



Lansvale Public School Preschool

Quality Improvement Plan 2021

Laura Karam – Principal, Nominated Supervisor, Educational Leader and Responsible Person

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At Lansvale Public School we are determined to shift our students' mindset from one of "Learning to Achieve" to "Learning to Learn". Lansvale Public School is a high stakes school situated in south-west Sydney. The current student enrolment is 790 students from P-6, including approximately 94% from a non-English speaking background. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers. The school's priorities are driven by an effective learning community culture. We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. The school has an active Parents and Citizens Association and numerous significant projects with strong links to the community through the community engagement team. Our school is a place where passion and enthusiasm abound. We have a range of high achievement learning initiatives catering for gifted and talented students, for students with additional needs and students with English as an additional dialect. We are heavily invested in ensuring that everything we do is reflective of our whole school learning focussed culture. We are relentless in our pursuit of deep and rigorous teacher professional learning that is relevant, ongoing and of exceptional quality.

Lansvale Preschool is part of Lansvale Public School in South Western Sydney. Lansvale Public School's Preschool is a two unit preschool with 80 children enrolled on a part time basis throughout the week. Our families are predominantly of Southeast Asian origin with 94% of children from Non-English Speaking backgrounds. Our learning culture is reflective of our aspirant community and exemplary educators. Lansvale promotes exceptional practice through our collaborative and inclusive partnerships, demonstrated leadership, pedagogical practice and the commitment to sustaining excellence in practice.

Lansvale Preschool was re-awarded the excellent rating in February 2021. Lansvale achieved excellence in the following themes:

- Collaborative partnerships with professional, community or research organisations
- Inclusive partnerships with children and families
- Positive workplace culture, organisational values, support of educators and sustained commitment to professional development
- Practice and environments that enhance children's learning and growth

Lansvale also demonstrated excellence in leadership that contributes to the development of a community, a local area, or the wider education and care sector.

Lansvale is committed to sustained Excellent practice through continuous improvement and comprehensive forward planning.

Statement of Philosophy

Lansvale Public School Preschool's Philosophy

"Lansvale Public School Preschool is a collaborative and inclusive learning community where we are all challenged to be critical thinkers and creative, compassionate, confident citizens" (Lansvale Public School Vision)

At Lansvale Public School Preschool, we believe that early childhood (3-5 years) is a critical stage in children's lives and that all children deserve a high-quality early childhood program. We are guided by the principles of the Early Years Learning Framework (secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity and ongoing learning and reflective practice) which underpins our practice to ensure all children make progress in relation to the learning outcomes of the Early Years Learning Framework.

We believe that children learn best through play and learn to explore, experiment, investigate, solve problems, communicate, form attachments, trust, imagine, create and discover. Furthermore, we believe "play" emphasises the ideal approach to early childhood learning as the most important time in life and that children should be allowed to "just be".

The warm, caring, trusting and respectful educators at Lansvale Public School Preschool are committed to working in the best interest of children and their families. Our educators value reflective practice, in which programming decisions are shared and take into account each child's uniqueness, interests and needs. As strong advocates for quality early childhood education, our educators continually strive to inspire, guide and challenge ways of doing and thinking by mentoring, sharing and opening our doors to external educators to showcase best practice in action.

Lansvale Public School Preschool has a strong focus on respecting children's rights and celebrating diversity. We acknowledge that each child is a unique and valued individual, bringing with them their diverse life experiences, passions, knowledge, languages and abilities. We are committed to helping our children feel good about the uniqueness of themselves and their family. Our educators advocate for cultural acceptance by promoting positive attitudes towards cultural differences.

Here at Lansvale, we are very proud that our families represent rich multicultural diversity. We will always welcome, listen to, learn from, respect and support families as partners in the educational process. Educators collaborate and plan learning goals to cater to all

the needs of their child. Each parent is their child's first and most consistent teacher in life and we respect their level of involvement and partnership.

Having achieved excellence, we strive to maintain this exemplary label and continue to build a culture of ongoing improvement of all aspects of our practice. Every child deserves the very best! We at Lansvale Public School Preschool in partnership with families and the community are committed to ensure that every child is known, valued and cared for.

Revised and updated by the children, staff, families and Community of Lansvale Public School Preschool 22/07/2020

Quality Area 1: Educational program and practice

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

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|---|-----------|
| S.323 S.168 R.254 | Is the Early Years Learning Framework used to guide the development of the program? | Yes |
| R.73 | Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework? | Yes |
| R.74 | Do you document: <ul style="list-style-type: none"> An assessment of each child's development, interests and participation in the program? An assessment of each child's progress towards the program outcomes? | Yes |
| R.75 | Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request? | Yes |

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| R.76 | <p>If requested, do you provide families with:</p> <ul style="list-style-type: none"> Information about the content of the program and service routines and how they operate in relation to their children, including their participation? A copy of their children's assessment/evaluation documentation? | Yes |
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If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

| Standard 1.1 The educational program enhances each child's learning and development. | | |
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| Approved learning framework | Element 1.1.1 | Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators. |
| Child-centred | Element 1.1.2 | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | Element 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |

Add your strength statements for Standard 1.1 here. Refer to the Guide to the NQF, pages 98-112, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Preschool uses the Early Years Learning Framework of Australia (EYLF) and the National Quality Framework (NQF) to guide their programming and practice. Educators continually update and apply their knowledge and understanding of EYLF and NQF. We exhibit innovative practices to the wider education and care sector to support colleagues to develop exemplary teaching programs. Lansvale educators regularly present at NSW DoE conferences, workshops, network meetings and host visits from various schools around NSW. We are committed to ongoing learning by engaging in professional readings through subscriptions, newsletters, social media and blogs. Educators often share their learning with their families and communities through school newsletters, workshops, Seesaw posts and inspiring guest speakers such as Nathan

Wallis and Dr Kristy Goodwin to share their expertise. As part of Lansvale Public School's executive leadership team, our educators also share research, articles and activities that highlight quality childhood practices during executive meetings to inspire and challenge their colleagues.

Our educators use Seesaw Families and Seesaw class as digital tools to engage our families and our children in the educational program. Our Seesaw posts contain videos, photos, learning stories and anecdotes about the learning that the children are experiencing in the preschool setting. Families have the opportunity to provide feedback on the children's learning which is then used to inform future planning. During the Covid-19 Pandemic and remote learning, our educators continued to support children's ideas, strengths and interests so that continuity of learning can occur in the home environment. To support our families as co educators, we provided guiding questions for families to provide effective feedback on the children's learning. We used the recording tool in Seesaw to give verbal feedback to our children and our children also had the opportunity to communicate with our educators using this tool.

At Lansvale, our educators ensure the children's voices are at the heart of the educational program. We acknowledge that our children have many ways of expressing their "voice", through words, music, dance, drawing, art, play and movement. By reflecting on the children's voices daily, we ensure that our educational program is a child centred and responsive document. Our classroom displays focus on children's ideas and their thinking and questioning. Children's questions are captured and displayed indoors and outdoors to enable all educators to respond to the children's curiosities. These ideas were inspired from an educator who shared her observation and experience during her scholarship tour at the Opal School in Oregon, USA.

Lansvale Preschool has a diverse cultural and socio-economic population, which is a reflection of the local community. We acknowledge that each child is a unique and valued individual, bringing with them their diverse life experiences, cultures, passions, knowledge, languages and abilities. With approximately 94% of our preschool children learning English as an Additional Language/Dialect we believe it is imperative that we acknowledge our children's first language. We do this by implementing a high quality community language program that supports our bilingual children in Vietnamese and Chinese. We incorporate children's cultural backgrounds into our program and establish a supportive environment that affirms children's right to use their home languages. We create language visuals to adapt the preschool program to support our children who are learning to master the English language. Working in partnership with our families, our educators learn key survival words in the children's home language to ensure our children feel safe, secure and valued, resulting in a deeper sense of belonging. We embody, espouse and promote the notion of high support and high challenge for our young learners.

To enhance children's belonging, being and becoming in many different ways, we have worked in partnership with the Sydney Opera House in the Creative Leadership in Learning project (CLIL). Upon reflection, our school community believed there was a need for our community to engage our children in creativity and more risk taking experiences because our community was more focussed on Academic achievement. In 2017, the preschool children worked with a teaching artist and were given an opportunity to take risks, express themselves, collaborate, experiment and 'just be' through creating a canvas artwork called a 'symphony of blue'. In 2019, our preschool worked with another teaching artist to explore the artworks of Janand Von Holleben and the Scott Sisters to create a mural inspired by the children's ideas and interests in plants and insects. This important body of work was aimed at developing whole people in our learners. The teaching artist supported the

educators in learning new skills and new ways of thinking and doing. We learnt the importance of using materials with constraints to allow for creative expression. In 2020, the teaching artist continued to explore the Creativity framework in conjunction with the EYLF to engage the children in Kindergarten, ensuring continuity of learning and an ongoing relationship with the teaching artist. Our families were also involved in participating in creativity workshops with our teaching artist to explore the creativity framework.

We have been influenced by the Creativity framework from the Creative Leadership in Learning (CLIL) project when programming and planning. It offers a play based and child centred opportunity for children to express their unique selves, using a variety of ways of thinking, being and communicating as well as enhance children's learning, growth and engagement.

Educators use a variety of methods to capture children's current knowledge, strengths, ideas, abilities and interests individually and in small group experiences. We use videos, work samples, communication with families, observations and photos to create a responsive program that caters to each child. This is captured in our indoor and outdoor learning environment via our daily reflection books.

We see our routine as an optimal opportunity to enhance children's learning by modelling and reinforcing positive attitudes and behaviour. Our Positive behaviour for learning (PBL) posters are strategically placed in the environment to enable our children to develop clear understandings of expectations, become responsible for their own behaviour and work together to create a positive, caring and harmonious learning environment.

Our Curiosity centre is a dedicated space for STEAM experiences which is situated in between both classrooms. As a result of this learning space, our children are now free flowing between the classrooms, as the open doors of the Curiosity Centre allows the children to freely move from room to room. With the divide between the two separate rooms removed, learning spaces are more visible and accessible to the children. Their sense of agency has increased as they make decisions about what play space to be in. Furthermore, friendship groups have become more dynamic as the children interact and form relationships with children from both classes. Their sense of belonging has deepened as they now see that they belong to the whole preschool.

| Standard 1.2 Educators facilitate and extend each child's learning and development. | | |
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| Intentional teaching | Element 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| Responsive teaching and scaffolding | Element 1.2.2 | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| Child directed learning | Element 1.2.3 | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |

Add your strength statements for Standard 1.2 here. Refer to the Guide to the NQF, pages 113-125, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Our Learning intentions are visible, deliberate, fluid and meaningful to meet the diverse needs of each child. We ensure a continuity of learning by making sure the learning intentions are visible so that all preschool staff as well as casual relief, RFF teachers, Community language teachers, specialist teachers, duty teachers and parents are empowered to scaffold and extend on children's learning. The learning intentions have visible strategies that can include open ended questions, modelling, explaining and demonstrating. Educators also share the learning intentions with the children so that they also understand the purpose of the experiences, ensuring the learning goals are shared.

We use a variety of documentation such as learning stories, videos, photos, jottings and ongoing reflection to gather information about our children. This reflective process enables our educators to examine children's progress and invite others to contribute perspectives on their learning. Our educators use a holistic approach to deeply analyse children's learning with their expert knowledge of child development, the EYLF and the connections between theory and practice.

One of our educators was provided the opportunity to join the vocabulary action research project and was the representative for the preschool to unpack how we can extend talk and improve English outcomes through the explicit teaching of vocabulary. This research project involved explicitly teaching complex tier two vocabulary through play. Words like, furious, abdomen, nymphs, exhausted and female/male were introduced through posters or stories and learning experiences were planned to intentionally allow the children to hear and use the new words learnt. Our families participated in this action research by reinforcing the new words learnt in the home environment as well. This research project is embedded into the preschool program and our families and educators (including Community language teachers) work collaboratively to make connections between home and school to enable a continuity of learning. This vocabulary action research project has made our children more word conscious learners. They are able to understand and use more complex vocabulary when communicating.

