



2019

Quality Improvement Plan



Service details

Service name		Service approval number	
Snowtown School Based Preschool			
Primary contacts at service			
Trish Boschetti			
Physical location of service		Physical location contact details	
Street	James Road	Telephone	
Suburb	Snowtown	Mobile	
State/territory	SA	Fax	
Postcode	5520	Email	
Approved Provider Department for Education		Nominated Supervisor	
Primary contact	Ann-Marie Hayes	Name	Trish Boschetti
Telephone	(08) 8826 3463	Telephone	8865 2006
Mobile		Mobile	0409 928 336
Fax	(08) 8826 2237	Fax	8865 2082
Email		Email	trish.boschetti471@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00		09:00 Even weeks of the school term			
Closing time	15:00	15:00		15:00 Even weeks of the school term			

Additional information about our service

- ◆ Parking is provided in car park adjacent to the Preschool building.
- ◆ Snowtown Primary School and School Based Preschool have the same public holiday dates as SA Government schools.
- ◆ Located on James Road across the road to Snowtown Primary School.
- ◆ Closure Days: 4 per year

Educators work closely with the Junior Primary educator in particular and all staff at the Primary School. We are able to access school resources including the School Community library, finance officer, groundsperson, equipment, School Community Pool and playgrounds.

We liaise with Department for Education services, Healthy families, CAFHS and Families SA in regards to children who may need assistance during their time at preschool.

We are part of the Mid North Clare Partnership group. This group meets twice a term with the children and young people from our area being our core business. This group consists of Snowtown School and School Based Preschool, Koolunga Primary School, Spalding Primary School, Brinkworth Primary School and School Based Preschool, Burra Community School, Burra Early Learning Centre, Blyth Primary School, Clare High School, Clare Primary School, Clare Valley Children's Centre, Watervale Primary School and Auburn Primary School.

How are the children grouped at your service?

We are a part-time service all preschool children are grouped together.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Trish Boschetti – Principal/Nominated Supervisor

Anne Jones - Preschool teacher

At Snowtown School Based Preschool educators, children and families have discussed, questioned and agreed upon three key values.

Play	Powerful Learners	Connections
discover	asking questions	friendships
explore	investigating	sustainability
swing	exploring	with self
home-corner	being brave	Mindfulness
mud-kitchen	participating	belonging
making	problem solvers	With others
Inside	learning new skills	children
outside	independence	staff
bikes	trying new things	families
trampoline	planting flowers	relationships
slide	planting tomatoes	friendships
children	writing	environment
playing with friends	drawing	fun
bikes	writing and drawing	communicating
blocks	confidence	listening
building	resilience	group-time
creating	giving things a go	excursions
slide	reading	playing with friends
hoola-hoops	books	
Friends	bookmaking	

We provide a **play** based learning environment for each child that provides a balance between child initiated, child led, educator supported and intentional teaching that is responsive to the needs of each child. Opportunities exist for children to explore, ask questions, discover and experiment.

We work together and have **connections** to people, the school, neighbouring preschools, support services, the environment and the community to support the diversity of children's learning. We strongly value the partnerships we have with the school, neighbouring centres and the community.

Self-Review Process

The QIP has been developed in collaboration with all staff through audits and daily reflection on our current practices. We have strategically looked at every standard of the New NQF and had many conversations in relation to where we are now. We have also used the EYLF to create conversations and reflections on our practices and how we can improve in all Quality Areas. Our QIP also references our Partnership plans and Department for Education strategic plans to ensure we are inclusive of all strategies. Parent Opinion surveys and regular feedback throughout the year from Families and Governing Council have also been used.

- o Review undertaken during all staff meetings in T1 (will be ongoing).

- Date 24th and 25th Jan 2019 - General discussions.
- All staff auditing an area each to discuss during week 1 to 4 staff meetings. QA 2,3,4,7.
- Planning afternoon Thursdays, Weeks 3 and 7 each term
- o Explanation and Discussion at Governing Council Meeting Term 1 and 3
- o Parent perspectives gathered during pre-commencement catch ups and term 1 interviews.
- o Self-review discussion record based on NQS Guide (Use of new NQF documents)
- o Weekly conversations with Reception teachers in preparation for transition.
- o Parent surveys
- o Term 1 EYLF used as reference during reflection conversations.
- o Partnership Plans and Department for Education strategic plans.
- o Statements of Learning written for all children at the end of the previous year

Improvement Priority 1

Goal

Improvement Priority -1

Ensuring more purposeful documentation of program/critical reflections/evidence/observation to strengthen and inform practice.

Goal-For educators to become proficient in displaying the program, documenting learning experiences and critically examining each aspect of children's learning.

Educators will then be able to better gather information about the children and how it is used..

Related Department priorities-Great Start, Learning in Partnership, High Achievement.

Related Partnership Priorities - Powerful Learners Improving student outcomes, Critical & Creative thinking.

As educators we will....	For children we will...	For families and community we will...
<p>Critically reflect on learning and use the reflections to inform practice.</p> <p>Use the planning cycle to design experiences for individual children.</p> <p>Analyse child voice in conjunction with critical reflection – To find 'Possible Lines of Direction/inquiry'.</p> <p>Write one learning story per term for each child. Record observations using the EYLF Dispositions</p> <p>Record observations relating to Preschool Indicators of Literacy and Numeracy each term</p> <p>Display the program and learning each term.</p> <p>Align reporting processes with the school and have parent chats highlighting the special folder in Terms 1 and 3, provide written comments in Term 2 and write Statements of Learning in Term 4.</p> <p>We will provoke thinking and interests with intentional provocations to further our evidence with each child's assessment and learning.</p>	<p>Encourage children to look further into their inquiries and investigations throughout the day.</p> <p>Listen more intently to child voice-children learn best when they are actually interested in a topic or idea.</p> <p>Record conversations we have with children about their learning and store them in child's learning pocket and transfer them to each child's special folder each term.</p> <p>Gather pre-data from families related to EYLF.</p> <p>Teach children about noticing: include child led documentation and reflection in special folders.</p> <p>Continually assess "what are we learning here?" and "what are the things that I can really help children to explore and develop?"</p> <p>Involving the children with the inclusion of their ideas and input into what next or where to next.</p>	<p>Through Facebook posts, visual displays and children's individual special folders engage families in their child's learning.</p> <p>Check that they have viewed the program display.</p> <p>Communicated that special folders can be added to and viewed at any time and used as a base for parent chats in Terms 1 and 3.</p> <p>For families, educators and children will be documenting and recording in a variety of ways what was said, what ideas were shared and making evident the teach-able moments shared and enjoyed throughout the day.</p> <p>Post end of day learning reflections on Facebook</p> <p>Share children's reflection sheets</p> <p>Share Facebook clips of learning reflections</p> <p>Encouragement to engage also in the children's learning through thoughts and comments, children's interests at home in their special folders.</p>

Improvement Priority 1

Goal

Improvement Priority -1

For educators to become proficient in displaying the program, documenting learning experiences and critically examining each aspect of children's learning. Educators will then be able to better gather information about the children and how it is used.

Success Measures/Evidence

Displays will ensure that the child's voice is at the heart of all learning experiences in a practice.

Children will be regularly reflecting on their own learning and indicating learning to be included in their special folder.

With the principles and practices in mind, we will to improve outcomes for children. This will be particularly evident in our inquiry approaches that reflect children's strengths and interests.

