

ORANGE GROVE PUBLIC SCHOOL PRESCHOOL



Quality Improvement Plan 2024



Orange Grove Public School Preschool

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Kasey Hennes – Principal, Nominated Supervisor, Educational Leader and Responsible Person

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The NSW Department of Education Education and Care Quality Ratings

Orange Grove Public School Preschool

meets the National Quality Standard, providing quality education and care in all seven quality areas.



The National Quality Standard is made up of seven quality areas

	Significant Improvement Required	Working Towards National Quality Standard	Meeting National Quality Standard	Exceeding National Quality Standard
1 Educational program and practice				
2 Children's health and safety				
3 Physical environment				
4 Staffing arrangements				
5 Relationships with children				
6 Collaborative partnerships with families and communities				
7 Governance and Leadership				

This service was last assessed in July 2021 against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*.

Our Philosophy

We acknowledge that Orange Grove Public School Preschool is situated on Wangal land in the Eora Nation. We are committed to respecting and caring for the land through sustainable practices, with composting, gardening and recycling a key part of our daily practices.

We see our preschool as the threshold to Orange Grove Public School (OGPS) and operate as a bridge, linking families and children into the school community, supporting a smooth transition to big school. The cornerstone of this community is the relationships that children and families develop with each other during their time at preschool, and this extends to the local community.

We recognise that children learn best in settled, nurturing environments where they grow confident to try things for themselves, develop a lifelong love of learning and take risks. We love our wide, open learning spaces and long, uninterrupted play sessions spent mostly outside.

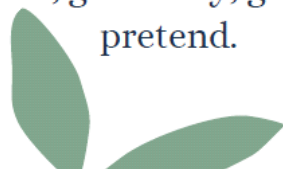
Orange Grove Preschool Philosophy Part 2



Our educators are experienced, caring, dedicated early childhood professionals who strive for best practice at all times, seeking out ways to further develop our skills and understanding through research, study and professional networking. Our preschool team is well supported by the Department of Education early learning network and OGPS executive team working together for continuous improvement.

Our educators build partnerships and come to know each family and child's unique backgrounds, cultures, personalities, interests, talents and aspirations; a process that begins before enrolment each year. The educational program is built from the foundations of this knowledge. Our educators see ourselves as part of our children's and families' lives as we support and cheer them on, often over several years of siblings. We celebrate the wins with our families and stand ready to help in challenging times.

We also acknowledge that the early childhood years have value beyond being a checkpoint on the road to formal schooling and growing up. Our educators take time to be with the children to work and play with them, as they experiment, bond with others, make mistakes, challenge themselves, have fun, get messy, get wet, be barefoot and pretend.

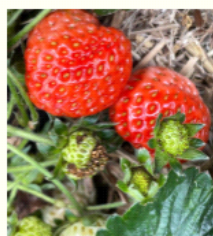
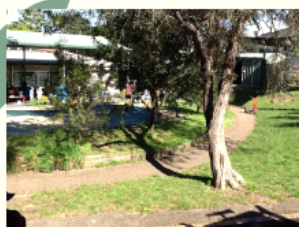


Orange Grove Preschool Philosophy Part 3

Children are unique individuals with different needs and dispositions. Our educators sensitively notice and nurture children through feelings of distress or loneliness, working to help them to manage challenging emotions.

We appreciate the diversity and uniqueness of each child and work with them to develop confidence in their sense of identity, independence and to have high expectations for their own potential. Our educators promote the right of every child to belong, feel noticed, valued, cared for and heard within the preschool. Our educators use restorative practices to teach children about appropriate behaviours during each part of the day and compassion for others.

Through hands on, child focused, play based experiences, we support children to develop social, emotional, physical movement skills and independence as well as foster curiosity and a thirst for learning. We support children's holistic learning through a range of planned and spontaneous learning experiences and intentionally selected learning resources. Children also have regular visits to the spaces in the OGPS school such as the playground, garden, library and classrooms to support their learning and transition to school.



Quality Area 1: Educational program and practice

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/06/2020

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 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 Yes
R.76	If requested, do you provide families with: <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 Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Key Practices 1.1 Pt.1

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

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

The Early Years Learning Framework vision for children's learning underpins the philosophy which drives educator decision making about the preschool program. Educators draw on a variety of pedagogical theories and approaches, as guided by the principles and practices of the framework, including providing blocks of uninterrupted play, developing strong relationships with and knowledge about every child and consistently engaging in partnerships with each family to inform the program.