In our fortnightly school newsletter, the preschool shares purposeful and meaningful information and strategies with the community. Some of which include, helpful websites, tips, learning that has been occurring in the preschool and fact sheets about healthy eating and staying active. We have also shared strategies and useful links/websites from professional learning the educators have attended to support our families as partners in their children's learning and development. We are media mentors by trialling and then recommending quality educational apps for families through the seesaw platform and/or newsletters.

We have developed a collaborative partnership with Wilcannia Central School to learn from and learn with their educators to understand ways we can embed aboriginal perspectives into our preschool classroom. Daily Acknowledgement of Country developed with the children and yarning circles are now part of Lansvale's daily routine. The yarning circles have become a powerful and authentic tool for the children to express themselves and continue to develop trusting and safe relationships with their educators and peers. We have also been exploring and engaging in Aboriginal and Indigenous songs and stories. This facilitated and extended the children's learning with exploring and creating artworks, aboriginal symbols and languages. Our educators are confident in teaching the children indigenous and Torres Strait islander songs such as

taba naba and Ina nay. Over the last year, the educators have extended the children's learning of Aboriginal cultures and languages by sharing and explaining the two songs. Through these experiences, the children are developing a more positive attitude towards our Indigenous culture. They are becoming more knowledgeable, curious and asking questions to learn more about and celebrate the Aboriginal culture and traditions.

Learning experiences in the Curiosity Centre encourage the children to experiment and play with loose parts and ideas. There are numerous opportunities for inquiry, creativity, tinkering, thinking and inventing. Our Curiosity Centre supports our school's vision of challenging our children to be critical thinkers and creative, confident citizens. We established a curiosity centre parent committee to share the vision of this space with our families. This became a shared vision between educators and families. Parents were extremely excited about this new learning space and actively contributed to the design and resourcing of it. Our families now appreciate their children's curiosity and apply their newfound knowledge at home as well.

Open ended questions are displayed around the learning environment to support, scaffold and extend children's learning. These open ended questions were inspired from visits to a range of services as well as professional development facilitated by professionals from the University of Wollongong. This professional development challenged us to reflect on how often we use open ended questions in our setting. We participated in an action research where our educators were tasked to ask more open ended questions and report back and share their findings. The effectiveness of using open ended questions was analysed and reflected upon by all staff during our weekly preschool meetings. All educators learnt from each other, celebrated successes and challenges with using open ended questions. The open ended questions are visible for all educators and families to effectively facilitate and extend each child's participation and learning.

We see our children as capable, competent and active decision makers. Our educators actively listen to children's ideas, taking them seriously and turning their ideas and suggestions into reality. We seek to empower our children to believe they have the capacity to be changemakers, influencing the world around them. For example, the children were brainstorming ways to keep the Ibis birds away from our bin and suggested making a scarecrow. We built a scarecrow with the help from our families and together we experimented and evaluated the effectiveness of the scarecrow.

Our routines are flexible and responsive to children's interests and needs. We have been inspired by the research of Nathan Wallis and recognise the importance of uninterrupted learning through play may be more valuable than the planned group experience. We recognise the rights of their learning rather than being interrupted by routine. Therefore our daily routine acts as a guide and is informed by the children's interests and engagement in the program. Our flexible routine also allows for a progressive eating time to allow the children to decide when to eat their lunch and have a choice of eating their lunch or morning tea first. Furthermore, our preschool environment consists of many open shelves with resources strategically selected to ensure choice and multiple ways of using the resources to cater to their differing abilities and interests. Our children are also involved in the day to day running of the preschool such as weeding, sweeping, cleaning tables, wiping down easels. They have their own daily outdoor safety checklist where they check that the preschool environment is safe and clean before all the children play outside

We have a strong focus on fostering creativity to allow it to flourish and find expression. We believe children are wise and capable decision makers about their own experiences. We also use a range of purposeful and thoughtful creative mediums such as drama, dance, visual arts, music and movement and innovative technology as tools for nurturing and expressing children's imagination, agency and creativity. We promote child-driven and child-directed learning and experiences so that children can work collaboratively as active participants to plan for and set up their own learning projects. For example, children contribute to the program and play experiences on a daily basis where they communicate their interests and ideas and this is documented in the reflection book in order to plan for the following day/week. Depending on the learning and play experience, educators may act immediately in regards to providing additional resources and/or equipment to embrace and extend their interest and play experience.

We provide intentional learning opportunities for children to engage in sustainable practices to explore the impact humans have on the environment. We provide children with opportunities to generate solutions, hypothesise, experiment and test their theories in the real world by exploring where rubbish comes from and how it impacts our ocean life. This has enabled the children to make connections between human actions and consequences. As a result, our children are becoming more environmentally responsible and are showing compassion, kindness, empathy and a greater respect for the environment. At the preschool, the children engage in a range of learning activities and experiences that involve children making decisions and choices such as looking after the environment, recycling, gardening, composting, sustainability, water usage. These experiences encourage children to think about and make connections between actions and consequences.

| Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. | | |
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| Assessment and planning cycle | Element 1.3.1 | Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| Critical reflection | Element 1.3.2 | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. |
| Information for families | Element 1.3.3 | Families are informed about the program and their child's progress. |

Add your strength statements for Standard 1.3 here. Refer to the Guide to the NQF, pages 126-141, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

At Lansvale, we believe our work is never done, there is always new learning to be had and we strive to continually look for ways to improve our practice. Curriculum decision-making is a robust collaborative process guided by critical reflection. For example, during our weekly preschool meetings, an educator posed a question about how we can improve our current programming practice. Through discussions and input from all educators we have adapted and developed a planning cycle tracking tool to ensure that we have an efficient method of assessing and evaluating the educational program, documenting the planning cycle and EYLF outcomes. This change in system, enabled educators to work more collaboratively, as educators would discuss observations, evaluations, reflections and future planning for individual children before the children arrive. Furthermore, we have been working in partnership with our ICT mentor along with our educational leader to develop a digital tracking tool so that all important information about the children's learning is stored in one central location that is easily accessible for all educators on a device.

All educators confidently and consistently use an online documentation tool, called Seesaw to inform, engage, celebrate the successes and encourage our families to contribute to their child's learning and progress. This platform draws on the voices of the children, families and educators as a meaningful tool for engagement and strengthening partnerships. It also allows our parents to reflect on their child's learning progress and growth. This may be done in English or their home language. The school / home barriers are overcome as our working parents no longer need to visit the preschool to see their child's learning in action. We ensure that our families are connected from the beginning of the year and support families in downloading the Seesaw app by showing them how to use it. We also encourage parents to provide feedback and understand they can do this and ask questions in their home language. We have consulted with the community for feedback and families have indicated they found Seesaw to be a useful tool and an effective method of communication. This is facilitated by our multilingual educators. Children are also able to record their voice on posts to share their learning, ideas, opinions and thoughts of the learning experiences.

The process of reflection is both an individual and collegial journey. At Lansvale Preschool all members of staff use the EYLF Learning Cycle. We work collaboratively and involve all preschool educators, community language teachers, casual teachers, specialist teachers such as the speech and Occupational therapists to reflect, assess and evaluate individual children's learning as part of an ongoing planning cycle.

Professional learning around critical reflection has changed the process of how educators at Lansvale Preschool reflect on children's learning. We support our colleagues to think deeply about their own practice, the environment and the children's learning by using guiding questions to support their daily reflections. Our written reflections are guided by the headings "what?", "So what?" and "What Next?" to support all educators (casual teachers, rff teachers, community language teachers, SLSO's and preschool teachers). This ensures that observations and critical reflections are embedded into our daily practice and drives the development of our educational program so that it is relevant, authentic and responsive to all children.

All educators write comprehensive learning stories on individual and small groups of children. This is shared with our families and feedback is encouraged through seesaw. Our community language teachers and multilingual SLSO also write learning stories in the child's home language to ensure that our families who have little English can access their child's learning progression. Our learning stories capture the whole child by celebrating the social, emotional, cognitive and physical growth of our children. We also encourage families to give feedback in their home language through seesaw. We ensure our seesaw post not only capture what the children are doing at preschool rather we focus heavily on the learning that is happening through play.

Our pick up time is between 2:30 to 3:00, this allows for a staggered pick up where families can have chats about their child before home time. During the covid-19 pandemic, we used email, phone calls, home visits, seesaw videos and messages to connect with our families and share the children's progress. We made recommendations to websites that support the children and families with their wellbeing and planned online experiences and weekly activity packs along with guiding questions to support our families in providing feedback about their child's learning.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|---|--|-------|------|-------------------------------|
| | | | | M |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
| | | | | |

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|---|--|-------|------|-------------------------------|
| | | | | |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
| | | | | |

Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 2.1 | Each child's health and physical activity is supported and promoted. | |
|---------------------------------|---|---|
| Wellbeing and comfort | Element 2.1.1 | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| Health practices and procedures | Element 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | Element 2.1.3 | Healthy eating and physical activity is promoted and is appropriate for each child. |

Add your strength statements for Standard 2.1 here. Refer to the Guide to the NQF, pages 144-160, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

We recognise the rights of the child and respect their needs by consulting with our families regarding their wellbeing such as sleep, toileting and dietary requirements. Staff provide opportunities for rest and relaxation to children by providing comfortable spaces in both indoor and outdoor environments throughout the day. All staff listen to, respond appropriately and are attuned to all children in order to ensure their wellbeing and comfort is being accommodated. Educators are attuned to the children's changing physical activity requirements and respond by adapting the routine and catering to their needs. We provide a designated eating area and offer a flexible time period for progressive morning/afternoon tea to meet the evolving needs of each child. We make health and safety a priority by ensuring health and safety procedures are reviewed every year in term 1 and as required, through our continuity of improvement plan.

We ensure all children's safety and wellbeing is of utmost importance from the minute they step into the preschool. Educators welcome, talk to and observe the children on arrival and throughout the day to ensure the highest level of wellbeing, safety and care is provided. Educators provide opportunities for quiet activities, rest, relaxation, mindfulness and yoga experiences. Educators provide opportunities for individual children, small groups and the whole class, which is based on observations and individual needs of the children. If a child requests to have a sleep, the child is accommodated with a quiet area, cushions and linen/blanket or bed if necessary. The child may also have their comfort toy to meet their individual needs.

We ensure that our medical policies and vital information regarding medical needs of the children are exchanged between families and educators prior to the children's starting date. With this information we collaboratively create individual risk minimisation plans and rigorously update any communication plans with families to ensure children's medical and health issues stay up to date. All medical action plans are stored and clearly labelled in the staff kitchen. Copies are also available in our casual folder and displayed outside to ensure that all staff are aware of the health and safety of the children. Also during induction, we share this important information with our school staff who have duty and RFF at the preschool.

The Preschool endeavours to ensure infectious illnesses and diseases are controlled and monitored at all times. We implement current DoE policies and procedures in the area of health such as immunisation and infectious illnesses. This information is located in the foyer of the service

and is readily accessible for all. Staying Healthy: Preventing Infectious Diseases in early childhood education and care services handbook and NSW Health website are used to inform families of any health outbreaks and minimum exclusion periods in order to prevent further spread of infection. The Preschool has visual reminders such as hand washing procedures, foods that need to be placed in the fridge, and sneezing and coughing etiquette. These are displayed throughout each room and educators strive to model, teach and implement lessons surrounding effective daily hygiene practices. We regularly use intentional teaching strategies to effectively promote our children in maintaining positive healthy behaviours and lifestyles. For example the children engage in songs (wash your hands by The Wiggles) as one way to show them the significance of hand washing and when to wash their hands. During COVID-19 pandemic, we read stories, shared videos and songs about the importance of washing hands, staying home if they felt unwell and other hygiene practices to keep everyone safe. The children are familiar with when and how long to wash their hands by singing twinkle twinkle little star or happy birthday. To support our families, we had markings to facilitate social distancing during pick up and drop off. We displayed translated posters to inform our families about the latest NSW Health guidelines. All educators adhered to NSW Infection control guidelines with additional cleaning taking place before, during and after school. Educators wipe down high touch surfaces and clean shared equipment more frequently to reduce the spread of germs. An external cleaning company is also engaged in additional cleaning throughout the day.