Educators will be thinking deeply about planning for each individual child and implementing change through the process of reflection.

Planning cycle will be on display and will be constantly built on and added to. Planning cycle will reflect individual children and their learning.

Photos of planning cycle will be taken and placed into planning folder.

Regular phone conversations and visits from ECL to reflect on children's learning.

Quality Areas for improvement link to

1.3.2 Critical reflection. Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.1.2 Child-centred .Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

1.1.3 Program learning opportunities .All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

1.2.1 Intentional teaching. Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

1.2.2 Responsive teaching and scaffolding. Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

1.3.1 Assessment and planning cycle. 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.

7.2.1 Continuous improvement. There is an effective self-assessment and quality improvement process in place.

Improvement Priority–2.

Management systems support and promote childrens' health and wellbeing in relation to medication, toileting and safety of environment.

Our Goal– For all staff to consistently enact policies and

Related Department priorities–

Related Partnership Priorities–

3.

As Educators we will...	For children we will...	For families and community we will...
<p>Develop a common understanding and practice in relation to children's health and wellbeing.</p> <p>New staff inducted in processes</p> <p>Update the following policies:</p> <p>Anaphylaxis</p> <p>Toileting plan</p> <p>Liaise with local CAFHS nurse to support identified parents, including playgroup families.</p> <p>Program for children's learning, health and wellbeing.</p> <p>Display toileting procedures in ambulant toilet. Record times adults assist with change of clothes. Keep a record book of toileting incidents.</p> <p>Update knowledge and training to manage anaphylaxis. Staff meeting in Term 1 to complete an anaphylaxis update.</p> <p>We will regularly reflect to determine where to next</p>	<p>Children will engage in learning experiences and an environment which will support their health and wellbeing (CPC, You Can Do It! Education).</p> <ul style="list-style-type: none">• Handwashing• Sunscreen application• Snake procedure <p>Support children to learn about their health and wellbeing through routines</p> <p>Involving the children with the inclusion of their ideas and input into what next or where to next.</p>	<p>Meet and go through detailed health plans with families where applicable and liaise with outside services if required (Special Educators, CYHS, Autism SA)</p> <p>Consult to update policies</p> <p>Work with families on their approach to toileting</p> <p>Have updated policies available on the preschool website</p> <p>Share knowledge of handwashing practices, sunscreen use with families etc</p>

Improvement Priority 2

Management systems support and promote childrens' health and wellbeing in relation to medication, toileting and safety of environment.

Success Measures/Evidence	Quality Areas for improvement link to
<p>New staff induction checklist completed</p> <p>Tickbox of previous page</p> <p>Eg toileting record used by all staff</p> <p>Anaphylaxis training completed.</p> <p>Anaphylaxis procedures on display</p>	<p>7.1.2 Management systems. Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>6.1.2 Parent views are respected. The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p>

Strengths

QA1	Educational program and practice	
1.1	Program	The educational program enhances each child's learning development
<p>The Early Years Learning Framework (EYLF) is an integral and invaluable resource that is constantly used and referred to by educators with all aspects of our kindy setting.</p> <ul style="list-style-type: none"> The framework allows us to gather vital information pertaining to each child and family at our centre to foster learning for all. By referring to the outcomes we can ensure opportunities are maximised for every child. The principles and practices provide educators with tools to reflect on their own pedagogies. Observations are taken with the 5 outcomes in mind. This ensures that our learning program enhances the interaction, routines and experiences for all children. 		
1.1.1	Approved learning framework	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.
<ul style="list-style-type: none"> The Early Years Learning Framework (EYLF) guides and underpins our teaching and learning practices. In the last two years we have had consistently being refining the development of clear and user friendly documentation and programming processes which demonstrate the links with our Assessment and Reporting Practices, and connects our observations, to ensure children are achieving learner outcomes as described in the EYLF. The development of the Philosophy Statement in partnership with the children, families and educators indicates our belief that children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners. We have been investigating through curriculum the notion of inspiring spaces. We can see that the children's learning has been enhanced through our learning and implementation of these philosophies including that Children are strong, interested, capable and curious, Children learn best when working with others, and Children have "one hundred languages...and one hundred more." 		

1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
<ul style="list-style-type: none"> From the onset of enrolment parent chats occur prior to commencement of Preschool (year prior where possible) where we gather verbal, observational and written information directly from the child and their family. Pre entry allows us to get to know the child and family by commencement of relationship building, observing and talking to the child and family. We ask families to fill in the 'All about my child' information sheet. From this information, we draw our understandings about each child's current knowledge, ideas, culture, abilities and interests and use our knowledge to develop and build on the program for each child. Our morning routine enhances and extends learning. The morning routine brings us all together as a group, we all say good morning to each other so children are aware of each other and who is present for the day. It enables parents the opportunity to say goodbye leaving their children in a secure group with educators able to provide support with separation if difficulties arise (demonstrating a strong sense of identity outcome 1 and wellbeing outcome 3). 		
1.1.3	Program and learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<ul style="list-style-type: none"> Every child is supported to participate in the program in various ways. We understand that all children need time to 'be' and to make meaning of their world through their play. This can often look different for individual children. We see this when we have group discussions about an area of interest at mat times. Some children are very engaged in this process, and willingly contribute to these discussions. However, for some of our children this is often a difficult process to participate in. For these children, often conversations happen after group times throughout the day when they are able to discuss and consolidate their learning. Educators often document conversations which can give us vital information about how the children are processing and learning throughout the day. Children have opportunities for large periods of unstructured play in both the inside and outside learning environments, both before and after lunch. 		

1.2	Practice	Educators facilitate and extend each child's learning and development.
<ul style="list-style-type: none"> Educators are very aware that gaining secure relationships with the children early on in their kindy year enhances the children's ability to be responsive to their own learning. Our ability to anticipate and implement intentional strategies as they assist with the children's learning ensures that the children can their ideas and thinking are valued. The Respect Reflect Relate Tool (RRR) is utilised to observe children engaged in play, and to identify what further improvements could be made to foster not only the children learning but also the educators learning. The reflection on children's learning and development, both as individuals and in groups, is regularly discussed and incorporated into planning. Use of the scales with educators is also a useful tool when reflecting on our own practices. 		
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
<ul style="list-style-type: none"> Educators are focussed and watchful for opportunities to engage children throughout the day with intentional teaching experiences. Almost every experience can be used for intentional teaching although staff are mindful not to take away from the children's experiences while playing that also involve their own learning such as social interactions, making friends, experimentation, and learning from each other. Our daily planner, sticky notes, photo evidence and reflection time at the end of the day with educators, has enabled us to ensure that the experiences that we provide are based around the children's interests. Possible lines of inquire (sometimes initiated by Educators) are included in the planning and programming documentation. Educators also plan for intentional teaching which does include the Keeping Safe Child Protection Curriculum and information gained from our program opportunities/possibilities and reflective discussions. Intentional teaching may also be spontaneous and implemented as the opportunities arise. 		
1.2.2	Responsive teaching and scaffold-ing	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
<ul style="list-style-type: none"> Educators consistently and opportunely respond to the children's ideas and extend on each child's learning throughout the day. Through our knowledge of the EYLF and connections to our philosophy we are able confidently make curriculum decisions to ensure each child's learning is strengthened and extended. Our preschool/school resources enable us to provide extensive choice for the children to engage and experiment with immediately. Staff are able to scaffold the children's learning immediately if needed due to the wide range of equipment and resources. 		

