home to communicate with parents. Notes are placed in children's files for parents to collect and sign forms when required.
15/9/14	Bathroom cleaning check-list introduced to Educators ready for implementation in term 4 2014.	This is the final step with bathroom cleaning already on our SSO lunch time list but now signing off on it each day.

20/4/15	Allergy Buddy medication bag set up with all personal medications for children including photos and details for easy access for TRT Educators if required.	Allergy Buddy bag also contains simple first aid supplies and to be taken with when leaving the preschool.
30/4/15	Nose blowing station set up in terms 2 and 3 for children to blow their noses and dispose of tissues into tissue bin.	Tissue station is near bathroom to encourage children to wash their hands to decrease the spread of infectious diseases.
4/6/15	Information sheets regarding infectious diseases displayed on preschool door where appropriate.	All families informed of infectious diseases promptly.
4/6/15	Signs with colour codes for cloths and sponges displayed in kitchen and bathroom.	Cloths and sponges distinguished by colours to avoid cross contamination.
4/6/15	Families encouraged to send children to Preschool with water only. Educators monitor drink bottles and fill drink bottles when required.	Children have access to drink bottles during inside and outside play.
24/3/16	Educators record toileting for students who are not toilet trained. Continence Care Plan supplied by parents. This is kept in a secure location where only educators can access.	Kept in drawer of Adult toilet.
11/8/16	Separate sinks used for washing of kitchen utensils and materials and washing of paint and preschool resources.	Signage displayed near sinks.
11/8/16	Different coloured sponges used for different purposes with new signage displayed.	Signage displayed near kitchen and bathroom.
11/8/16	Signage displayed in children's bathroom with list of cleaning to be carried out by educators at lunch time. Sign off list also displayed on wall for educators to sign off that the cleaning has occurred.	Sign off sheet checked regularly and filed for future reference.
12/8/16	Allergy Buddy bag medication expiry dates checked on a regular basis along with bag contents.	Bag is taken with when moving anywhere out of the Preschool building/yard.
20/2/17	Letter sent home regarding families and parents providing information regarding immunisation records for children at Preschool and Occasional Care.	Mallala Primary School office staff to document as they view documentation and enter into the system as required.
22/2/18	Regular conversations with parents regarding any changes in health requirements for children while at Preschool.	Continuing 2018.
<b>Recommendations</b>		

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

**Standard 2.2 Each child is protected.**

Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

**QA 2 Improvement Plan**

Improvement Priority [Review food and nutrition policy \(whole site\)](#)

Goal or outcome sought [Healthy eating policy implemented across whole site](#)

Priority

How will we get this outcome

- [Draft new policy in collaboration with school Educators and children](#)
- [Consult governing council](#)
- [Consult parents](#)
- [Amend according to feedback received](#)
- [Promote new policy, include in parent info pack, info in newsletters](#)

Success Measure

- [New policy is agreed to, approved by governing council, adhered to by educators, parents and children](#)

By When [Update during 2018](#)

**Progress Notes**

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	New healthy eating policy complete. Just need to add copy to Preschool policy folder.	Healthy Eating policy being implemented across site. Policy has been received well.
15/9/14	During term 3, each Tuesday the children are encouraged to bring in nude food. Nude food continuing in Term 2 2015.	Fully supported by parents and children. Reduced waste significantly. To be continued through term 4, 2014. Will include in parent handbook for new intakes.
30/4/15	Children encouraged to bring healthy fruit or vegetable snacks for both morning and afternoon snacks.	Children are trying different fruits and vegetables along with their peers.
30/4/15	Families encouraged to supply drinking water only for children's drink bottles.	Families have supported this with many children requiring their drink bottles to be refilled during the preschool day.
10/2/17	Brochures about sugar in foods and 'Right Bite- Eat Well SA: Healthy Eating for Schools' brochure sent home to families. Brochures are available in the parent brochure stand in the 'Parent Hub.'	Families made aware of ingredients in snack foods and appropriate foods for children at preschool.