In the event of an incident, trauma, injury or illness occurring, staff follow mandatory procedures of reporting and documenting information. Our Preschool induction informs all staff working at the preschool are familiar with these processes and procedures. Parents are contacted if needed and provided with an illness/injury/accident report, documenting the details. Staff work closely with the families to ensure any incident, trauma, injury or illness is communicated effectively and as soon as practically possible. Staff have meaningful interactions and conversations with families and critically reflect with the team to make modifications to the procedures relating to the health, safety and wellbeing of the children.

Lansvale Public School Preschool encompasses a wide variety of children with varied health and medical conditions. While parents have primary responsibility for managing their children's health, staff need to work with families to support their children's health care needs while they are at preschool. This involves giving medication, performing health care procedures or developing an individual health care plan. All staff ensure that any medication, which is brought into the Preschool is recorded and administered according to each child's individual action plan. All staff administering medication have completed the Administer medication online module via the DoE portal. Staff follow the guidelines set out in regulations for checking medication. Our educators engage regularly with families to discuss if there are any changing health needs to accommodate the child and incorporate these into the program. Parents are encouraged to speak to any preschool staff at any time if their child's medical needs change and will be documented on the communication plan.

Every child with a medical condition has an individualised medication plan, risk management plan and a communication plan. This is done in consultation with our families and medical specialists for our children with complex medical needs. We ensure our children and our families are also aware of and support our children with complex medical needs. For example, we have discussed with a child's oncologist who will bring in a doll to explain the learning needs of a child in the class diagnosed with leukemia prior to the child starting. Our families are also informed so that they understand and support this child by not sending their children to preschool when they are sick as it may impact his health and safety. There is ongoing and regular communication with families and discussion about any changes to the child's health and recorded on the communication plan.

We have a continuity of improvement plan which includes all local procedures. This provides a guide and timeframe for updating, reflecting and reviewing procedures with our staff, executive team and families to ensure that local procedures are collaboratively reviewed by all stakeholders. We also consult and talk to children about our procedures and talk about what we do and why we do it. The children may question the educators and this develops into an explicit teaching learning opportunity for the children and educators. For example, we talk about the importance of sun safety so the children understand the importance of wearing a hat, applying sunscreen and drinking plenty of water.

Lansvale Public School Preschool promotes good nutrition to help children and parents develop good food habits. We support physical activity and healthy eating initiatives and programs. The Preschool currently incorporates the Munch and Move program to bring awareness to not only healthy eating but also the importance of regular physical activity. Munch and Move is a dedicated four-facet program designed to educate children around exercise, screen time, hydration and healthy eating. These learning experiences are embedded into teaching programs as well as eating times in order to capitalise on intentional teaching opportunities. Lunch Box of the Week is a visual recognition program to highlight children showcasing healthy lunchboxes. We promote this to showcase healthy eating ideas and recognise the child's effort in maintaining healthy eating habits. We have planned activities promoting "sometimes" and "all the time" food. Staff also interact with children during meal times and spontaneous moments discussing healthy lunch choices. We regularly liaise with the munch and move coordinator to stay updated with current trends, research and programs.

All Preschool staff act as role models, maintain good personal nutrition, eat with children and encourage independence and social skills at meal times. The Preschool staff promote healthy eating habits by doing the following:

- Incorporate nutrition information in the educational program
- Provide nutritional information to parents in a variety of ways including newsletters, during orientation, information sessions and informal discussion. We offer translated information about promoting the importance of a balanced diet, healthy lifestyle, staying active and ideas for nutritious lunchbox ideas for parents.
- Ensure the availability of water at all times. Children are asked to bring a bottle of water to preschool. At any time, children can ask staff to fill the bottle up with cold filtered water.
 - We gather information about the children's eating habits during our parent interviews and have planned discussions throughout the year with our families to ensure we stay up to date to the children's evolving needs.

We are aware of cultural beliefs with our families and provide informative fact sheets about the safe storage of food. For e.g. we have a fridge for children to store their cold foods. We work with the families to determine the best foods to bring to ensure effective storage of food. During meal times, the children have the opportunity to choose what they would like to eat (lunch or morning tea). We respect the children's right to be provided with choices and offer ongoing agency throughout the day. We gather valuable information from our families at enrolment and throughout the year to support us with and inform our planning and programming. This can also be done through goal setting. We have planted vegetables and herbs with the children and created a vegetable patch, where we often use the healthy food for our cooking experiences.

We also plan daily physical activity experiences in both the indoor and outdoor environments. These include: yoga, activities that involve fundamental movement skills, games inspired from Munch and Move, cultural games and dancing. We also utilise the skills of our Bulldogs SLSO's to promote a love of sports and being active. Our Bulldogs SLSO engages children in physical activity and has had a positive impact to our educational program. As majority of our community live in apartments and view sport as little significance or value, the Bulldogs SLSO has

demonstrated the importance of a healthy lifestyle and engagement with fun, physical activity activities and experiences. During wet weather, we engage in more active play indoors and offer activities such as dance, yoga, games and create obstacle courses to continue to foster physical activity.

| Standard 2.2 Each child is protected. | | |
|--|---------------|---|
| Supervision | Element 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | Element 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | Element 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

Add your strength statements for Standard 2.2 here. Refer to the Guide to the NQF, pages 161-178, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

All staff monitor and observe children effectively in both indoor and outdoor environments. Induction processes are planned to ensure all staff are aware of current ratios, duty of care and supervision. To ensure all children are vigilantly supervised at all times, educators are assigned an area, documented in our program to ensure that there are no areas being accessed by children without supervision. All educators ensure there is a balance with supervision and engagement by utilising various skills such as positioning, using peripheral vision and monitoring changes in noise and activity levels. We utilise digital and literal clipboards to collect and collate evidence as a basis of our observations and reflection. All staff on duty are aware of supervision areas and take reasonable precautions to ensure children are supervised effectively at all times.

Lansvale Public School Preschool provides extensive outdoor spaces with adequate shaded areas. This is in place to protect children from over exposure to ultraviolet radiation from the sun. In line with the NSW Cancer Council, Lansvale Public School preschool educators, use the Sun Smart app to reduce outdoor play during peak UV periods to minimize exposure to ultraviolet radiation. The educators offer sun protection newsletters and brochures for families which are displayed in the preschool foyer.

In the event of unusual weather conditions such as smoke, dust and/or wind, we will always adjust our program accordingly. For example, we made indoor/outdoor adjustments to ensure children, particularly children with asthma were able to play inside safely away from the smoke. We did this in consultation with the families and children. We ensure the children are not at risk of any hazard and ensure it is consistently a safe environment with ongoing daily risk management checks.

At arrival and departure times, staff monitor who is entering and exiting the service to ensure the safety and protection of all children. Staff ensure that parents / guardians sign their child/ren in and out of the service everyday. Parents fill out the Collection of Children form at the beginning of the year to ensure the children are being collected by an authorised person. Preschool staff receive children directly from the parents or other authorised persons and do not release them into the care of any unauthorised person.

In the morning, the educators perform a head count of the children in the preschool and ensure it is the same as the attendance/sign in register. Educators record the total number of children in attendance at the bottom of the sign in/out register. At the end of each day, two staff members always check all areas to ensure that no child remains on the premises.

All staff members have up to date anaphylaxis, asthma, CPR and first aid training. If a circumstance arises where there are no trained educators on site, preschool staff can access a trained person from the P-6 front office. Staff qualifications are in line with current legal requirements and are located in the preschool foyer. As a team, educators identify and reflect together on incidents and make modifications and changes to the procedures and practices, in order to promote children’s safety. This occurs through daily reflections and/or weekly meetings. We ensure all staff have the appropriate training to support our children with complex medical needs. To do this effectively we ensure we consult with the family and the child’s medical specialist to form health management plans and to enrol in specialist health training programs if necessary. For example, all staff, including our RFF teachers will enrol in an Epilepsy training course to support a child with Epilepsy prior to the child attending preschool.

The preschool undertakes emergency evacuation and lockdown drills each term with the preschool and/or with the whole school. We ensure both groups of children participate in these drills and record them in our preschool register and NSW Departmental system, ICE. Educators extend children’s understanding of emergency drills by linking it to what they would do at home. We show the children visuals and explain the different terms and sounds of an emergency evacuation and lockdown drill. We further engage in learning experiences when we invite the fire brigade to visit and talk about how to identify an emergency service worker and the number to call in an emergency. We ensure we collaboratively reflect on these drills and make any amendments to our policies and procedures if necessary. For example, when reflecting on the length of time it took for the children to find their shoes and socks during an emergency drill, our preschool emergency and evacuation procedure has changed to include all children placing shoes and socks into a crate and an SLSO will take the crate during the evacuation and place the shoes and socks back on the children when it is safe to do so.

The Department of Education keep all staff updated on new courses and programs on child protection. All educators partake in annual child protection updates. We have developed a communication book where educators are able to document possible behaviours or observations that could relate to child protection issues/incidents. This book is confidential and any incidents which are suspected to be Child protection related are reported to the Principal.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | Priority L/M/H |
|-------------------|--|-------------------|
| | | |

| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|--|--|--------------|-------------|--------------------------------------|
| | | | | |

Quality Area 3: Physical Environment

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

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|---|-----------|
| R.104-115 | Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none"> • There is the required amount of unencumbered space for the number of children in attendance at the service • Arrangements for dealing with soiled clothes, linen and nappies | Yes |
| | • Do your premises have fencing that prevents children going over, under or through it? | Yes |
| | • Are there appropriate toilet, hand washing and nappy change facilities? | Yes |
| | • Is there space for administrative functions and consultation with families? | Yes |
| | • Is there adequate light, ventilation and shade? | Yes |
| | • Are all areas of the premises easily supervised? | Yes |
| R.103 | Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair? | Yes |
| R.113 | Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand? | Yes |

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 3.1 | The design of the facilities is appropriate for the operation of a service. | |
|---------------------|--|---|
| Fit for purpose | Element 3.1.1 | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| Upkeep | Element 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |

Add your strength statements for Standard 3.1 here. Refer to the Guide to the NQF, pages 182-191, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Preschool is a purpose built Preschool. The indoor environment consists of two rooms and a curiosity centre which sits effortlessly between both preschool classrooms allowing a smooth flow between all three classroom learning spaces. The curiosity centre is a space that was influenced by an educator's visit to Globe Wilkins Preschool who was inspired by the different learning spaces that were set up in each room. Upon reflection with the preschool team, families, school staff and our principal, we embarked on a journey to redesign our middle room and it became a space dedicated to support our school's vision of challenging our children ".....to be critical thinkers and creative, compassionate, confident citizens" (Lansvale Public School Vision, 2018-2020). Our children can freely access all three learning spaces and make choices as to where they would like to engage in play. It allows for more positive interactions, friendships with each other and children across both rooms.

At Lansvale, our learning spaces are thoughtfully planned to allow for exploration and interactions with the environment – both social and physical. Our indoor and outdoor play spaces set the stage and create the context for the wondrous learning that takes place. Educators are thoughtful and intentional, drawing on the voices of the children to change and enrich the learning potential of an area. To cater to the children's interests and needs, learning spaces are organised to allow for an easy flow between each classroom and experience. We acknowledge the importance of reciprocal relationships to allow children to appreciate their connectedness and interdependence as learners by providing opportunities for independent and quiet play as well as opportunities to collaborate with others if they choose. We have an abundance of open ended materials that can be used in a variety of creative ways, presented on open shelves to promote agency and choice.

All preschool educators and children ensure the premises, furniture and equipment is clean, safe and well maintained by conducting daily safety checks (indoors and outdoors), regular cleaning rosters are devised between educators and an external cleaning agency is employed to ensure the premises is clean for the following day. We have daily safety checks modified for our children so that they can also be responsible for ensuring the preschool environment is safe and clean.

Our resources also represent the unique cultures of our families with many resources donated or made by our families. We ensure our resources are open ended and promote curiosity and creativity. We work collaboratively with our generous families to create beautiful learning spaces. Our parent garden committee designed and created our preschool fairy garden. Our children decorated the brick walls while our families donated and worked on the turf, donated the gnomes, fairies and plants. They also supported us in researching plants that help repel mosquitos and volunteer their time to water and weed our garden.