1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and
<ul style="list-style-type: none"> • Every child is supported to participate in the program in various ways. We understand that all children need time to 'be', and to make meaning of their world through their play. This can often look different for individual children. We see this when we have group discussions about an area of interest at mat times. Some children are very engaged in this process, and willingly contribute to these discussions. However, for some of our children this is often a difficult process to participate in. For these children, often conversations happen after group times throughout the day when they are able to discuss and consolidate their learning. Educators often document conversations which can give us vital information on how the children are processing and learning throughout the day. • Regular visits beyond the preschool fence to the 'Ag Block, School Nature Play area and Playground have provided the children with real life and significant learning experiences. Nature Play plays a large part within our curriculum as does opportunities to incorporate the Keeping Safe child protection curriculum while on the other side of the preschool fence. The children's experiences and 'voice' are documented and used for future planning. Continuing on from child led experiences and ideas outside the fence enables us to provide a quality program that encourages children to experience and discover and challenge their many learning dispositions. 		
1.3	Assessment and planning	Educators take a planned and reflective approach to implementing the program for each child.
<ul style="list-style-type: none"> • Conversations/Reflections take place directly after the children have left for the day. Specific reflective questions are discussed with the thoughts and considerations of each staff member documented and discussed. From these reflections planning can be made for future sessions with particular children and their goals targeted as well as planning for group experiences if required. • All children have a goal which is discussed 3 ways - staff, families and the child. All children are focus children twice a term as well as being challenged and encouraged with all aspects of their learning on a daily basis. 		

1.3.1	Assessment and planning cycle	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.
<ul style="list-style-type: none"> The documentation and photos on our planning cycle board, Children's special folders, Individual observations, Daily reflections, Individual goals and Statements of Learning at the end of the year makes sure that each child's strengths, abilities and interests are reflected in the assessing, planning and programming. Our cycle of planning includes individual children, group experiences, family responses, and community related experiences. Our reflective practice process is ensuring that all children are planned for as well as highlighting children's progress towards learning outcomes and goals. Teachable moments are continually identified and implemented to ensure that the children are constantly strengthening their knowledge and skills. 		
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
<ul style="list-style-type: none"> Staff are constantly reflecting through discussion throughout the day, after sessions and at staff meeting in relation to assessment and planning and ongoing learning outcomes for all children. Reflective discussion may also result in changes to our plans for the day if the children are not particularly engaged. Reflection regularly includes discussion with families of noticing's, strengths, learning and development. Our reflection book that is written in at the end of each day also includes family feedback to ensure their inclusion. Notes are taken throughout the day to be able to recall and reflect upon, as well as floor books being used to include the children's voice which in turn encourages reflection on their own experiences and learning. Visual displays in relation to planning are easy to see and read. We regularly receive feedback on how well we are keeping families informed. Our reflective discussions provide opportunity to critically reflect on our own principles and practices and how they have been implemented throughout the day. We are becoming adept at being able to make changes to our program and our practice based on our reflections and feedback from each other. Children's comments about experiences are recorded on sticky notes and discussed with them and with staff during the day if appropriate or at end of day reflection. Children often have the opportunity when we gather at the end of the day to comment about the day's events through brainstorming activities and posts placed on Facebook from time to time. 		

1.3.3	Information for families	Families are informed about the program and their child's progress
		<ul style="list-style-type: none"> • Communication with parents is essential to create and secure a sense of partnership and teamwork with families within the Snowtown Community. Educators have created opportunities for formal and informal discussions. This occurs daily during a reconnection time for children and families to re acquaint themselves with educators and the centre. Newsletters, text messages, phone calls, Facebook posts and notes home to parents are also ways of keeping up connections. Children's special folders and are available for all to view in a highly visible area in the centre and examples of learning are evident within the preschool space. • Formal feedback from families is requested through yearly parent surveys and regular parent feedback forms. This information guides our future directions and improvements. Informal feedback from parents is often gathered during our twice yearly catch ups, and often at both the start and end of the day when we have opportunities to talk with families about their child's day.

QA2	Children's health and safety	
2.1	Health	Each child's health and physical activity is supported and promoted.
<ul style="list-style-type: none"> Our outdoor area, and close proximity to the school oval and facilities affords us the opportunities to participate in physical activity. We hold special days such as Happy Day, Walk and Ride to School Day, water play day, messy day and Nature Play day. On days when poor weather is forecast, we encourage the children to take the opportunity to play outside while they can. Inside activities are always available. Even when the weather is inclement, we have our verandah area set up for those who choose not to be inside. While not wanting the children to get soaked, we do encourage the children to experience the wonder of raindrops, clouds, rainbows and the weather in general. Boots, raincoats and change of clothes are encouraged. Staff encourage and promote physical experiences all the time, physical activity using the school facilities is planned for in our program and is improved by introducing activities that focus on children developing skills i.e. hand/eye, balancing, and strengthening different muscles- upper/lower body. Use of oval to provide large running spaces, physical games that incorporate listening - Simple Simon, here there everywhere occur regularly. 		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
<ul style="list-style-type: none"> It has been identified through educator reflections and children's various behaviours that we needed an opportunity for mindfulness, quiet time and rest after the lengthy periods of unstructured play. Various methods and timeslots are implemented depending on need throughout the day for rest and relaxation. Quiet music, familiar songs, mindfulness activities, Yoga and stories are all approaches that we use for relaxation and mindfulness time. We also have a quiet area with cushions where children have the opportunity to sit or lie, relax and have some quiet time amongst the other busy times of the day 		

2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
<ul style="list-style-type: none"> Children with health and/or safety needs are identified upon enrolment. Health care plans are developed in consultation with families, outside providers and the preschool, to effectively manage individual needs and health conditions. Medications and Health Management Plans are discussed with staff and placed in the cupboard in the kitchen for access if required. Policies in line with the Department for Education are used for all matters in relation to medical matters. Educator's first aid qualifications are available to view in the kitchen area. First aid kits are located in the kitchen area as well as mobile bags for the outdoor area. A kit is kept fully stocked in case of emergency or in the event of having to move from the site. Advice is given via the text or newsletter to parents when an illness is present within the preschool community. All Illness/incident reports/documentation is filed and a copy is given to parents. All staff use their knowledge and education to decide if families need to be contacted immediately or a written report is given at the end of the day. 		
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child
<ul style="list-style-type: none"> We provide many play based and intentional learning opportunities around health and hygiene practices such as hand washing, nose blowing, sneezing and coughing. We continue to work with the children and parents by encouraging healthy food choices at snack and lunch times A copy of our healthy food policy is given to and discussed on their child's enrolment, and continual information about healthy eating is given to families and put on display around the preschool. We are educating children about healthy food by way of discussion, games, and cooking opportunities. Physical activity is encouraged throughout the day. The children choose to access outdoor play frequently and it is a regular request especially during morning play. Our yard allows us to set up appropriately challenging climbing structures, obstacle courses and large mats for the children to experiment and practice such activities as rolling, jumping, and balancing. Staff are particularly conscious of the importance of developing children's bilateral awareness and body awareness, fine motor and gross motor skills 		