**Recommendations**



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

Standard 2.2	Each child is protected.	
Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
QA 2 Improvement Plan		
Improvement Priority	Introduce more natural resources in the outdoor area	
Goal or outcome sought	Build up a collection of loose parts that children can use in the outdoor area	Priority
How will we get this outcome	<ul style="list-style-type: none"><li>Collect photos to share with parents that show the kinds of loose parts desirable and how children can develop problem solving skills, cooperation, creativity, symbolic play, respect and knowledge about natural materials and recycling through the use of loose parts</li><li>Seek support from parents to collect resources at low or no cost</li><li>Determine storage requirements for collections and allocate funds to ensure loose parts are able to be stored, moved, accessed by children</li><li>Undertake any risk assessments and write procedures for any items that pose a risk e.g. heavy logs , include children in the discussions and documentation</li></ul>	
Success Measure	A range of loose parts available for children to use in the outdoor space	
By When	2018	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
30/4/15	Milk carton planters are displayed in the outside yard on the fences. The children also have regular access to the vegetable garden just outside the preschool fence.	Plants grew well during cooler months. Summer may present challenges as plants exposed to direct sunlight. Summer months were a challenge with milk planters being too small to hold enough water to keep the soil damp.
20/4/15	Collection of natural items which are moveable has begun with tree stumps being introduced to the yard.	Children have enjoyed using tree stumps as seat and invent games that use stumps as props. Include families in collecting more resources for the extension of the yard.
30/4/15	Bales of hay introduced into outdoor yard. Children enjoyed spending time climbing onto the hay bales, jumping over and playing with the bales.	Bales of hay have slowly disintegrated over time and bales can now be used in the vegetable garden.
4/6/15	Preschool children take part in the Premiers Be Active Challenge and receive a medal for their participation.	Undertaken during term 2, 2015.

11/8/16	Various loose parts including sticks, planks of wood and a large wooden cable reel have been added.	Continue collecting resources.
12/8/16	Pams Science class from school made planters using PET bottles bolted onto wood. Have attached wooden frames onto ramp near Preschool door.	Continue to water and look after seedlings in planters.
10/2/17	Children involved in collecting natural resources from outside the Preschool including Altarama and the school gardens. Many children enjoyed this experience with many collecting sticks to take home with them.	Continue to involve children in collecting and finding resources as required.
22/2/18	Now that the POLA Project is complete, we can continue to build on the space to incorporate more loose parts for use during play.	Continue to involve families.

**Recommendations**

### Quality Area 3 - Physical environment

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>
Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
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.
Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

#### QA 2 Improvement Plan

Improvement Priority	Enhance and extend outdoor learning environment	
Goal or outcome sought	Improve outdoor environment to create wider range of play spaces and introduce more natural elements and portable climbing equipment	Priority
How will we get this outcome	<ul style="list-style-type: none"> <li>Look into purchasing more garden tools including forks, spades, watering cans and children's garden gloves.</li> <li>Continue to invite parents and families to be involved in tending to our vegetable gardens.</li> <li>Contact NRM or other local businesses to possibly and visit and talk to children about plant growth.</li> <li>Possibility of exploring smaller planters to hand on fence?</li> <li>Propagate various succulents to include in a 'fairy garden'</li> </ul>	
Success Measure	<ul style="list-style-type: none"> <li>More options available to children in outdoor environment, more natural elements</li> <li>Educators, children and parents report that the outdoor space is more interesting, challenging, engaging</li> <li>Children develop greater awareness of environment, uses of plants</li> <li>Children's involvement levels when using outdoor space will increase (using involvement scale from RRR) compared to current ratings</li> </ul>	
By When	Further ideas to be carried out in 2018	

#### Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Bitumen removed ready for extension of Preschool yard. A "creek" will be added to the area. A windmill will pump the water.	Lots of interest has been generated. Many positive comments via school's Facebook page.
2/9/14	Survey parent about things they played with when they attended Preschool for ideas for the new yard.	Ideas requested via community board. No responses so alternatives planned – direct communication and/or Facebook page.
2/10/14	Cement creek bed constructed in new preschool yard area.	Creek bed is ready for windmill, pebbles and water!
20/4/15	Windmill is hooked up to pipes to allow water to run along creek bed.	Windmill having difficulties pumping enough water. Need to research.