Safety is of utmost importance at Lansvale Preschool. We have effective procedures for reporting Work, Health and Safety (WHS) issues to the Schools WHS committee of any equipment that needs to be repaired or replaced using the school's intranet system (Sentral). This ensures that all reports are addressed and rectified promptly to ensure a high level of safety. Educators engage in daily safety checks of the environment. The children are also involved in risk management and safety as they work together to identify risks and possible solutions.

Our working bees are a community event whereby our preschool staff, our school staff, families and community work together to help maintain the premises of our preschool. We engage in weeding, gardening, painting and the general upkeep of the preschool. This is finished with a BBQ to allow opportunities for networking and a celebration of everyone's efforts.

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

Add your strength statements for Standard 3.2 here. Refer to the Guide to the NQF, pages 192-205, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Our learning spaces and environments offer a range of natural and manmade resources in both indoor and outdoor spaces. The environment has been carefully planned to be not only beautiful, but also functional to support a range of opportunities for play based learning. The contribution of children, staff and families ensured learning spaces are truly representative of many voices. For example one of our families noticed that our

preschool environment was naturally beautiful. When there was a storm and their tree was struck by lightning, they spoke to us about turning the tree into tables for us. Our children watched a video of the cutting of the tree shared by the family and the tabletops were brought to the children for sanding and varnishing. To strengthen our learning of the importance of recycling, the family added recycled table legs. These tables are now often noticed by many visitors. Through collaboration our physical environments provide our children with genuine opportunities to experiment, explore, predict and take managed risk. For example our mud kitchen is a space where the children often gather the rich natural resources in their environment such as sand, bark, leaves, rocks, flowers, water to explore and experiment with using all their senses.

Our indoor environment ensures the children's learning is at the centre of its layout by providing a range of challenging, differentiated and open ended experiences to promote inclusivity for all. Flexible, supportive and responsive learning experiences and play spaces meet the needs of each child. We ensure there are both quiet spaces for rest and relaxation with couches, cushions and rugs in both the indoor and outdoor environments. We take careful consideration when planning our learning spaces, ensuring active experiences and quiet experiences are spaced in ways to maximise the children's engagement.

Resources and equipment are flexible, open ended and are freely accessible to the children. They are carefully selected to provide challenging and differentiated experiences that cater to a range of interests and abilities. For example, we have an outdoor area for large loose parts play. These parts include recycled tyres donated by our families/communities, large plastic block shapes, wooden blocks, planks, hoops and a mattress. Through reflection, educators may adjust or modify the resources according to children's interest and capabilities. Our educators support the children to take on challenges to foster their gross motor development such as balance, strength and coordination. Children also have agency in this space as they are encouraged to be flexible with rearranging the materials and work collaboratively with their peers to create, imagine, explore, experiment, challenge and take appropriate risks.

We instil a sense of wonder and curiosity for our children through our outdoor and indoor learning environment. Our learning spaces were designed and created by our educators, families and children and includes a mud kitchen, inviting garden to the entrance of the preschool, sandstone vegetable patch, fairy garden, Indigenous garden which was created in collaboration with an AEO from Gandangara local aboriginal land council, Asian garden with vegetable donated by our families, accompanied by a stationary boat donated by our principal's parents. The learning spaces and program recognises and respects the whole child and family, as well as their cultural background and community culture. For example the aboriginal indigeonous garden was inspired by a visit from our AEO who came to give out resources to our aboriginal children. She supported us in accessing more resources such as books, music and videos. She encouraged us to visit the Gandangara local aboriginal land council to further support our Indigenous children. These new understandings encouraged a deeper appreciation of the aboriginal culture and perspectives amongst our staff and upon reflection, they thought it was important to share with our children and families an acknowledgement of the land by creating with the children an aboriginal garden with the gymea lily as the central piece and the goanna art as a sculpture as it represents the flower and animal of the land.

Sustainability is embedded within our Preschool program. Children learn and appreciate how to preserve our environment and transfer and share their learning to their home setting. We encourage children and families to bring in recycling materials such as tissue boxes, food boxes and bottled containers throughout the year for learning experiences so that the children become more environmentally responsible, demonstrate greater respect for the environment and understand that they are able to make a difference in the world they live in.

We utilise external teaching and learning services such as council incursions and educators use intentional teaching to deepen their awareness of being environmentally responsible and to gain a deeper understanding of the effects of human impact on the environment. For e.g. The children came up with different ways of saving water after watching the effects of our bushfires on our environment (both flora and fauna). There are intentional experiences which foster and deepen children's understanding. This is also transferred to the home setting and shared with their families. For e.g. our children are discouraging our families from using plastic bags after watching the effects of rubbish on our sea life. They also bring in their food scraps from home to feed our worm farm and reduce the amount of rubbish in our landfills.

Lansvale Preschool also work in partnership with the school to allow students from the Environmental Club to engage with the preschool children to demonstrate and be role models in becoming environmentally responsible. We have a partnership with Greening Australia who engage in learning experiences that instill a love of our natural environment. Children's portfolios are now all digital, reducing the need to print on paper. Staff reflect on different ways of being environmentally responsible. We are being more mindful by reducing laminating, taking plastics home to recycle, and using buckets to collect rainwater for gardening. We have used recycled cardboard and paper donated by the families and school community for the children to use.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|--|--|---|--|--|
| 3.2.2 | We lack a range of resources and space in our mud kitchen for the children to actively explore | | | L |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | By When? | Who? | Progress notes and reflection |
| To create a larger mud kitchen fixture that would allow for multiple uses and offer more creative play ideas with natural materials. | <ol style="list-style-type: none"> 1. Educators research and share ideas and images of inspiring mud kitchen 2. Gather ideas from children about what they would like to include in the mud kitchen. provide them with pictures and catalogues for ideas 3. Families are shown designs selected by the children and vote on the one they would like for the preschool. 4. Families and community are asked if they would like to participate in the designing, planning and development of the mud kitchen. 5. Resources are bought by our GA 6. Families are invited to contribute to the making of the mud kitchen. (Depending on Covid restrictions). | <p>Term 1 week 7</p> <p>Term 1 week 9</p> <p>Term 1 week 10</p> <p>Term 2 week 2</p> <p>Term 2 Week 4</p> <p>Week 6</p> | <p>Educators, P-2 initiatives officer.</p> <p>Educators and children</p> <p>Families Lili and Lien to post on seesaw</p> <p>Families</p> <p>GA</p> <p>Families</p> | <p>Theresa and Anna shared their ideas for the mud kitchen during our preschool meeting (24/2/2021)</p> <p>P-2 initiative officers have shared photos of mud kitchens from other preschools for ideas and inspiration (05/03/2021)</p> |

| | | | | |
|--|--|------------------|----------------------|--|
| | 7. Families are invited to donate resources such as pots and pans to furbish our new mud kitchen | Week 9 Term 2 | Families, SLSO's, | |
|--|--|------------------|----------------------|--|

Quality Area 4: Staffing Arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|--|-----------|
| R122-124 | Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio? | Yes |
| R.135 R.152 | Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher? | Yes |
| R.120 R126 | Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification? | Yes |
| R.129-135 R.136 | Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis? | Yes |

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 4.1 Staffing arrangements enhance children's learning and development. | | |
|---|---------------|--|
| Organisation of educators | Element 4.1.1 | The organisation of educators across the service supports children's learning and development. |
| Continuity of staff | Element 4.1.2 | Every effort is made for children to experience continuity of educators at the service. |

Add your strength statements for Standard 4.1 here. Refer to the Guide to the NQF, pages 206-217, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Educators at Lansvale are organised in ways that maximise opportunities for each child's learning. Our educators are passionate early childhood advocates and leaders in the field. They feel that the many opportunities they have to inspire change and improve practice fosters their feelings of being a valued and integral part of the school community. Additionally, educators are supported in pursuing research projects, attending professional development aligned with their PDPs and philosophy. As a result, there is very little changeover in staff ensuring a continuity of excellent practice is maintained at the preschool.

To promote the participation of all children in the educational program, Lansvale utilises the language skills and expertise of their educators. One of our multilingual staff assists our Culturally and Linguistically diverse (CALD) families to ensure our children and families feel safe, secure and their voices are valued at all times. The CALD children can access the curriculum to their fullest potential as our educator delivers the educational program in the child's first language.

We also have an educator who is trained in working with children with additional needs. She shares her knowledge, skills, strategies and research with our team to build knowledge and skills of inclusive practice to maximise learning for all children. We also have extra staff who work with children requiring additional support. They work closely with the educators and families to ensure that the children's learning and developmental needs are being met.

All of our educators are assigned to a particular outdoor area to ensure children are in sight at all times. This is displayed in our outdoor program, enabling educators to engage with and reflect upon all children in different play areas. Educators always monitor adult to child ratio and are flexible with moving around the other areas within the environment by communicating with each other.

We have a longstanding partnership with the under 20's Players from the Canterbury Bulldogs Rugby League Club. We utilised this program because our families and community had very little involvement with sport, and placed a high value on Academic learning instead. Some of our

families also do not have a male role model in their home environment. Having our Bulldogs SLSO showed our families the importance of physical activities, movement and it instills a love of sport for our children and families. Many families are also living in nearby apartments without space to engage in sporting activities. We have co-led the Bulldogs Education Support program by having players working at the preschool as an additional part of a team of dynamic and exemplary preschool educators. Learning is a two way process, we teach them the importance of supporting our children by getting down to the children's level when talking and the importance of play and they share their rich knowledge of movement and sport skills with educators and children. They provide our children with meaningful opportunities to develop their gross motor skills as well as championing a love of sport and physical activity.

Duty teachers, RFF teachers and all educators that work within the preschool have their photos and rosters displayed in the preschool foyer to communicate with families who will be working with their children daily. The Preschool has a small pool of regular relief teachers, familiar staff for lunch duties and casual days, to ensure educators are consistent and supports continuity of care for children. We work collaboratively with our Deputy Principal who creates the duty rosters to assign casuals to classes. Our Primary colleagues with early childhood qualifications are rostered to do duties at the preschool to ensure that early childhood pedagogies continue to be promoted and embedded at all times. Kindergarten teachers are also regularly scheduled to do duties at the preschool to allow for secure relationships to develop, resulting in a smoother transition to Kindergarten. The children's sense of belonging deepens as they feel more confident and secure in transitioning to Kindergarten.

To ensure consistency of high quality practice, a casual folder is developed to support casual staff to familiarise themselves with our children's needs, strengths and interests and preschools procedures and processes. We have an induction process for all of our casual, duty, RFF and regular teachers to follow an induction process at the beginning of the year. The preschool induction includes a tour of the preschool premises to be shown where all appropriate documents are located and stored, shown the preschool procedures folder location and all procedures that must be read before commencing in the preschool, discussion of individual children's needs, discussion of staff roles, responsibilities and duty roster, information related to required notifications to Early Learning and a review of obligations as a mandatory reporter. This preschool induction ensures that high quality practices are maintained at all times.

Our school has embedded a commitment to the mental health and wellbeing of educators by engaging in a wellbeing program called "Flourish" developed by Dr Adam Fraser. All educators have been engaging in Flourish modules during staff development days and have buddied up with another colleague within the school to regularly check in and reflect with each other around their goals. There has been a strong focus on wellbeing as a priority, as the program has encouraged educators to look after themselves, improve their wellbeing, reduce burn out, improve their leadership and efficiency and lastly help them rediscover the love they have for the job.

| Standard 4.2 Management, educators and staff are collaborative, respectful and ethical. | | |
|--|---------------|---|
| Professional collaboration | Element 4.2.1 | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |
| Professional standards | Element 4.2.2 | Professional standards guide practice, interactions and relationships. |

Add your strength statements for Standard 4.2 here. Refer to the Guide to the NQF, pages 218-227, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Preschool is committed to supporting all educators by building strong relationships and a sound educational community. We have developed authentic and genuine partnerships through our work with TAFE, Universities and other independent Early Childhood organisations. Our practicum students bring fresh thoughts and ideas and show us the most contemporary ways of working. Our educators are challenged to reflect on their practices and beliefs, as our student teachers ask questions about our routine, ideas, lessons, and reasons behind implementing the diverse learning experiences and spaces in our preschool. We have successfully supported one of our student teachers in seeking employment by liaising with our community of schools network.