2.2	Safety	Each child is protected
<ul style="list-style-type: none"> Children are adequately supervised at all times. Staff ratios are always adequate and often higher than the required rate. When there are more than 2 educators we ensure that there is one person in and one out as well as a staff member floating to ensure adequate supervision. Risk benefits/assessments are encouraged to be made with the children's ideas and input, especially in regard to their general safety within the preschool environment. Close relationships with families allow us to have honest conversations together to ensure that we are aware of changes to Family dynamics. This ensures that the best interests of the children are at the forefront of everybody's thinking and allows us to support all concerned if required. 		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
<ul style="list-style-type: none"> With regular visits to the school and community walks this year the children have experienced the real version of nature, broadening their opportunities to explore and develop their motor skills on the uneven land. The walks are used for children to develop their awareness about keeping safe in a new environment, how they can look after themselves and their friends, and how to explore the environment safely. The regular visits within our community supports children to notice their surroundings and to keep themselves safe. Promotion of sun safety, road safety, and responding to their body's needs (hot, thirsty, tired, etc.) are some of the learning outcomes that children are experiencing. 		
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
<ul style="list-style-type: none"> Close ties have been forged with Snowtown Primary School and in conjunction with them, we have developed joint fire and bushfire plans. We use the emergency bells to adhere to the various emergencies as well as having joint evacuation and invacuation practices planned and implemented in our program. Families are notified of these events to encourage conversations at home. Families may also choose to come along and experience the various emergency procedures with their children to better support and understand their child's thoughts and feelings towards such activities. 		

2.2.3	Child protection	Each child is protected
<ul style="list-style-type: none"> Educators are aware of their responsibilities around the area of child protection and are using the Keeping Safe Curriculum in the program. All educators have participated in the 'Responding to Abuse and Neglect - Education and Care (RAN-EC) Update course 2015-2017', and the 'Keeping Safe: Child Protection Curriculum (KS: CPC)'. As relationships are a key focus at the centre, we are attuned to the needs of all children as well as any changes in their character, personality or behaviour. Trust and acknowledgement of no judgment has ensured trusting relationships with families. As a result, we are able to have honest conversations which result in families being able to accept help and advice when needed. 		
QA3	Physical Environment	
3.1	Design	The design of the facilities is appropriate for the operation of a service.
<ul style="list-style-type: none"> The preschool has flexible and well designed indoor and outdoor spaces. After 12 months of planning with the Department a ramp and ambulant toilet has been added to ensure equitable access for all children. Toilet cubicles have been added to ensure that children have privacy. A multi-purpose room has been added which allows children to have a supervised sleep area if required. A change table has also been added to the ambulant toilet. 		
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
<ul style="list-style-type: none"> Our physical environment provides a rich and diverse range of opportunities and experiences for the children. Improvements to our outdoor area have been the inclusion of a mud kitchen and provision of spare parts for the children to create and engage with. These two areas have been highly successful in creating new role play experiences, physical activity and many opportunities for numeracy rich thinking and conversation. We have and rearranged our indoor areas to better suit the needs of the children. Introduction of calmer colours, plants and natural materials assist children who often struggle with sensory overload. We include pops of colour to create a warm, fun and inviting space. 		

3.1.2	Upkeep	Premises
<ul style="list-style-type: none"> Yard checks are undertaken daily and areas requiring attention are noted on the WHS hazards chart located on the staff notice board. If there are areas of concern that identify as requiring immediate attention, the concern is relayed to the School Principal who then requests assistance immediately through our breakdown maintenance procedure. We understand that such high use of equipment and facilities requires regular checking and upgrade or maintenance. We are fortunate enough to access the School Groundsperson and also utilise community members who are highly skilled in woodwork and are very happy to maintain wooden equipment and toys. 		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
<ul style="list-style-type: none"> The outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences in both built and natural environments. The space provides flexibility to respond to children's individual needs, development, self-initiated play and exploration. We have researched various philosophies, principles and approaches to ensure that our centre is homely and inviting for our children and families. The planning and setting up of the environment is a consistent part of planning to ensure that the needs and interests of all children are catered for. We are creating an environment that is respectful of our community. Our community has constant opportunities to provide ideas for the planning of our environment. Situated close to school and council bush land and the Ag Block we are spoilt for opportunities to explore outside of our preschool yard. 		
3.2.1	Inclusive environment	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.
<ul style="list-style-type: none"> Our indoor areas are set up each morning with interaction of parents and children in mind. This promotes a time for parents to have some playtime with their child and conversations with staff. We found that by just encouraging the children to make the choices of table activities at the start of the day, children became settled and allowed parents to leave. Our outdoor environment has areas to participate in activities such as fine motor, gross motor, role play and investigative play. Our children take every opportunity to explore our large outdoor play area, including spare parts in their play, watering our plants and taking an interest and watching them grow, creating cubbies, and quiet spaces, role play and opportunities for group learning. 		

3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number and enable every child to engage in play-based learning.
<ul style="list-style-type: none"> Through training and development sessions, support from the Department and a change in educator thinking through research, our centre has moved from just providing static toys that are for one purpose only. We provide resources that can be used for more than one purpose such as pipes, tyres, and donated building supplies. Many of our accessories enrich the children's experiences in role play and social situations which further enhance children's communication, thinking, social and literacy and numeracy skills. We have designed our day to integrate the inside and outside play times. This affords the children opportunities to choose their place and pace of play. Children are able to facilitate their own learning, as well as learning about management of their day, routines and structures, shared thinking and collaborative learning. 		
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.
<ul style="list-style-type: none"> We have begun to see our vision for our outside area emerge. Our vegetable plots and children's plant pots in the mud kitchen have helped children learn about sustainability, healthy eating and the connection between foods and creating something good to eat (from garden to table). The children enjoyed picking, smelling and eating the crop of fruit from the ag block. The children have been involved in establishing our garden by way of designing/ drawing plans, planting, watering, and sadly experiencing the loss of plants. Children engage in sustainable practices by saving snack and lunch scraps to feed the chooks. Children have worked with the school Young Environmental Leaders to create a compost bucket and have been involved in adding items to the school compost. The children also keep scraps to feed the worms at the school worm farm. The recycling bin is used for paper and plastic rubbish and minimise waste going to landfill. 		

QA4	Staffing arrangements	
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
<ul style="list-style-type: none"> The Preschool is able to support the continuous employment throughout the year of 1 teacher and an SSO commencing mid year for some sessions so that children with special needs receive additional support. Inclusion of an extra educator supports all children's learning and development as well as providing consistency for families. Our staffing arrangements allow educators to direct their full attention to their work with children. Staff have time to direct their thoughts to specific planning, assessment and administrative tasks at other times during the week. This has allowed staff to foster responsive relationships with the children as they learn together. 		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
<ul style="list-style-type: none"> Staff have built collaborative partnerships through time and continuity of staff which are based on trust, respect and honesty. We have established a feeling of warmth, welcomeness and calm within the centre and have had many positive comments from families and the community in regards to this. Casual and relief staff are invited to be part of any proceedings at the preschool, instilling a feeling of belonging. We continually strive to demonstrate our ongoing commitment to the preschool which is a simple part of our culture here at the site due to all staff having clear intentions of wanting work with children and families. Staff are encouraged to support others in the team by accessing each other's strengths, knowledge and skills. Change is part of a continuous cycle at our centre therefore we ensure thorough education and support that all staff can become open to change and new possibilities. We do this in staff meetings, formal training and development, after work conversations and through the provision of a staff reading folder. Teamwork is paramount within our staff group, yet comes easily to us due to our trust in each other and staff continuity. This also pertains to our philosophy and core work with our children and families. Families are part of continuous conversations with educators in regards to the children and the centre environment. Extra staff are employed to support children with additional requirements, as well as provision of non- contact time to enable educator's quality time to undertake relevant tasks. 		