20/4/15	Bark chips spread in yard extension with the help of families at a working bee.	Will need to shift parts of the bark chips to allow soil to be brought in for planting.
20/4/15	Rough plans for outdoor space have begun to take shape.	Families and preschool children to be consulted for any more ideas. Children to illustrate ideas and have educators scribe ideas onto drawings.
4/6/15	Plants for extension of yard have arrived and are ready for planting.	Plants will be planted with the help of school children during term 2, 2014.
23/9/15	Plants planted in consultation with the local NRM representative from the Barossa Council, grounds keeping Educators and school students.	Plant guards also added for extra protection from wind and children's play.
8/12/15	Selected to be a part of the Preschool Outdoor Learning Area Project.	Consultation meetings to begin early 2016.
12/7/16	First Consultation meeting held during the school Holidays. Educators from Preschool, Occasional Care and Playgroup attended along with a large group of parents and children from all settings. Children worked with Simon Hutchinsons from Climbing Tree to build models of their ideas for the yard and also spent time in Altarama on the day exploring.	Consultation meeting received well.
11/8/16	The next consultation meeting being held to reveal the proposed POLA plans to the community including	Meeting being held on Wednesday 31 August
11/8/16	Plant guards to be removed to allow for better growth.	Note written in Johns book.
14/10/16	Plant guards removed from plants in nature play area as required.	Note written in Johns book.
10/12/16	Work has begun in the holidays to remove the old ramp and veranda in readiness for a new ramp and veranda to be build.	Plans are being made for outside work to be completed in readiness for the Preschool 2017 year.
30/1/17	New concrete ramp has been constructed along with new hand rails to the existing door. The old veranda has been removed in readiness for the new on to be built. Roof on veranda due during week 4.	Children and families have commented on the changes so far.
30/1/17	New hand washing sink in the kitchen, adult toilet and child bathroom have all been installed. Outdoor sink on deck is also installed.	Extra hand washing sinks have made routines so much quicker and easier. Children are just having trouble

		turning the taps on and off.
30/1/17	New double doors have been installed into the side of the building.	Having the extra doors has meant a smoother transition period at both drop off and pick-up times. Educators are working with families to enter through one door and exit through the other door.
13/2/17	Door handles are shifted higher; door guards and soft closes for external doors are fitted.	Existing door is too heavy for children to open. Have propped it open.
20/2/17	New roof on veranda is complete along with outdoor heaters, ceiling fan and zip track blinds.	Lots more comments from families. Side of the building is now shaded from the water and children have enjoyed working under shaded veranda.
12/10/17	Letter sent to Bunnings at Gawler for donation of plants for vegetable gardens.	Letter sent and large donation collected including seedlings and seeds.
22/2/18	Vegetable gardens incorporated into daily outdoor play with children helping to plant, look after and water seedlings. May need to look at purchasing more garden tools including watering cans, small spades, forks and children's gloves.	Investigate further in 2018.

#### Recommendations

### Quality Area 3 - Physical environment

<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

#### QA 2 Improvement Plan

Improvement Priority	Sustainability	
Goal or outcome sought	Increase range of sustainable practices that children regularly participate	Priority
How will we get this outcome	<ul style="list-style-type: none"> <li>Introduce a Compost bin and worm farm</li> <li>Larger, more accessible vegetable garden</li> </ul>	
Success Measure	<ul style="list-style-type: none"> <li>Children participate daily in all aspects of tending the garden, can describe activities and how they contribute to caring for the environment</li> </ul>	
By When	Continuing 2018	

#### Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Compost bin cleaned out and children have been involved in placing new food scraps to start composting again.	Need more green waste products to create successful compost process. Have spoken to grounds person regarding this.
2/8/14	Worm farm set up and in use.	Working well. Children show interest and become involved in maintaining healthy environment.
2/8/14	Bokashi compost bin set up and in use.	Bokashi compost being added to compost bin. Very sustainable.
11/8/14	Large vegetable garden outside Preschool building planted with vegetables. We were able to plant plants from our milk carton planters on the fence. This way, the children are able to see the full life cycle from seed to mature plant. Children involved in planting, watering and tending to garden.	Positive comments from community. Children enjoy watching growth cycle. Looking after plants well.
20/4/15	Nude food to reduce waste at preschool.	Families encouraged to pack nude food to pre-schoolers once per week.
30/4/15	Hand dryer in bathroom fixed to allow children to dry hands by using paper towel or hand dryer. Paper towel to be removed once children are	Preschool children were making their

	used to hand dryer.	way through a packet of paper towel refills each day or sometimes faster.
30/4/15	Sign for parents to place their name on to take home chook scraps.	No takers yet- may need to shift the position of sign.
24/3/16	Compost bin not working- not enough green waste.	Ask if school can add green waste from lawns?
11/8/16	Compost bin not being used so scraps are being given to worms.	Children enjoying helping to care for the worm farm.
12/8/16	Recycled goods being used at collage table and wood work table as much as possible. These include washing out children's yoghurt containers, keeping bread tags and drink lids, buttons, scrap material and ribbon.	Continue to ask for donations from the community.
30/1/17	Worm farm and compost bin have dried out during the holidays. Both need to be cleaned out and started again.	Purchase new worms for worm farm when a sheltered place away from the weather is available.
22/2/18	Yoghurt containers/yoghurt pouch lids are washed and recycled at the collage table.	Investigate further ideas to increase the Preschools sustainability.

### Recommendations

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

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
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.	
QA6 Improvement plan		
Improvement priority	Ensure parents are informed and have access to current & relevant information about the service	
Goal or outcome sought	<ul style="list-style-type: none"><li>Improve induction and transition processes for new families</li></ul>	Priority
How will we get this outcome	<ul style="list-style-type: none"><li>Revise parent handbook</li><li>Consult current parents to determine what information was most important when their children commenced and made them feel confident in the service.</li><li>Revise enrolment, introduction procedure for next intake</li><li>Devise parent questionnaire to monitor effectiveness of enrolment &amp; induction processes.</li></ul>	
Success Measure	<ul style="list-style-type: none"><li>New handbook</li><li>Educators and next group of parents report positively about transition process</li><li>Next group of parents report that they felt welcome, confident in the service and informed about the things that matter most</li></ul>	
By When	Continuing 2018	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Parent handbook in process of being revised.	This is to be completed for the 2015 intake. Families will be surveyed as the effectiveness of handbook early in term 1, 2016. Any changes will be made.
2/10/14	Pre-entry Parent Information Session.	Information session being held on Thursday 16 <sup>th</sup> October with invitations being emailed out to families. Only 3 families attended. Other families given information from educators as enrolments were processed.
20/4/15	Playgroup families with preschool aged children for next year are being encouraged to enrol children already so that educators can contact families in term 3.	Some enrolments beginning to come in for next year.



24/3/16	Pre-entry not currently running due to amount of enrolments. Not likely to run again during 2016. Many of the children have/ are attending either occasional care or play group so are familiar with some educators and/or environment.	Monitor enrolments and re-evaluate closer to end of the year. Put reminder for enrolments into school newsletter already in end of term 3, 2016?
11/8/16	2016 Parent Preschool opinion Surveys are being completed at the moment with only a few more to come back.	A large percentage of families have completed surveys with a high percentage of positive feedback.
11/8/16	Discussions have been held regarding advertising to the community for Preschool enrolments for 2017 and beyond.	School newsletter and Preschool newsletter to start with.
12/8/16	Investigate if we could hold a visit morning for new families of Preschool children to visit centre and meet with educators.	Melissa to research how this could look.
14/12/16	All 2017 Preschool families were contacted and had a time to come and have a play at preschool. Parents met with Melissa who ran through info and checked enrolment forms, medication forms, allergies and court orders. Families and parents were encouraged to ask any questions and raise any concerns.	Melissa met with all Preschool 2017 parents during term 4, 2016.
10/2/17	Children and families have arrived at preschool and have quickly settled into the routine.	Having the time to talk to each family individually has allowed any concerns or questions to be raised already in 2016. Children have also been so settled.
8/12/17	Information session held for all 2018 Families. Power point presentation followed by informal play and questions from parents. Various hand-outs given to families. Families that did not attend had handouts posted out to them.	Late enrolments also received handouts early 2018.
8/12/17	Skoolbag phone App instructions given to families to download ready for 2018.	Need to find out which families have access to this and which families do not.