We endure a leading and inspiring culture of authentic collaboration. We strongly believe in teamwork as the pinnacle to our successes. We identify and support each other's strengths, interests and passions and incorporate it into our curriculum. Lansvales' school culture committee has developed three posters which are titled collaboration, checkin's and appreciating success. These posters promote a positive school culture by supporting our educators. The preschool educators have been implementing these 3 strategies to create a culture of authentic collaboration, substantive communication, empowered leadership and effective organisational practice.

All preschool teachers attend staff meetings weekly in both the preschool and the school. The preschool weekly meetings provide opportunities for educators to reflect and evaluate the preschool teaching and learning program, discuss the needs of individual children, reflect on practice, review procedures and policies and discuss any recent professional development and training. The school weekly meetings provide educators with current news and upcoming events, celebrate success stories and discuss important issues with a focus on our comprehensive P-6 school. The preschool has adopted the executive meeting process which includes a rotation of staff sharing an experience, learning, reading or observation with the whole team. This distributed leadership, allows everyone to have a voice and everyone to lead.

Our educators are passionate leaders who are always challenged to learn new ways of doing and thinking. As part of the Creative Leadership in Learning (CLIL) project over the last four years, an educator was an imperative part of the CLIL committee and engaged in creative workshops with other educators within the school as professional learning. Experiences were created based on experimenting with natural materials and trialled amongst the CLIL team. These learning experiences were further shared and embedded into the preschool program.

A positive work culture has enabled one of our educators to follow her passion and interest in exploring creativity in the early years (P-2). As a result, the educator became the successful recipient of the 2019 NSW Premier's Teacher Scholarship and has travelled to USA and Melbourne to visit exceptional early childhood services and schools. This opportunity allowed for networking with educators from around the world. This enabled her to reflect on this professional learning and share her journey and learning experience with the whole school, families, community and NSW DoE preschools so they could understand the importance of fostering creativity in children's learning. The reflections and professional development were presented to the sponsors who were; Early Childhood Australia and Modern Teaching Aids. The sponsors organised an evening with educators and professionals from the early childhood and education sector to attend, ask questions, engage in professional dialogue and provide feedback about the study tour.

In the educators role as Assistant principals, our educators have worked alongside their supervisor, Instructional leader, principal and early stage one colleagues to participate in an action research that unpacks Play in the kindergarten curriculum. Our educators provide their expert knowledge and current research to support and scaffold this spirals of inquiry. The educators facilitate, collaborate and engage in rich discussions during each of the 6 phases of the inquiry approach to enhance their colleagues' knowledge by listening and encouraging reflection of their own practices in the classroom.

As Assistant principals, there were opportunities to inspire Early Childhood pedagogies across the K-6 school curriculum and advocate for our youngest learners. Each of the preschool educators have a passion for developing deep and meaningful learning opportunities and advocate for the early childhood voice to resonate across the leadership lens within the school. The preschool educators have had a significant impact on Lansvales whole school reporting process. Their personalised approach to documenting children's achievements through learning stories have inspired a shift in Lansvale's reporting process. Reports are a more personalised approach with teachers documenting the children's significant 'wow moments'. Our school foyer proudly displays learning stories from every stage with each story showcasing and celebrating the whole child.

Another educator was provided the opportunity to join the vocabulary action research project. She was the representative for the preschool working alongside her primary school colleagues to unpack how we can extend talk and improve English outcomes through the explicit teaching of vocabulary. This research project is embedded in our program and our families and educators (including Community language teachers) work collaboratively to make connections between home and school to enable a continuity of learning. The results of this action research was shared with the wider education and care sector and NSW DoE at conferences and Staff Development Days. By engaging in this vocabulary action research project, it has made our children more word conscious learners. They are able to understand and use more complex vocabulary when communicating. This has changed my practice in that I now purposely, intentionally teach tier two vocabulary. As part of an interest with cicadas, we have explored tier 2 words such as moult, nymphs, exhausted, miniature and ginormous.

All educators deeply adhere to and fulfil the requirements and underpinnings of the Early Years Learning Framework, National Laws and Regulations. Our service philosophy is the heart of our preschool and drives educator's decision making, guides practice and ensures respect for all members of the preschool community. We ensure to update policies and procedures by having a continuous improvement plan to drive our practice. We regularly and consistently use self assessment tools such as the ECERS (Early Childhood Environment Rating Scale) and SSTEW(Sustained Shared Thinking and Emotional Well-being Scale)to independently and collaboratively reflect on our practice and engage in professional dialogue in relation to the EYLF and our preschool philosophy. We continuously support, collaborate and learn from each other by sharing information, asking questions and providing assistance to each other informed by critical reflection and any past incidents.

Educators are expected to perform their duties according to the Department of Education code of conduct. All staff are presented with information and scenarios regarding code of conduct at staff meetings. All staff are fully compliant around the successful duty of care, professional standards of teachers and student and staff wellbeing and safety. For example; all educators complete training in Child Protection, WHS, CPR, Anaphylaxis, First Aid, Dignity and Respect Charter etc.

Preschool educators have engaged in the Immunity To Change (ITC) leadership program which supports educators to be effective leaders by unpacking their attitudes, values and beliefs which may impact their work. This is a Harvard University course undertaken with other colleagues that include aspiring leaders, early career teachers and experienced teachers. Collaboratively we developed a firm understanding of what is

guiding our practice, so we can enhance outcomes for our children and families. Educators have changed their practices by analysing the barriers and testing assumptions that prevent them from making effective changes in their leadership roles. For example: one of the barriers to making changes was identified as having too many changes to implement at once. As a team we reflected on this and prioritised the types of changes that were most important and had the greatest impact on our children, families, community and educators.

We consistently refer to the Code of Ethics when we engage in professional dialogue during staff meetings and throughout our daily practices. It guides our practice and supports us as educators to make informed decisions. The Code of Ethics is displayed at the entry of the kitchen/staffroom for all to become familiar and engage with. Our educators also attend professional learning to get a deeper understanding and guide individual and collective decision making around ethical issues.

Our educators are culturally aware of similarities and differences within our families and we actively promote cultural competence so that our children can develop positive attitudes about their own uniqueness and the uniqueness of others. Our families support us in this endeavour by considerate and thoughtful about the food they bring in for celebrations. For example providing halal meat so it's inclusive for everyone. Our families add to our educational program by sharing stories and pictures, songs celebrating eid, Diwali and Khmer and Chinese New Year.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | | Priority L/M/H |
|-------------------|--|--|--|--|-------------------|
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Quality Area 5: Relationships with children

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

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---|---|-----------|
| R.155 | Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> ● Encourages children to express themselves and their opinions? | Yes |
| | <ul style="list-style-type: none"> ● Supports children to develop self-reliance and self-esteem? | Yes |
| | <ul style="list-style-type: none"> ● Maintains the dignity and rights of each child? | Yes |
| | <ul style="list-style-type: none"> ● Provides positive guidance and encourages acceptable behaviour? | Yes |
| | <ul style="list-style-type: none"> ● Reflects each child's family and cultural values? | Yes |
| | <ul style="list-style-type: none"> ● Is appropriate for the physical and intellectual development and abilities of each child? | Yes |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? | Yes |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 5.1 Respectful and equitable relationships are maintained with each child. | | |
|---|---------------|---|
| Positive educator to child interactions | Element 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| Dignity and rights of the child | Element 5.1.2 | The dignity and the rights of every child are maintained. |

Add your strength statements for Standard 5.1 here. Refer to the Guide to the NQF, pages 230-241, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Public School Preschool has a culture of respectful and responsive relationships with children and families. We are determined to invest in establishing respectful and reciprocal relationships with our families and children. Our educators pride themselves on building nurturing relationships that support children to feel warm, happy, secure and respected. We ensure that each child and their families are greeted by name upon arrival and that we are available to chat with parents or support children who may experience separation anxiety. For example one of our children and her mum found it difficult to separate from each other during morning drop off. To support the child with her anxiety, educators used a range of strategies to alleviate her anxiety. These included using her interest in dress up and role playing to engage with her each morning. We encouraged mum to pick her up early but gradually extend her time at the preschool as she felt more comfortable. We also invited our Khmer speaker CLO (*Community Liaison Officer*) who is familiar to the child and is able to speak in her home language to also make her feel a sense of belonging. Our CLO also made daily phone calls to mum to give updates on how her child is doing. We also organised for her to attend pick up and drop offs with the mum so that she is able to ask questions, express her concerns in her home language and support with translation as well. Both mother and child happily attended preschool with a big smile on their face.

We strive to ensure we adhere to the Department's strategic Plan where every child is known, valued and cared for. All educators have a deep understanding of the children as an individual as well as the group. They collect and reflect valuable information from the children and families to gain a better understanding of each child's knowledge, culture, ideas, abilities and interests. We collaboratively set goals for all our children with our families at the beginning of the year to ensure that every child is known, valued and cared for.

We ensure the rich diverse cultures of our community are celebrated and immersed into our preschool program so that the children have a positive attitude towards themselves and others and feel a deeper sense of belonging. To further support inclusiveness for all our children, our SLSO's, Community Liaison Officer (CLO), SaCC and Community language educators are able to speak a variety of languages such as: Cantonese, Tieu Chau, Vietnamese, Arabic, Khmer and Mandarin to ensure all children feel secure, safe and respected. Educators learn key words in the children's home language and use visuals to support children who are still learning the English language. We further support children to feel belonging and inclusion by intentionally incorporating strategies which include resources and tools to support communication. For example, we acknowledge children express themselves in a variety of ways and our learning experiences include a range of materials (paint, lego, construction, writing, drawing) to allow the children to express themselves and make meaning so that all children can successfully participate in the learning program. We often liaise with our CLO, SaCC coordinator, LST, counselor, parents/caregivers and our supervisor to exchange information about children who might require additional support, this may include vulnerable families, children with additional needs or refugee families to develop strategies and goals for the children.

Lansvale Preschool educators liaise with the Learning and Support Team, external agencies such as Speech, Occupational therapist, counsellors, social workers and senior psychologists and families to collaboratively set goals and plans to support the children to feel a sense of connection, inclusion and resilience. We recognise that every child, regardless of their needs, has the right to participate and have the same choices, opportunities and experiences for them to reach their potential. By working in partnership with our children, families, community and agencies, we are able to provide the resources to meet each students' needs. Our Learning and support team plays a vital role in supporting children and their educators by ensuring that observations and assessments are conducted, appropriate resources are secured and utilised and personalised learning plans are developed in full collaboration with parents.

As a team, our educators are committed to challenge any biases that arise with our children. We recognise the importance of the UN convention of the rights of the child and adhere to it at all times. As educators, we promote children's understanding of their own rights and respect other people's rights, culture and difference. In the past few years, Our community has changed, whereby we have more families of different cultures enrolled into our preschool. Our children are now more exposed to these different racial backgrounds, skin colour, language, cultural costumes, cultural headwear and hairstyles. Therefore, it is important that we help our children feel good about the uniqueness of their family as well as helping them learn to accept, respect and include people whom they may experience as "different". We believe it is our responsibility to actively discourage the development of bias in our children. Working collaboratively, our exceptional educators advocate for cultural acceptance in the hope that our children grow up and contribute to a society that accepts and respects cultural difference as part of a productive and contemporary national community.

| Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships. | | |
|---|---------------|---|
| Collaborative learning | Element 5.2.1 | Children are supported to collaborate, learn from and help each other. |
| Self-regulation | Element 5.2.2 | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

Add your strength statements for Standard 5.2 here. Refer to the Guide to the NQF, pages 242-251, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practice

We believe rich learning opportunities occur when children learn with and from each other. We encourage our children to share ideas, problem solve, communicate and work collaboratively by implementing learning experiences and selecting resources that allow for peer-to-peer partnerships to take place. Educators are aware of the different skills, expertise and knowledge that children bring to the preschool and utilise this to facilitate collaborative learning between children. For example, our tech savvy, experienced children often support other children who are still learning to master the use of the Ipad Osmo by explaining, guiding and demonstrating the activities. These collaborative opportunities allow for reciprocal learning to take place, empowering our children to lead, learn from and learn with each other.