4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
<ul style="list-style-type: none"> The child/adult ration of 1:10 has been in place for the last few years. The site's budget allows flexible staffing arrangements and additional staff when needed. Staff and families have realised the benefits of programs such as 'Baby Bounce' and the Playgroup for making transitions to the preschool program easier. Continuity of staff, with core staff being the same for the last 3 years. All educators have at least completed Certificate 3 in children's Services or studying a Diploma and 2 educators hold a Bachelor of Education. 		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical
<ul style="list-style-type: none"> We all believe that the key to a collaborative, empathetic and respectful environment is relationships, as is evident in our philosophy. We ensure that the involvement and wellbeing of each child in relation to interactions and learning environment is also regularly observed and discussed. All staff act in the best interests of all children and develop positive relationships based on mutual trust and open communication throughout the day. Staff are supportive of each other and strong relationships exist. This is evident during reflective conversations, staff meetings and throughout the day as we support each other. 		
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
<ul style="list-style-type: none"> A strong culture of professional inquiry has been established where educators are constantly discussing and reflecting on the needs of every aspect of the preschool. It is evident through our reflective conversations that staff have a strong drive to learn through both successful and not so successful experiences. Staff have been, and are regularly involved in extensive reading and training in regard to numeracy, planning and our cycle of assessment, and gaining a better understanding of some of the theories that we use in relation to how children learn. We have a strong staff relationship that ensures sharing of tasks, assisting others, support not only while at pre-school and ensuring that there is time for celebration and informal get togethers outside of centre hours. 		

4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<ul style="list-style-type: none"> The NQS, regulations and guide, EYLF, our site philosophy and policies all guide our practices with colleagues, children and families. Educator's attitudes, values and beliefs all align to the ECA code of conduct. Educators are aware that their own beliefs impact the work that they do with children and families and are constantly questioning their practices and why, how we can make improvements and most importantly how we can better outcomes for all children. Our reflective practices guide us daily with this and we have found this process to be extremely valuable way of looking at ourselves as educators and role models to beginning educators, children and families. 		
QA5	Relationships with children	
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
<ul style="list-style-type: none"> Through our deep understanding of the importance of relationships and the framework Belonging, Being and Becoming we consistently develop and promote respectful, empathetic and trusting relationships with children and their families. Staff model positive behaviours and language with families and children to develop ownership of 'our kindy'. Staff also model and promote team-work, co-operation and positivity. By enhancing our relationships with each child, we have found that we are getting to know the children and their families really well and quickly begin to build on each child's interests both through spontaneous and planned outcomes. It is highly evident upon entering of our preschool that warm responsive relationships exist between all staff, children and families. <p>How do we build close secure relationships with children of all ages, abilities, genders and backgrounds?</p> <ul style="list-style-type: none"> We make ourselves approachable and accessible through warm smiles, genuine greetings, and reminders of availability to chat such as having obvious time to talk freely in the mornings and at home time by being visible and available to talk to We talk to the child and their families and find ways in which to earn their trust and keep dialogue open and ongoing to learn more about them: their home lives, culture, beliefs, abilities, interests, concerns, struggles etc. so we can build on those understandings about the child and his/her family and support the child with his/her learning and development the best way we can so that the child has the best chance of reaching his/her full potential; regardless of age, abilities, gender and background. Educators use professional judgement to adjust and adapt their own practices to suit the needs, abilities and age of the individual child. <p>How do we ensure children feel that they belong and are included in the service, can participate in all learning experiences, and that their contributions are appreciated and recognised?</p> <ul style="list-style-type: none"> On arrival educators welcome every child every day with a warm smile/ greeting and are ready to support individual children with their individual needs. For example, support with separation from family, organising lunch boxes, drink bottles etc., accessing resources, toys and setting up the environment the way they have decided they would like it for the day i.e. outdoor equipment, toys and resources for different areas of the yard. Besides educators making conscious connections and encouraging children to interact with one another and engage in learning experiences throughout each day, we also have focus children who are rotated through the term to ensure every child is given the opportunity to participate in the program, take leading roles, make decisions, have others take notice of them and recognise their choices and achievements. 		

5.1 continued	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
<ul style="list-style-type: none"> Children are asked for their opinions and recommendations i.e. agreements to keep everyone safe and happy at preschool, how spaces in the outdoor environment could be set up etc. Educators inform children on what is available each day, what areas are offering (i.e. what is on the story table, what is on the numeracy table, reminders about the bookmaking area, what learning experiences particular educators might have planned for the day, what outdoor experiences are available etc. Suggestions based on interests of different children are recognised and shared with others i.e. Educator might say something like <i>"X thought it would be good to cook biscuits today and would like some helpers so if you would like to join her you are welcome "</i>. When the biscuits are cooked X is then given the role of handing out the biscuits so X gets the appreciation and recognition for the idea, effort, achievement and product. 		
<p>How do we learn about individual children's non-verbal cues and communication strategies, and the specific communication requirements of each child? How do we cater for and help each child to reach their full potential?</p> <ul style="list-style-type: none"> Through observing each child, educators identify and discuss with other educators what has been noticed about individual children's ways of communicating non-verbally and the strategies the child uses to communicate and what we can do, what strategies we can put into action to support and extend the child with their learning. i.e. For a child who indicates through non-verbal behaviour that he/she is struggling with a particular emotion educators will talk with the child to find out exactly what the child is feeling, why the child is feeling that way and what can be done about it, what the educator can do to help and what the child can do to help self. For children who have difficulty with speech and language children are screened by educators and assessed by specialists who recommend support programs for educators/support workers/families to use to support the child with speech and language development. Educators model speech, language and non-verbal language which will support children with learning how to communicate in a way that enables them to move forward with their development. 		

5.1 continued	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
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How do we promote each child's social emotional competence?

- Educators model appropriate social emotional behaviours.
- Educators recognise and acknowledge individual children's social emotional competence and make it known to the child i.e. *"I saw how you helped Y and it was very kind of you to help Y feel better about her mum leaving today, well done X"*
- Intentional teaching that comes with teaching the keeping safe curriculum; areas within the curriculum are strongly related to children's social emotional development.
- Educators grasp opportunities that arise in different situations to intentionally teach strategies, appropriate behaviours or alternative behaviours that can be used to support children with their social emotional development.

How do we identify and overcome potential barriers to inclusion at the service so that each child's participation is supported?

- Educators discuss potential issues and barriers that may arise and observe how the child behaves, interacts, plays and learns in the kindergarten environment as it is first (excluding certain safety issues as they would be addressed immediately) to see if the possible issues and barriers identified do indeed become problematic before changing what might actually be a meaningful learning experience for the child. As educators, we see all children as capable and competent and we know not to assume what a child can or cannot do. We ensure that opportunities are provided for the child so he/she can exercise his/her strengths and capabilities. No child should feel as though they are being judged or thought of as being incompetent. Educators work hard to support every child to achieve his/her goals and feel the joy of success.
- For children who stand out to other children as being obviously different (i.e. down syndrome, autism etc.) we take the time to explain that the child just learns differently and we also highlight what the child in question can do rather than what he/she cannot do as well as child meeting what is regarded as normal developmental milestones.
- All children are involved in participation of the program, regardless of backgrounds, language, physical or intellectual disabilities/abilities etc.