### Recommendations

### Quality Area 7 - Leadership and service management

Standard 7.2	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>
Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

#### QA7 Improvement plan

Improvement priority	Support educators develop professional expertise	
Goal or outcome sought	Implement professional development policy	Priority
How will we get this outcome	<ul style="list-style-type: none"> <li>Regular Performance development meetings</li> <li>Refer to Australian teacher standards</li> <li>Educators to develop professional development plans</li> <li>Formal written feedback to be provided by site leader to educators</li> </ul>	
Success Measure	<ul style="list-style-type: none"> <li>Educators feel supported in their professional learning</li> </ul>	
By When	Continuing 2018	

#### Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
15/9/14	Performance development plan underway. PDP to be completed and meeting to discuss being held 16/10/14.	
15/9/14	Performance development meeting to be held 16/10/14 and Alec to provide written feedback.	
20/4/15	Educator goals recorded on AITSL website and can be accessed and changed at any point.	
3/3/16	PDP meeting held with all educators and line manager.	PDP reviews to be held late in 2016.
22/2/18	PDP due to line managers week 4, Term 1. Meeting with line manager to follow.	PDP review held at 6 months and again at 12 months.

#### Recommendations

### Quality Area 7 - Leadership and service management

**Standard 7.1**
**Governance supports the operation of a quality service.**
**Element 7.1.2**

Systems are in place to manage risk and enable the effective management and operation of a quality service.

**QA7 Improvement plan**

Improvement priority	Develop a policy review schedule and Review all policies	
Goal or outcome sought	<ul style="list-style-type: none"> <li>Review all current policies</li> </ul>	Priority
How will we get this outcome	<ul style="list-style-type: none"> <li>Identify required policies</li> <li>Review DECD applicable policies and determine if site policy is needed</li> <li>Determine which policies if any are relevant to the preschool only, or if they can be incorporated into whole site policies</li> <li>Download and print all applicable DECD policies recording access date</li> <li>Develop review schedule for site based policies and to check for updates to DECD policies</li> <li>Review all site based policies that are required</li> <li>Consult with community and present to governing council</li> </ul>	
Success Measure	<ul style="list-style-type: none"> <li>Policy folder and policy schedule are up to date</li> <li>Parents have access to and are made aware of all policies</li> <li>All educators are aware of all policies</li> </ul>	
By When	<ul style="list-style-type: none"> <li>Develop schedule by end term 1 2018</li> <li>Review policies scheduled for 2018 by end 2018</li> </ul>	

**Progress Notes**

Date	Strategies implemented/ Data & Feedback collected	Analysis
15/9/14	Policy folders held in office and preschool. Folders to be reviewed and combined. Review schedule to be created and to be stored in each folder.	One complete folder has been developed. A copy of this will be made and kept in the school office.
15/9/14	All policies to be approved by G.C. and communicated via newsletter.	Ongoing.
20/4/15	Policy review calendar to be added into policy folder.	Ongoing.
17/3/16	Updated policies added to policy folder.	Ongoing.
30/1/17	Policy folder requires updating.	List of policies that need to be updated.
22/2/18	Check DECD for updated policies to replace any out of date policies.	Aim for end of term 2, 2018.

**Recommendations**