Our buddy program with stage 2 students also allows for collaborative learning to develop. Preschool educators and the stage 2 team work together to carefully and strategically pair preschool children with stage 2 students according to interests, needs, personalities and languages. This program is planned to allow for the stage 2 buddies to work collaboratively together with our preschool children in experiences that promote teamwork. Some of these experiences include creating lego models together, creating a digital story together and modelled drawings. The children were also involved in a project where the preschool children designed a character and the buddies brought that character to life by making it out of recycled materials. This program has facilitated positive relationships between the younger and older children, enhancing the sense of a friendly and supportive school community.

Our Positive Behaviour for Learning (PBL) program supports our children to regulate their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts. This program enables our children to develop clear understandings of expectations, become responsible for their own behaviour and work together to create a positive, caring and harmonious learning environment. The heart of this framework is to enable environments to increase the likelihood of children to develop social competence and support their learning needs. Expectations were developed in consultations with our staff, families and children through discussions and surveys about behaviors that they thought were important. These expectations are written in positive language, with photos of the children and are strategically placed near the area or experience so that the children are reminded of the PROUD expectations. For instance, there is a set for lunch time, using the mud kitchen, the bathroom and the sandpit. Our PROUD Mascot 'Lenny the Lion' and the educators utilise verbal praise and reflect positive language in explicit feedback to the children to ensure that we are building towards intrinsic motivation for behavioural choices.

We believe learning to self-regulate is a key milestone in child development. We have engaged in the Quality Preschool Professional learning that introduced the SStew scales which is a self assessment tool and one of the components focuses on self regulation. As a result of this

professional learning we have used many strategies to support children's capacity to regulate their emotions. We model positive emotions such as being calm and thinking creatively to solve problems. Our educators are warm, accepting and responsive to each child's emotional needs, they are patient and accept, support and show empathy to validate their negative feelings. Educators intentionally teach self regulation skills through planned experiences that encourage turn taking, wait time, sharing and coping techniques such as breathing and counting.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|---|--|-------|------|-------------------------------|
| | | | | |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
| | | | | |

Quality Area 6: Collaborative partnerships with families and communities

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

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|--|-----------|
| R.157 | <p>Do you respect the right of parents to enter the service when their child is in attendance unless</p> <ul style="list-style-type: none">• Allowing the parent to come into the service poses a risk to the safety of children or staff?• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or• You reasonably believe that allowing them entry would contravene a court order? | Yes |

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 6.1 | Respectful relationships with families are developed and maintained and families are supported in their parenting role. | |
|-----------------------------|--|---|
| Engagement with the service | Element 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Parent views are respected | Element 6.1.2 | The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |
| Families are supported | Element 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

Add your strength statements for Standard 6.1 here. Refer to the Guide to the NQF, pages 252-269, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Preschool is committed to a comprehensive pre-enrolment process so that we are able to communicate our commitment to collaborative practice with families and demonstrate our respect for them as central in their child's educational and care journey. In term 4, our new families are invited to the preschool for a day information session. These sessions are held in the school hall, while the children are able to explore and play at the preschool. The information session involves:

- meeting all of our friendly educators
- speaking to our Occupational and Speech therapists
- the educational program
- the importance of learning through play
- our philosophy
- an introduction to the Early Years Learning Framework
- introducing our Parent and Community Committee to learn about ways they can contribute to the preschool and school
- sharing of past parents participation and contributions to the preschool program.

This information session allows our families to get to know the preschool, sets up the notion that they are partners in their child's educational journey. It also demonstrates a range of ways they can contribute and be involved in the preschool and school community. Parents are also provided with an information pack and their interview dates and times to begin the collaborative learning partnership. If some families are unable to attend the information session, another time is scheduled in consultation with families for them to attend and receive the information pack and walk through the preschool. Additionally, the preschool works very closely with our SaCC coordinator and our CLO during the enrolment process

to identify any vulnerable families who may need additional support before their child begins preschool. Our Saac coordinator will make contact with the families and support them by offering additional assistance which can include more play visits to the preschool, support them in applying for funding, counselling or referrals to specialists.

During Covid-19, we invited families to join an online zoom information session and showcased a video of the preschool routine so the families got to know the preschool, met the educators and viewed the preschool learning environment. The educators ensured the families were able to ask questions and contact the school for more information and/or resources to ensure they felt supported and engaged with the preschool from enrolment.

To support our preschool children starting preschool, we begin the first week of preschool with sessional days. The preschool class is divided into 2 groups. One group will attend a morning session and the other group will attend an afternoon session. This was done in response to our families expressing their concerns and anxiety about leaving their child at the preschool for the first time. We acknowledge that for some of our families, this will be the first time their child has left their side. To alleviate some of their anxiety, we created smaller groupings to allow for a more relaxed and comfortable process whereby educators, families and the children begin to bond and build positive relationships. Our children begin to understand the preschool routine and become familiar with the educators and the preschool setting. We acknowledge that for some children it is their first time away from their parents so we want the transition to be smooth for both the children and families.

We have various committees over the years to promote parent partnerships within the preschool such as the curiosity centre committee and parent garden committee. By sharing our vision and purpose of our curiosity centre, our families tell us they engage in many experiments at home and are more aware and value their children's curiosities. Our parent working bees create a non-intimidating opportunity for our community to not only contribute to the maintenance of our preschool, but more importantly, creates a meeting hub for our community to connect, collaborate and create. Educators also ask families at the beginning of the year what contributions they would like to make to the program. From here, we list interests and strengths that the parents can share. We have examples of our parents cooking pandan pancakes with the children, reading stories, engaging in cultural (Arabic) singing and dancing and involved in gardening and projects at the preschool such as Creativity experiences. Our current exemplary Lansvale P&C executive are all current or ex preschool parents. In nearly every case, these fine advocates cut their teeth on the positive impact of Educational Partnerships in preschool. Our educators often seek feedback and share their expertise with our community by presenting at P&C meetings and showcase in school newsletters.

We ensure our pick up and drop off times are staggered so that there are many opportunities for meaningful interactions and conversations with our families. Our preschool arrival times are staggered from 9:00-9:30am and collection of children from 2:30-3:00pm to enable unhurried opportunities for meaningful engagement and dialogue with our families. Our open door policy invites families to stay and play or return at any time during the day should they wish. We acknowledge their expertise and support their understanding of learning through play by encouraging them to use the visible learning intentions to guide their interactions with the children.

We collaborate with our families to create shared goals for their child in the beginning of the year and the process is reviewed in semester 2. Families are encouraged to share their dreams and aspirations for their child, their interests and strengths as well as cultural, religious beliefs and family values. This valuable information guides and supports the planning of children's learning for the educational program and their wellbeing. By encouraging our families to be a part of this collaborative process, it strengthens our children's self-identity and promotes an

inclusive practice in our preschool. For example during remote learning, our partnership with our families continued to strengthen as we worked in collaboration with them to deliver our remote learning experiences. In one experience, the children had to use the new vocabulary they had learnt about cicadas (nymphs, abdomen, female and male) to explain their drawing. These words as well as a familiar cicada documentary was sent out on seesaw class so that our families could also learn alongside the children and support them in using the vocabulary in their explanations. Our families were then able to scaffold the children's thinking by asking questions. The families filmed this experience to give feedback on the children's learning and responses were so inspiring our educators celebrated this success by sharing these videos with their whole staff during whole school TPL.

We have developed play-based literacy and numeracy modules for families in consultation with our P-2 initiatives officers and fellow Department preschool colleagues. After reviewing the responses to parent's goals for their children, our educators noticed that many of our families valued numeracy and literacy skills and knowledge. We decided it was imperative that our families understand that the most significant strategies to promote early literacy and numeracy are through play. We presented these modules as parent workshops with a focus on supporting our families in exploring how children learn numeracy and literacy concepts through play, aligned with the outcomes of the Early Years Learning Framework. We do not underestimate the knowledge and expertise of parents, rather our goal is to work in conjunction with them to enhance our children's confidence and growth. Through the continued implementation of these workshops, we have a robust community partnership where our families are empowered in their child's learning experiences. As a result, our families understand the importance of learning through play and have shared their insights through a series of promotional videos made by ACECQA.

We use a variety of avenues to share valuable information and provide important links for families and our community. Information is also shared with families through regular newsletters, posters, noticeboards, seesaw posts, learning stories, notes and informal chats. Our preschool newsletter is an avenue for not only sharing with our families and community what happens in the preschool setting but also has important links, ideas and articles about the latest research and information from early childhood experts that our educators have been inspired by during conferences and professional learning. Information shared is also based on family enquiries and their interests. For eg. families have been interested in educational apps so we shared a range of educational apps for young children with benefits and the learning from each app. Our warm and inviting foyer contains up to date translated community information and resources available to all families.

Our Community Liaison Officer (CLO) works with our families to ensure any possible barriers to communication are overcome and support is given to promote inclusive partnerships with our culturally diverse families. Outings and workshops are organised for our families to ensure they make connections and build relationships with other families. Some of the outings organised by our SaCC coordinator in partnership with the community include visits to the Sydney Opera House, The Aquarium, Darling Harbour, Sydney Fish Markets, Museum of Contemporary of Arts, Bowral and the Tulips festival. These valuable outings have enabled many families to develop friendships which have been beneficial for the families as they have become friends even outside of the school setting.

We are fortunate one of our educators also works as our schools Community Liaison Officer, where she has developed close relationships with our Lansvale families and community. She is proactive in supporting families by recognising the needs of individual families' circumstances. For example, during playgroup, she supported a parent to make an appointment for her child to see a paediatrician. This parent had little English and minimal family support so she assisted this parent by driving to appointments, translating important information, completing forms, referring her to relevant community services and providing emotional support. During preschool, we were able to continue to support the family by

providing assistance with the application and transition to a specialist support class. Once the child started Kindergarten, the parent expressed her gratitude and communicated to the educator how thankful she was for the support and ongoing assistance she received from the preschool.

At Lansvale we believe in the African proverb that “it takes a village to raise a child”. This is why we are determined to establish and maintain respectful and reciprocal partnerships with our children and families. We invest in building trusting relationships with the aspiration that authentic partnerships are developed through active communication, consultation and collaboration. We empower our families by inspiring them with Early childhood expert guest speakers. We organised for Nathan Wallis (Neuroscience educator) to speak to our families and community about his latest research on brain development. We thought this was an important learning for our community and it has developed a greater appreciation and value of the early years. Reflecting upon some of our families negative views on using technology, we have organised guest speaker, Dr Kristy Goodwin (Early Childhood technology consultant) to present to our families. She helped our families understand how to use technology in productive and purposeful ways. Our families were supported to make informed choices about digital habits and technology times based on the latest developmental science and technology research. Lansvale actively shares information about child development and practices relating to the use of digital technologies with our families. We value this collaboration so that families feel supported in their parenting role. We share how children learn through technology by reviewing and recommending quality Apps through SeeSaw. We support our families to understand that when used appropriately, technology can support and empower their children to learn, play, collaborate and create. To ensure there were no barriers to child care commitments, we organised free childcare services to support our families in attending these workshops. We ensured our families had access to Vietnamese, Chinese and Khmer translators who were strategically seated to support our families in understanding the presentation or in asking any questions.

| Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing. | | |
|--|---------------|--|
| Transitions | Element 6.2.1 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Access and participation | Element 6.2.2 | Effective partnerships support children’s access, inclusion and participation in the program. |
| Community engagement | Element 6.2.3 | The service builds relationships and engages with its community. |

Add your strength statements for Standard 6.2 here. Refer to the Guide to the NQF, pages 270-281, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

We believe it is imperative that we begin cultivating a sense of belonging to our school community as a majority of our preschool children continue into Lansvale Public School. We do this by scheduling kindergarten teachers to do preschool duties to get to know our children as unique learners. We also regularly take part in whole school programs throughout the year such as attending library, visiting the school hall, play in the school field, visit the creation station, participate in whole school activities (book parade, harmony day, hat parades, multicultural day). Our

children spend significant parts of the day in the Kindergarten classroom, playground and school environment throughout Term 3 and 4. Children who require additional time in the kindergarten classrooms due to additional needs are accommodated for. We also have structured opportunities to engage in quality dialogue with the Kindergarten teachers regarding Transition to School statements, Individual Learning Plans and other crucial information about the children. Our educators have a strong voice in creating the Kindergarten classes in collaboration with the Kindergarten teachers and feedback given by families. Educators take into account, children's individual needs, friendships and expertise of teacher. These experiences support a smooth transition into kindergarten for the children as it deepens the children's sense of belonging to the school. For a small number of children who attend another school for Kindergarten orientation, we support the families with organising a visit to the school if required. We liaise with the school to ensure a smooth transition and promote continuity of learning by sharing relevant and important information to foster a successful transition.