How do we deliberately, purposefully and thoughtfully interact with children to support their learning?

- Educators ask lots of questions which encourage children to share their knowledge; this enables educators to take a holistic view of the child and identify where the child is "at" (child's Zone of Proximal Development,) and what areas of the child's learning can be extended further.
- Educators scaffold children's learning by sourcing and introducing resources which may extend the child's interest and extend learning

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<p>a particular topic.</p> <ul style="list-style-type: none"> Educators set up 'provocations' in the environment to spark curiosity, inquiry, investigation, discovery, and deeper learning and 'light bulb' moments. <p>What strategies and techniques do we use to extend and build on children's comments and conversations?</p> <ul style="list-style-type: none"> Educators spark hypotheses with individual children who nudge them to look and think deeper about different topics so they develop deeper understandings. Educators are always creating ways to make learning more meaningful. As mentioned previously, educators set up 'interest spaces' or plant 'provokers' in the environment to extend and build on children's comments and conversations i.e. discussions about insects- educator sets up the light box with x-rays of insects on it for children to look at and discuss ...Conversations about going to the beach (contextual to community) - educator sets up a display of items that can be found on local beaches for children to look at, touch and smell. <p>How do we respond to the distress some children experience when they have to adapt to unfamiliar routines, new people and new places?</p> <ul style="list-style-type: none"> Educators make themselves available to the child and family, we comfort and reassure the child that we are here to help them. Educators experiment with different strategies that may support the child until the child finds one that suits and supports them with overcoming distress. Educators also identify ways in which distress can minimised and take action to ensure procedures and actions are put in place at the right time i.e. An educator may notice that a child's separation anxiety builds up more the longer a parent stays, the educator might then need to sensitively discuss this with the caregiver to see if they are comfortable with trying the strategy of leaving earlier to see if this helps the child. Educators will always provide support for as long as the child and family require it. During our morning session there are opportunities for children to also take the role of speaker which often takes their minds off of any anxiety they may have as their caregiver leaves for the day We consistently provide support to children with developing predictions of their time at kindy, we often use as visuals (i.e. board maker pictorials) to show the child the routine of the day, what has already happened, what is happening now and what will happen next. We also discuss daily events, what's on offer, the day of the week, the weather and what is needed i.e. hats, sunscreen lots of drinks, appropriate clothing etc., who the educators are at kindy today and how many children are at kindy today (this is an opportunity for intentional numeracy teaching) children help find out how many children are present by using a wide variety of mathematical concepts, problems and solutions. 		

5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
		<ul style="list-style-type: none"> • Responses/ reactions from our children themselves show that they have positive relationships with their educators. • Overwhelmingly positive feedback from parents about what their children say to them about the interactions they have with their educators. • Children talk positively about one educator to another educator. • Children overheard telling each other to seek named educator member for help i.e. “ask x she will help you” which shows that children know staff will support them • Children often go to each educator to share something they think is special which shows that they feel connected to and have a relationship with each educator • Educators are constantly heard and seen responding to children’s questions, comments, requests for support and need for comfort/reassurance in ways which they believe is best for supporting the child with their learning and development. • Children are encouraged to share their knowledge, understandings, achievements and efforts with others i.e. time is made for children to share the books they have made with their peers at group time. • Children freely seek companionship, conversation or physical contact with educators. • Children are comfortable with both inviting educators into their play and on the other end of the scale; making it known they do not want educator involvement. • Educators use professional judgement to provide the right balance of involvement in a child’s world, knowing when to become involved or when to stay on the side lines allowing them freedom to play, problem solve, deal with conflict etc. and work through certain scenarios independently. • Educators show a genuine interest in the wellbeing, development, interests and learning of each child and this is reflected in the way educators respond to the child, how educators talk to and interact with the child, and the child’s family. • Educators are committed to getting to know a child by conversing with them, observing them, just ‘being’ with them and supporting them in any way they can to build trust, confidence, a sense of security and a feeling of belonging. • Through the positive, trusting, warm and responsive relationships educators develop with children, the children can then develop a healthy sense of wellbeing as they know they are safe and secure which in turn gives children the confidence to explore, discover, socialise and engage in play with others, build own friendships and learn. • Educators sit with children and converse with them during mealtimes, many meaningful conversations and plans arise during this daily routine.

5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
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How do we consider the rights of every child when planning and implementing the program?

- Every child is encouraged to develop and embrace their own sense identity and have their identity valued as being unique to the child him/herself
- Every child has a voice and every child has a right to have his/her voice heard. Child's voice is recorded in numerous ways such as on the program itself, photographs on the display board, learning stories, daily reflections records, on sticky notes and on individual children's learning outcomes sheets. Records of child's voice are used to support and guide planning and implementing the program.

How do we encourage all children to understand their rights and the rights of others?

- Many teachings in this area are intentionally taught through the implementation of the Keeping Safe curriculum which is taught over the year- i.e. The right to feel safe - The right to speak up and be heard about fears, injustices etc.
- Hypothetical questions, role play scenes and discussions are held frequently to support children with developing understandings about the not only their own rights but also the rights of others. Educators also take advantage of experiences as they occur to intentionally teach children to work through a situation that will bring about awareness of their own and others rights. For example, say a child has difficulty climbing and is taking a long time with others waiting in line, child behind tells the climbing child to get off or pushes the child to move faster, an educator might use this opportunity to educate the impatient child about being patient, being kind and being tolerant with people with differences. The educator might also point out the right of the climbing child to have a go without feeling intimidated or incompetent in comparison. Educator may question *"How would you feel if you were the climbing child with someone behind you telling you to get off or pushing you to go faster when you were trying your hardest to do something new or tricky for you? Or "How might you act kindly and help instead of upsetting or scaring the climbing child?"*

Our service policies and procedures support each child's dignity and rights

- Changing clothes policy and procedures - children are changed with awareness of the rights of the child - the child is given privacy, treated with respect and dignity is preserved.
- Nappy changing/ toileting policy and procedures- educators nappy changing policies and procedures which involves practices which includes safe and hygienic practices, awareness of the child's vulnerability, privacy and dignity. Nappy changing time is a positive interaction not a negative one. Educators talk kindly and or sing to younger children whilst changing them. Strategies are often used for older children, such as rewards i.e. stickers, interactive charts which children move pictorials along steps, to goals to successful outcomes.

5.1.2 continued	Dignity and rights of the child	The dignity and rights of every child are maintained.
<ul style="list-style-type: none"> Bullying policy-procedures- parents/carers read and sign bullying agreement, discussions with educators at parent catch ups. Behaviour management- policy and procedures are designed and implemented in a way that supports the child with regulating own emotions, enables educators to take action to protect the wellbeing and safety of others as all children have the right to be safe. <p>How do we identify and minimise the impact of our own biases on our practices and relationships with children and families? How are children rights considered?</p> <ul style="list-style-type: none"> Staff are continually extending their learning through reading, research and training in fields related to areas which are connected to bias behaviours, views, opinions and beliefs. Educators critically reflect and share own knowledge which may challenge bias views, opinions, beliefs about individual children. Educators regularly refer back to commitments to action and code of ethics and recognise that our Aboriginal families have been nurturing and teaching children for thousands of years. Through the expertise of our Aboriginal families and educators we ensure that we acknowledge the traditional ways of being and caring for children. 		
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
<p>How do we support children to form and maintain positive relationships with others?</p> <ul style="list-style-type: none"> Through role modelling positive interactions with other educators and children Through teaching children different strategies they can use i.e. ideas on how to enter and maintain play “can I please play too?” “Do you want to come and play with me” and socially acceptable ways to interact with others so others want to continue to play with you. Through games and songs which involve children sharing their names and information about themselves Through encouraging friendships Through pointing out common interests children may have so they become aware of others who might like to do what they do with them By encouraging children to work together on a task/project to achieve a shared goal. 		