We have worked collaboratively with Stage 2 teachers to develop a buddy system where each preschool child is assigned a stage 2 buddy. Regular learning experiences such as reading, cooking, engaging in play, building Lego, sports and music and movement experiences are scheduled into the program so that reciprocal relationships can develop, resulting in a smoother transition to Kindergarten. When the preschool children go to Kindergarten, they have their buddies who support them in feeling safe and secure. This ensures the children continue to develop a deep sense of belonging, enhances their engagement and wellbeing in their transition to kindergarten.

We also organise play sessions with our playgroup children and families who will transition to the preschool classroom in the following year. These play sessions invite the families and the children to engage in the learning program, be familiar with the educators and the new environment as well as allowing opportunities for the parent/s to discuss their child's routine and behaviour patterns with educators.

We work collaboratively with our families and external agencies to support our parenting and family wellbeing. Our school employs a speech therapist and an occupational therapist through South West Kids Clinic. They work with our families by offering screening options to identify children who are at risk of delays in communication development and by providing techniques to support language development at home. Our learning and support team (LST), school counselor, families and educators work together to establish goals and strategies to support children with additional needs in the home and preschool environment. Individual learning plans (ILP's) are developed in consultation with families, educators and counselor to create goals and strategies to ensure access and participation of all children. For example, we supported one of our children who has a language delay, limited social skills and severe separation anxiety from the parent. We worked with our SaCC coordinator, counsellor and educators to develop a plan to support the parent and child to participate in our program. We developed a morning routine in consultation with the mum, to alleviate his anxiety such as playing outdoors and having his favourite musical instruments accessible. All educators are aware of his ILP (individual learning plan) so that they are able to support his inclusion in the program and learning needs during interactions in indoor and outdoor experiences.

During the Covid-19 pandemic, our educators used a range of strategies to support our families during the prolonged absence of our children to ensure a continuity of learning. We maintained connections with families using online applications such as Seesaw family and Seesaw class to provide Preschool updates and communication between staff, families and children. These platforms were used to share current information about children's learning and development between families and educators. We also provided links to the NSW DoE website and resources helping our families prepare their children for learning at home. Our staff, Sacc Coordinator and CLO worked collaboratively to support our families in downloading and using the new Seesaw class app to support online learning experiences for the children. We also created activity

play packs for families who preferred hands-on activities at home. We ensured the resources were open-ended and were easily accessible from the home environment. We provided guiding questions to support our families to give feedback about their children's learning at home and used this to inform our future planning. Our families also provided us with videos and pictures of the children's learning from home. Phone calls and home visits using appropriate social distancing measures were put in place to check up on the wellbeing of our children and families.

From 2018, the preschool parents were offered the opportunity to embark on a creative journey and engage in an ongoing hands on learning experience about self and the community. A number of parents were supported to engage in this creativity project to work with a teaching artist, once a week who was assigned to Lansvale from the Sydney Opera House. This learning experience was informed by critical reflection as we felt that some of the parents would benefit from this experience and develop positive relationships and friendships within the community. By working together with our teaching artist, the parents were able to share their cultural experiences, and make links and connections with the community context and each other. This was reflected in the unique geographical artwork they were all involved in creating and later connecting each piece to draw the voices of each individual. This enabled positive relationships to emerge and the beginning of many friendships evolved. Since engaging in this experience, many parents have become good friends and have continued to regularly meet and connect with each other outside of school. They have also shared their experiences with other schools and the community by talking about their journey and have developed their confidence by talking in front of an audience.

To support our school's vision of challenging our children to be critical thinkers and creative, confident citizens, we have developed a partnership with the Museum of Contemporary Arts. Our children have been invited to attend and take part in their Early Learning creative program. The program is designed for all children to explore creativity and art making in an inclusive and play based environment. Educators participate in workshops where they work with MCA teaching artists, to develop a toolkit of new strategies for co-constructing creative learning experiences with young children. These strategies and tools are put into practice in the educational preschool program to foster children's creativity, collaboration and artistic expression.

Lansvale Preschool has built a partnership with Wilcannia Preschool (Barlu Kurli Preschool). One of our educators visited Wilcannia along with her Primary School colleagues to engage in learning, teaching and supporting the educators at the school and preschool. During her time at Wilcannia, the educators engaged in professional dialogue about early childhood pedagogy, exchanged ideas and shared experiences and knowledge around Aboriginal culture, creativity, learning environments and planning and programming with the educators. Both preschools engaged in video conferences to connect and learn from each other. We have now embedded acknowledgement of country and yarning circles as part of our everyday routine. Our children are curious about Aboriginal culture and have a positive attitude and view about our Indigenous Australians. Educators from Wilcannia preschool visited Lansvale at a later stage and continued the partnership and learning together. They were inspired by our learning environments and the creative experiences and took many ideas back to their preschool to share with their team. As the partnership continued between the educators and the preschools, Early Learning asked the educators to present and share their learning and experiences to the wider community of NSW Department preschools. They created a Pecha Kucha presentation which involves talking about their journey through images. Many educators at the presentation were inspired and curious and asked questions about how they could get involved with working and connecting with rural communities.

We make links and build connections with the local community to deepen a sense of belonging to the Lansvale community. We have actively collaborated with community organisations such as the local fire brigade, Police and Fairfield Council to our service. The learning that occurs

through these visits is ongoing and practices learnt are embedded into our preschool program. For instance, Fairfield City Council encouraged our children to be responsible citizens by reducing waste through collecting scraps at home and preschool for our worm farm. Our local excursion to Canley Vale Nursing Home is an event that highlights how our children learn the value of giving to others. Our children have developed a more positive attitude towards the elderly. These visits also help our elderly residents break up their everyday routine and rekindle relationships with the broader community. Consequently our preschool students are more community conscious and have developed a greater empathy with community members of all ages.

We use a range of effective communication methods to support meaningful participation with our families, including our Culturally and Linguistically diverse (CALD) children and families. Some of these communication methods include translated notes in different languages, signage and learning stories around the room written in the children's home language. We ensure that our resources are inclusive and culturally diverse. Our educators are multilingual and regularly speak to our children and families in their home language. If necessary, we utilise our bilingual educators in our Primary school to support in translation such as Arabic and Khmer. Parents are invited to offer up anecdotes and experiences of cultural value. Songs, rhymes and dances are taught by community members and shared back on days of celebration and reflection.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|--|--|--|---|---|
| 6.1.3 | We have seen an increase in our families requiring support for their mental health and wellbeing. | | | |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
| We will enrol in the 'be you' mental health and wellbeing program to develop strategies to support our children and families with their mental health and wellbeing. | <ol style="list-style-type: none"> 1. Visit the website Be You and read about the program to learn more about the modules. 2. Share information about the program with staff and executives. | <p>27th January 2021</p> <p>T1, wk 1 28th Jan 2021</p> | <p>Ljiljana/Lien</p> <p>Ljiljana/Lien</p> | <p>5/2/21 Visited Beyou online and read about the modules and information about getting started.</p> <p>10/2/21 Ljiljana shared information about Be You and an overview of the modules</p> |

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| | <p>3. Register Lansvale Preschool as a Be You Learning community.</p> <p>4. Register each staff member as a Be You member</p> <p>5. Reflect on service/families/needs and discuss with educators which module to begin with.</p> <p>6. Add Be you to staff meeting agenda for term 2 and 3- Dedicate at least 30mins each fortnight to Be you modules</p> <p>7. Organise teleconference with Be You consultant to track progress by term.</p> <p>8. Collect feedback as required by modules from children, families, educators through</p> | <p>Term 1, Week 2</p> <p>Term 1, week 7</p> <p>Term 1, week 9</p> <p>Term 1, week 10</p> <p>Term 2, week4.</p> <p>By the end of each term</p> | <p>Ljiljana</p> <p>All educators, supervisor, Principal</p> <p>All educators</p> <p>Anna</p> <p>Lien/Ljiljana</p> <p>All educators</p> | <p>Delayed due to waiting approval by the new principal. Registered as Be You community on 26/2/21</p> <p>Shared Professional Learning modules about staff wellbeing reading at staff meeting 3/3/21 Educators reflected on their flourish goals for their wellbeing</p> <p>Ljiljana has been in contact with Beyou consultant through emails. Teleconference organised 16/3/21</p> |
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| | questions and surveys. 9. Critically reflect on completed module and collectively decide on next module. | Term 2, 3, 4 Planning Day | All educators | |
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| Standard /Element | Rationale for goal or identified issue | | | | Priority L/M/H |
|---|--|-------|------|-------------------------------|-------------------|
| | | | | | |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection | |

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Quality Area 7: Governance and Leadership

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

Step 1: Assess your compliance with the regulatory requirements

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|---|-----------|
| R.173 | Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? | Yes |
| R55-56 R31 | Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> Contains a statement of the service philosophy? | Yes |

| | | |
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| | <ul style="list-style-type: none"> • Is reviewed and revised at least annually? | Yes |
| R.145-154 | <p>Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include:</p> <ul style="list-style-type: none"> • Working with Children Checks • Educational qualifications • ACECQA approved training, including first aid | Yes |
| | Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge? | Yes |
| | Have you ensured a record is maintained of all educators working directly with children in the preschool? | Yes |
| R.87 R.158-162 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? | Yes |

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

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 7.1 Governance supports the operation of a quality service. | | |
|---|---------------|---|
| Service philosophy and purpose | Element 7.1.1 | A statement of philosophy is developed and guides all aspects of the service's operations. |
| Management systems | Element 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| Roles and responsibilities | Element 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

Add your strength statements for Standard 7.1 here. Refer to the Guide to the NQF, pages 284-303, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

To ensure a commitment and shared vision of embedding Lansvale's statement of philosophy, input was collected from stakeholders to ensure we all work together and are unified with the same priority. The service philosophy is revisited every year with input from families, children and the school community by sharing their feedback on seesaw, one on one interviews, online surveys, conversations, School newsletters and P&C meetings. Our principal and school executive leadership team contributed to the philosophy review and noticed that our philosophy aligns with the NSW Department of Education's strategic direction 'every child is known, valued and cared for'. As a result, this statement is now an addition to strengthen Lansvale's philosophy. During our staff induction to Preschool, we engaged in professional dialogue with our primary colleagues about ways we can all put our philosophy into practice. Our philosophy is also included in the induction of new team members and in the enrolment and orientation of new families. We make clear expectations that our families will work in partnership to support a shared vision of their child's education process. We make sure our philosophy aligns with the changing cultural and community contexts of our service. For example in our philosophy for 2020 we have included "Our educators advocate for cultural acceptance by promoting positive attitudes towards cultural differences" as we have noticed that there is a larger proportion of families from African backgrounds, Middle eastern and Cambodian backgrounds, which has differed from a predominantly Chinese and Vietnamese community from the past. This part of the philosophy is embedded not just on significant cultural celebration days but also on a daily basis when we design experiences and encourage positive interactions to foster children's cultural competence.