5.2 continued	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
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How is a culture of respect, equity and fairness encouraged in the service? How is this communicated to educators, children and families?

- Everyone is made to feel welcome at the preschool regardless of backgrounds, culture, race, language, religious beliefs, abilities/disabilities, needs and this is evident in the way families are addressed and supported by educators openly in front of children, families and other educators. Cultures are celebrated throughout at the year and on the combined Harmony Day with the School.

How do we ensure the physical environment, program and routines are conducive to the development and maintenance of children's interpersonal relationships?

- Educators continually keep in mind ways in which to encourage and support interpersonal relationships when they are planning, programming and setting up the physical environment. For example, the story table may be set up in a way that it requires two people to tell, re-enact and retell the story...an outdoor activity such as building a cubby may require a group of people working together to complete it- i.e. someone to hold the sheets while someone else is collecting the contents to set up the cubby when it is built etc.
- Inquiry topics are based on common interests which engage small and large groups of children which in turn prompt conversations, hypotheses, theories, problem solving, questions, research and experimenting together i.e. insects, making insect homes where insects live, what they eat, where they go if it rains etc.

How do we promote a sense of community within the service?

- Through having an open door policy and welcoming visitors, helpers and volunteers
- Reaching out to and inviting local people with knowledge, skills and services they can share with the children e.g. Police, Ambulance, CFS, Governing Council, Mentors.
- Through events which encourage families and the community to participate i.e. Biggest Morning Tea Open Morning, Harmony Day, KidsMatter Afternoon, end of year BBQ. Making ourselves visible in the community by going for walks and visiting different local spaces, i.e. the post office, newsagency, Centenary Park and the Hospital.

5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
<p>How do we plan the program and routines to ensure adequate time for children to engage in uninterrupted play?</p> <ul style="list-style-type: none"> The program is designed to allow long periods of uninterrupted play. Group time routines provide reasonable time for children to engage in meaningful learning, for example, the Keeping Safe curriculum (Department requirement and is taught intentionally,) the morning meeting, lunch time and home time routine. The time children need to carry out tasks such as preparing for lunch, washing hands, eating time etc. is also considered so children do not feel rushed and overwhelmed. Educators use their professional judgement when too much time or not enough time is being spent on particular group time learning experiences or routine tasks. Educators work together to change focus or slow down activities that need to come to an end or need more time. Through the nature of play, children are continually exploring, discovering and developing new understandings and knowledge about our world. Educators are more mindful of not interrupting or over taking children's play to allow them the space to learn with and from each other. <p>How do educators plan and create opportunities for children to collaborate with others to progress their learning?</p> <ul style="list-style-type: none"> Educators support children with learning how to learn together in large, small and one on one interactions in a positive and respectful ,manner i.e. social etiquette: ways to communicate self in a confident and positive way, listen to and respect others views and opinions, turn taking and acceptance/ tolerance of differences in people (language/ accents/ speech etc.) Children are encouraged to share their knowledge with others i.e. child who is knowledgeable about a topic of interest is asked if he/she would like to share knowledge with peers, be it during a group learning experience or a one on one interaction. Children are encouraged to support and help one another i.e. with everyday things such as with helping to open/close a lunch box lid, /drink bottle, tie shoes laces, zip up a bag etc. swinging on a swing, doing a puzzle, construction/building, writing, reading (name identification etc.) 		
5.2.2	Self regulation	Each child is supported to regulate their
<ul style="list-style-type: none"> Self-regulation is an important and regularly acknowledged skill that the children become increasingly mindful of while at preschool. Skills are taught through the Keeping Safe program where we initially focus on feelings and emotions. Role modelling and supporting children throughout the day to express their feelings and needs encourages the children to see that regulation is something that they need to learn to constructively deal with not only their own, but others actions and interactions. 		

QA6	Collaborative partnerships with families and communities.	
6.1.1	Supportive relationships	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
<p>As is evident throughout our whole strengths document, respectful relationships with our families is one of the highest priorities at the centre.</p> <ul style="list-style-type: none"> • Effective communication is essential at our centre, as at the forefront of our minds is the diversity of family types and unique family relationships. All caregivers are welcomed and made aware of such communication setups and closed Facebook page. • Respect, inclusion and kindness are words that we put into practice and discuss constantly with the children, families and Governing Council and depicted in Newsletters. • Parent catch ups are an integral part of our information sharing when we aim to empower them to assist with decision-making, breaking down barriers and encouragement to work alongside their children and educators to enrich the children's learning experiences. • It is inevitable that some families will have concerns or anxieties when engaging with often their first experience with a formal education facility. Families quickly realise that their voice will be listened to at Snowtown School Based Preschool and that educators will work with them to solve the problem as soon as we can. Calmness, understanding, communication and sincerity are all strategies used to address uncertainties or concerns. 		
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to the service decisions.
<p>From the onset of enrolment, families are encouraged and supported to be involved in the life of the kindy. Governing council, Surveys, Regular discussion with staff about views, ideas, and offers of support are documented and welcomed. Families have been particularly helpful with assisting us with cultural awareness, particular areas of expertise and community knowledge.</p> <ul style="list-style-type: none"> • Events which involve family participation i.e. Amazing Literacy and Numeracy Race, Open Day, fundraising, Special person days, excursions are always well received and provide another opportunity to get to know better our families and the wider community. 		

6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
<p>Our flexible mornings enable educators to communicate easily with Families. With half an hour at the start of the day to allow children to reconnect, families have the opportunity to liaise with educators if needed.</p> <ul style="list-style-type: none"> Families come to kindy less stressed; as they know they have some time before we meet with the children for morning meeting. Our morning meeting is also very casual which allows children to enter easily if they arrive a little later than normal. We have implemented a number of strategies to ensure we are sharing information with all families. These strategies include Facebook, text messages, email and newsletters. We always ensure all families have been given a newsletter to ensure that if they are not able to access other forms of communication that they still have a hard copy of kindy information. We are mindful of families with English as a second language. We access our bilingual unit for assistance as well as seeking assistance from local members of the community. If available, we also source relevant information in their language for the family. Family involvement is extremely important to educators and the children at our centre. Again in the mornings, families stay with their child if they are able, to interact and engage in activities on offer. Often activities are set up prior to the children coming in the mornings to encourage families to spend some time with their children before they head off for the day. Families, as their child's first educators are asked to provide some information prior to commencement related to their child. This ensures that we include the knowledge and expertise of each family as well as making sure that we are respectful of families' beliefs, cultures and values. 		
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<p>Families are able to access reliable information about local community support and networks through our playgroup/community notice board.</p> <ul style="list-style-type: none"> Close ties have been forged with the school and local preschools, CAFHS and Healthy Families service, which allows educators and families to seek advice, find out appropriate information and organise appointments. Transition for example can be a cause for anxiousness with families. We therefore start processes for the children early with weekly sessions alternating between the school and preschool, create networks with families and the school and ensure families have a clear understanding of processes and procedures. Local parent workshops are also offered through the Local partnership, kindy and school. Resilience, positive parenting and mindfulness are a few of the relevant workshops we have offered. Families are offered the most support through conversation and discussion. Families regularly make time to come and discuss certain aspects of their lives or call and speak on the phone. Families know that they will be listened to and given advice on where they can access help if needed. Educators will always have time or will make time to stop and listen. 		

6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
<p>In our small town and kindy community, collaborative partnerships are a vital part of ensuring that our children see themselves as being connected and a valuable citizen in the community.</p> <ul style="list-style-type: none"> Being visual in our community creates a connectedness to those who otherwise would not come to our kindy. Connections with the school, local traders, police, fire and ambulance ensure that we are seen as an important part of the community and that we see these services in the same way 		
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
<p>All children have different reactions to their first few weeks of kindy. Transitioning from home, moving through our preschool to play, visits to the bathroom, group times and lunch can be daunting processes to children if they are not sure of the procedures. Transitions are happening constantly at our preschool therefore we are very aware of ensuring that children are well informed and supported during these times.</p> <ul style="list-style-type: none"> Transitions out of the preschool begin at our kindy quite early on with visits each week to the community library, alternating weekly visits between the R/1/2 class and preschool, setting up peer learning time with school classes and meeting various classes and staff members throughout the year. Children are welcomed back after periods of absence with the words "we missed you". We want to ensure children regain a feeling of belonging quickly so they are able to settle quickly and pick up from where how they were feeling before their absence. Regular meetings happen with educators at our local school. School transition conversations and visits begin early in the year for all children. We are particularly aware of children needing extra time to adjust to new environments and plan accordingly for them. Individual children's statements of learning are shared with families and school educators. Opportunities to prepare and plan for the new children with schools are planned for to ensure that children are supported to transition. 		

6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
<ul style="list-style-type: none"> The inclusion of all children is a commitment that we at Snowtown School Based Preschool are proud to be part of. We embrace all children with support needs and are privileged to be able to collaborate with families and support agencies to provide the best possible outcomes for all concerned. We aim to make the process of inclusion as smooth and stress free for families as possible. Liaison with our education office also assists us with support workers who are employed as required. Our preschool often contributes to funding for children requiring additional support to ensure the best outcomes for them. Families can sometimes lose their way in relation to regular attendance; staff will follow up with a friendly phone call and enquiries to the family as to the wellbeing of them and their family. 		
6.2.3	Community engagement	The service builds relationships and engages with its community.
<p>Connections have been made with local volunteers who provide wonderful support to the preschool by way of recycled container donations, assistance with maintaining the chicken pen and feeding chickens over holiday periods.</p> <p>Respect from the children towards these volunteers is highly evident by their willingness to express their gratitude and unprompted suggestions such as 'we could make a thank you card or when we bake some biscuits we could give them the biggest one!'</p> <ul style="list-style-type: none"> Weekly visits to the community library Visits to and from Brinkworth Kindergarten Participation in town events i.e. Christmas Carnival, Clean Up Australia Day) Visits from emergency services i.e. police, ambulance and fire brigade. 		
QA7	Governance and Leadership	
7.1	Governance	Governance supports the operation of a quality service.
<p>Our AGM is held in term one and two Governing Council meetings are held per term, with an invitation to all parents to attend. Our meetings are designed to be informative, casual and at a time convenient to our families who are on the committee. When decisions are made, all parents are notified through newsletters, with the opportunity for clarification always offered. Information required under the National Regulations is displayed in a parent area. Information is provided upon enrolment in the event that they may need to make a complaint. Information is on our website as well as a reminder about contacting the Principal/Educator with and concerns or queries</p>		

7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
<ul style="list-style-type: none"> Our Philosophy includes the thoughts and ideas from a range of stakeholders - Staff, children, families and community. As staff we have remained stable we are able to review our philosophies regularly and adjust as our thoughts and pedagogies evolve through professional learning and regular reflection. Families and Governing Council members have opportunities to be involved in describing what their hopes are for their children and themselves while at kindy as well as what they would like our preschool to be like. Feedback displays are regularly offered to ensure everyone is given the opportunity to have their say. Words are collated into a word wall which is included with our philosophy. Reassuringly, families want many of the same outcomes that we as educators working alongside the children are also striving for. 		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
<ul style="list-style-type: none"> As per Department for Education, we are required to adhere to the documented policies and procedures that the department has in place. Complaints management system, STAR, IRMS, internal communications, such as meeting minutes, distribution of notices and staff bulletins all enable management to run an effective and high quality service. Policies and procedures are regularly reviewed in collaboration with Governing Council and families to ensure that there is a clear understanding of our centres practices. All records are stored securely with program information being shared in a way that respects the rights of children and families. 		
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of this service.
<ul style="list-style-type: none"> Our philosophy is displayed clearly as well as the Early Childhood Australia Code of ethics being on display for families and observed by staff. All educators who commence work at the preschool have prior understanding of their role, responsibilities and the expectations required through a defined induction process, as well a documented induction folder containing staffing structures and responsibilities, daily routines, housekeeping, emergency procedures and any other relevant information. This is accessible to all staff for reference. Staff working in our preschool are encouraged to familiarise themselves with our philosophy and are free to ask questions to clarify any questions or thoughts. 		

7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
<ul style="list-style-type: none"> Leaders are constantly reflecting on and continuously questioning how to improve teaching methods, educators' practices, curriculum quality, equity, and the wellbeing and inclusion of each child. This happens by building staff members' professional knowledge, regular professional development discussions and strengthening relationships with children and families. At the forefront of our curriculum organisation is the planning of practices that promote children's wellbeing, learning and development. Educators are encouraged to continuously reflect on and question how to improve their teaching approaches through professional development and experimentation. Inclusivity is promoted throughout the centre where all educators regardless of qualifications are valued and respected and given opportunities to challenge and strengthen their own practices. 		
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
<ul style="list-style-type: none"> Incorporating regular self-assessment and quality improvement discussions in staff meetings enables us to focus on and regularly update and maintain our Quality Improvement Plan. Our plan is a working document which encourages involvement and documentation from all stakeholders. Parent feedback is also encouraged. An effective cycle of continuous improvement is in place in the form of a calendar schedule. While reference is continually made to this document it is important to understand that there is flexibility and room for changes throughout the process. 		
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
<ul style="list-style-type: none"> The Principal is also the educational leader who in conjunction with 1 part time teacher and SSO ensures continuous development of curriculum. This occurs through meeting regularly, working with educators in other sites, and listening to each other, families and community. Through participation in partnership meetings the principal is able to report back directly in regards to information given. This information is usually related to support we are able to give or receive throughout local schools and kindergartens. This year we will again focus on learning design assessment and reflective practice. Modules will be presented via combined pupil free days in the partnership with all educators attending. This will assist educators to understand and implement reflective practice by using the Early Years Planning Cycle to lead pedagogical change in our sites. Educator meetings are used as a way to reflect upon our planning cycle, best practice, our interactions, and relationships with the children and families. The daily reflection book is also a way to document the informal Educators discussions held each day. 		

7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.
<ul style="list-style-type: none"> • Performance Management systems are in place with Educators participating in performance reviews with the site leader. These meetings include identifying areas for improvement, and setting goals for performance linked to the site priorities. • Staff efforts and achievements are acknowledged through personal notes from the Principal, the weekly bulletin and Stars on the Gratitude Wall. 		