Lansvale is a P-6 school and the preschool is an integral part of the school. As a Departmental preschool our philosophy is also strongly guided by the NSW Department of Education. Our philosophy aligns with our School plan 2018-2020 and our School vision statement. Our Curiosity Centre was developed to support Lansvale's school vision of "...a collaborative and inclusive learning community where we are all challenged to be critical thinkers and creative, compassionate, confident citizens" (School Vision Statement). The children's voices were an important part of revisiting the preschool philosophy. The educators developed a series of questions to pose to children in order to understand what they value about the preschool. We enabled the children to express their thoughts, ideas and opinions verbally and through artworks/drawings and we reflected on daily observations and noticings of the children's actions at the preschool to inform our philosophy. For example, in the philosophy we have included for children to 'just be' in response to children expressing their desire for longer uninterrupted intentional play, rather than being transitioned into another activity (due to the timetable). The children have helped us to understand the significance of sustained engagement in an experience and this aligns with research based evidence from New Zealand renowned neuroscience educator Nathan Wallis. Our preschool philosophy concludes by stating that every child is known, valued and cared for which is a goal of the Department of Education strategic plan 2018-2022.

As a NSW DoE Preschool, we have an organisational management system whereby our Principal is the responsible person in charge, Nominated supervisor and educational leader. Our Deputy Principal is the preschool supervisor appointed to support the Principal and educators. This is shared with our families through our Orientation information session, our Preschool information booklet, newsletters and visual representations in our foyer. The Department's Early Learning team is our approved provider. Our collaborative partnership with these stakeholders promotes an effective management system that supports strategies for continuous improvement.

To ensure that we continue on the cycle of continuous improvement we are committed to making changes by reflecting on our practices and processes. Educators are committed to high quality practice at all times and have established a continuous improvement plan to ensure that administrative processes and systems are regularly reviewed, updated and relevant. Our continuous improvement plan guides our reflection on the 7 quality areas each term. It allows for critical reflection with our team and ensures that we are open to try new things, make changes regularly and celebrate success. The process of improvement is shared with our families through newsletters, seesaw conversations, visual displays and our school website.

Confidential records of the children and families are stored safely at the preschool and the school office. In accordance with departmental policies, archived records are kept at preschool and then transferred to the school office in accordance with the required record keeping of the department policy.

We have an effective complaints management system and complaints are taken seriously. We have information that is displayed in the foyer as well as in our preschool information booklet that outlines the procedure for making complaints. Any formal complaints are made to the approved provider who then submits to ECED. We ensure that as a team we reflect on any incidents, complaints and feedback from families and the community to inform quality improvement processes. For example, our educators have noticed families are concerned about meal times and how much their child eats at preschool. Upon reflection as a team, we have adjusted our meal times to ensure children have multiple opportunities

to eat throughout the day. Therefore, the children have more agency as to when and what they would like to eat from their lunchbox. We believe children are capable decision makers and a flexible routine and space allows for the children to make decisions about their own wellbeing.

Our local procedures and risk management plans are comprehensively developed, updated and reviewed annually or as required, to ensure a safe and effective management and operation of the preschool. Risk management plans are co-designed and developed in consultation with stakeholders. For example; during indoor/outdoor play, the children were involved in identifying possible risks in the environment and solutions to minimise the risk.

All educators actively report any Work, Health and Safety (WHS) issues in the preschool using Sentral, a school intranet tool. Educators are able to track the issue to ensure it has been resolved effectively. Issues are assigned to relevant staff members and the issue is tracked and resolved in a timely manner.

We have a comprehensive induction process to ensure everyone understands their roles and responsibilities. Each year preschool educators and executives collaborate to deliver an annual, whole staff induction session addressing preschool matters, plus preschool expectations related to adequate supervision and interactions with children.

The preschool induction includes:

- a tour of the preschool premises to be shown where all appropriate documents, and first aid kits are located and medication is stored
- shown the policy and procedures folder location
- Discuss interactions with children policy and procedure
- view the preschool casual folder which must be read and understood before commencing in the preschool
- Lansvale's statement of philosophy and how this can be implemented
- overview of Early Years Learning Framework
- Leading and operating DoE guidelines, Early Childhood Code of Ethics, Early Childhood Education Law and Regulations,
- discussion of individual child needs
- discussion of staff roles, responsibilities and duty roster
- information related to required notifications to Early Learning
- review of obligations as a mandatory reporter.

For new/casual staff, we induct them by a walk around the environment, indicating the exits, First Aid kits, fire extinguisher and blanket, evacuation and lockdown procedures, toilet, children with medical conditions and/or allergies and anaphylaxis. There is a casual/induction folder with Preschool information which new staff read, date and sign. The casual educators folder contains an overview of the preschool, the service philosophy, daily timetable, teacher's daily duties, children will medical or other requirements. This ensures a continuity of practice and that the safety and wellbeing of children is maintained at all times.

Staffing recruitment always involves a preschool staff member, community/Parent representative and executive. They work together to create a criteria for the position.

| Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community. | | |
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| Continuous improvement | Element 7.2.1 | There is an effective self-assessment and quality improvement process in place. |
| Educational leadership | Element 7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| Development of professionals | Element 7.2.3 | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. |

Add your strength statements for Standard 7.2 here. Refer to the Guide to the NQF, pages 304-318, for additional information including a list of reflective questions, and assessment guides for Meeting and Exceeding practices.

Lansvale Public School Preschool is committed to a process of effective self-assessment for continuous improvement within the service. Our Quality Improvement Plan is displayed in the foyer and is accessible to educators and families at all times and is continually reviewed. The Principal, school leaders and supervisor value the preschool educators work and allocate planning days to work on the QIP. The school leaders are an integral part of the writing and evaluations in our QIP. Our families and children are invited to contribute to the Quality Improvement Plan by providing feedback on what they value about preschool and any suggestions for improvement. Consistent, ongoing review ensures that our QIP is a responsive document that informs our school community around what we do well, the improvements that we are undertaking and how we are going about our daily work.

We have a range of self assessment processes in place to ensure continuous improvement. These include PDP's, QIP, Continuous improvement plan, team meetings, SSTEWS and ECER-S self assessment tool and Daily Reflections. These processes enable all staff to improve their practice, which promotes improved learning outcomes for children. For example in 2020, through engaging with the ECER-S and the SSTEWS scale during our team meetings, we have identified the importance of displaying a more print rich environment and have included more signs and books in the children's home languages as well as planned literacy-rich play experiences.

As advocates for quality early childhood education, our educators are challenged to continually find innovative ways of doing and thinking to inspire and challenge our colleagues. As the first Excellent rated Departmental Preschool, Lansvale Public School Preschool has hosted many visits from other Departmental Preschools who are curious to observe, question and engage in professional conversations and reflect on our excellent learning environments and pedagogical practices. These visitors from all over the state include educators, Instructional leaders, Assistant principals, supervisors, Principals, Early Learning advisors, P-2 initiative officers, transition advisors and Directors of Educational leadership from various networks. Lansvale has utilised these visits to shine a light on the excellent rating and to motivate educators and leaders in pursuit of excellence for their children and families.

We have also worked collaboratively with our supervisor, Instructional leader and early stage 1 colleagues in leading an action research using the Spirals of inquiry framework to unpack play in the ES1 classroom. This is an approach that is about listening to learners and reflecting on our own practice as educators. Our supervisor leads the development of the spirals of inquiry process and supports our educators to be experts in early childhood and play based pedagogies by sharing relevant research and evidence to support a deeper understanding of how play can be incorporated into the educational program and planning cycle within the kindergarten classroom. This action research is shared with our families and community through newsletters and seesaw so they can understand the significance of play based learning in the ES1 classroom and at home.

The supervisor attends weekly team meetings with the preschool, professional learning for Principals and supervisors and has joined the professional Early learning network on Teams to support the implementation of the educational program. She leads reflective practice by keeping educators informed with the latest research on child development and offers ideas and suggestions for innovative ways of recording children's observations. For example, supporting educators in unpacking ways of creating digital student profiles. Our Principal and supervisor are always present during meetings and facilitate discussions with families that are sensitive in nature.

The Educational leader provides leadership opportunities for each member of the Preschool team by empowering all staff to share their expertise and skills at conferences, workshops and network meetings. Some of these leadership opportunities include presenting at Principal conferences, parent workshops, P&C meetings, network meetings, school teachmeets, School TPL's, presenting the excellence journey to all P-2 education officers and enabling visits to other preschools to learn from each other, network and reflect.

All educators complete a Professional Development Plan (PDP) annually, focussing on areas where they want to increase knowledge, understanding and make improvements. Professional learning opportunities support individual goals to acquire new skills or understanding. Feedback is given to educators in a variety of methods (observations, sharing of artefacts, conversations, written feedback) to acknowledge, celebrate successes, support and improve professional practice. SLSO's are supported and mentored by educators especially with learning stories/reflection which involves analysing children's learning. Our SLSO's, teachers and supervisor have planning days together to collaborate and reflect on our term to inform our future planning.

In 2019, the preschool educators joined the school's executive team by taking on a shared leadership role as Assistant Principal P-2. This encompasses opportunities to integrate and inspire Early Childhood pedagogies across the K-6 school curriculum. The educators guide and mentor their Kindergarten colleagues by team teaching and collaborating in programming to embed a more research based learning approach into the classroom program. Each of the preschool educators are also advocating for the early childhood voice to resonate across the leadership lens within the school. The outcomes of this initiative are ongoing but will form the basis of action research with CESE. (Centre for Educational Statistics and Evaluation) Both educators take turns in attending and contributing to executive meetings. Both are being invested in as leaders through Immunity to Change a 10 week leadership course aimed at developing collective efficacy amongst all school leaders.

Step 3: Improvement Plan

| Standard /Element | Rationale for goal or identified issue | | | Priority L/M/H |
|---|---|-------|------|-------------------------------|
| | We have a new principal who has no previous preschool experience. | | | |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |

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| To support our principal to effectively lead and manage the preschool. | Enrol in the Department of Education, Leading and managing department preschool modules leadership modules | Term 1, Week 5 | Principal, | Principal completed the modules 14/3/21 |
| | Join Network for DoE Preschool Principals via Teams app. | Term 1 Week 8 | Principal | Joined Microsoft Teams |
| | Preschool induction with new principal | 02/03/2021 | Principal, Lien and Ljiljana | Lien and Ljiljana meeting with Laura and Jo on 2/3/2021 to go through NQF, EYLF, preschool policies and procedures. |
| | Meet with Lansvales P-2 Initiatives officer to work through the leadership modules and learn about leading DoE Preschools | 22/3/2021 | Principal and P-2 Initiatives officer | |
| | Principal to spend a day at the preschool to engage with staff, children and families. | 29/03/2021 | Principal | (15/3) Date scheduled and recorded on sentral. |
| | Become member and attend early learning statewide staffroom fortnightly Professional Learning | Term 1, week 6 | Principal | Attended Early Learning's Critical reflections network meeting with the preschool team on 15/03/2021 via Microsoft Teams. |
| | Enrol in DoE Preschool leadership conference for Principals, supervisors and teachers. | Term 2 May 2021 | Principal and Preschool educators | Sarah (P-2 initiatives officer) has contacted Punchbowl and they have responded that they are keen to connect with Lansvale (10/3) |

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| | <p>Network with Punchbowl Public School Preschool and their principal/supervisor to understand leading Preschool processes and procedures</p> <p>Network with Briar Road Public School Preschool and their principal and supervisor.</p> <p>Review the preschool philosophy to ensure it is a document that reflects the current beliefs of our school community, educators, children and families.</p> | <p>Term 2 Week 3</p> <p>Term 2 Week 3</p> <p>19/07/2021</p> | <p>P-2 initiatives officer, principal and preschool educators</p> <p>P-2 initiatives officer, principal and preschool educators</p> <p>Principal, supervisor School executives Educators Children Families Community</p> | <p>Karen (P-2 initiatives officer) has contacted Briar Rd and the principal and Preschool AP have responded that they are keen to connect with Lansvale.</p> |
|--|---|---|--|--|

Acronyms:

RFF - Relief from face to face

CLO - Community liaison officer

SLSO - School learning support officer

DP - Deputy Principal

IL - Instructional leader

SaCC - Schools as Community Centre

CLIL - Creative leadership in learning

DoE - Department of Education

CESE - Centre for Educational Statistics and Evaluation

LST - Learning & Support team

PBL - Positive behaviour for learning

PDP - Professional Development Plan

CALD - Culturally and Linguistically diverse