Intentional decisions are made with a focus on providing holistic learning opportunities for children, as expressed in the philosophy. These decisions may be informed by goals, questions and ideas from families and children observed or gathered during meetings, surveys, play and interactions. There may also be areas identified by educators after reflection e.g. where a skill deficit occurs, such as independent nose blowing; or after challenges arise, such as expressing emotions appropriately.

The program documentation includes the language of the relevant key components and examples to demonstrate the link between the learning taking place, any forward planning and children's development in relation to the outcomes. The ECT has been continually evaluating the system, creating tracking systems to monitor each child's progress against all 5 outcomes. This has resulted in an improved system where children's progress towards each outcome is more efficiently demonstrated over time.

Educators draw on intentional strategies to foster learning based on their deep knowledge of the child e.g. speculating about different options or modelling a strategy rather than solving a challenge for them. Preschool educators have daily opportunities to observe diverse teaching strategies when K-6 staff work with the preschool children. This has led educators to reflect and evaluate their own practices with specific children and select new strategies to better contribute to their learning.

The program documentation records educators consistently reflecting on their understanding of each child in relation to the outcomes and using this knowledge to support children. This is evident in documentation around supporting a child with additional needs to toilet train. The educators worked in partnership with their therapist, drawing upon their knowledge of the child and the preschool context to create appropriate goals for the child and implementing strategies to support them.

Key Practices 1.1 Pt 2

Educators initially gather information about each child from transition processes, such as family interviews and orientation visits. This informs curriculum in relation to each child from the first day. As the year progresses, educators continue to gather information about children as they come to know them, through interactions and observations of children and family surveys and discussions. Curriculum decisions are responsive to reflection about educator understanding of each child.

After educator reflection about the planning cycle, the focus of planning for children's learning has shifted from specific experiences to learning intention. The language used in planning documents reflects this change. Through specifying intentions, educators are better able to respond to children's intentional and spontaneous actions while continuing to support their progress to planned learning objectives.

When reflecting on each child's learning as part of the planning cycle, educators use their knowledge of the child to connect interactions and observations of the child and their family to inform future planning. For example, "A" spoke about a family friend, a local community garden helper. Educators drew on their knowledge of A's gardening interest and social skills goal. An excursion to the garden helped A to share his interest and aspects of his family and community connections with his peers.

Our philosophy highlights our approach to belonging, being and becoming, especially focusing on the impact of relationships between educators, children, families and the local community to support this. Educators prioritise interactions and play with children, facilitate connections for families between each other and provide a soft entry to the community for new families, through participation in school events and support to engage with external support, if required.

Children can leave their work from a previous play session or day by using cards with their photo to mark their intention to keep working on them. Children are explicitly taught how to use these "stop signs" independently when they wish to save their work and can access the cards themselves as part of the program. Space is provided on top of shelves and in specific parts of the classroom for this work to be stored between play sessions.

Educators utilise key routines throughout the day to promote children's independence, self-help skills and hygiene practices. This is supported through the Positive Behaviour for Learning Framework, educator interactions with children and visual displays around the preschool. Educators explicitly teach hand washing and nose blowing to children periodically and in response to needs. Children are supported to unpack and pack their own belongings each day, apply their own sunscreen, monitor their water intake and choose healthy foods through embedded routines each day. Through the PB4L program elements, educators regularly reteach these routines throughout the year.

The fortnightly program documents show how indoor and outdoor spaces, resources and intentional teaching activities are organised for each group alongside the learning intentions and a link to the learning cycle documentation from which it was drawn. Family and child input, interests, community events and year-long programs are also noted on the program document, showing educators and families the rationale for all aspects of the program and providing day-to-day guidance to maximise opportunities for learning for all educators, including relief and casual staff.

Key Practices 1.2 Pt. 1

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

Educators use short, whole group intentional teaching sessions to facilitate all children's learning about social and emotional skills, literacy, numeracy, fundamental movement skills, mindfulness and musical concepts. Educators reflect on children's engagement during and after these sessions to ensure that learning has occurred. These reflections can be found on the daily program reflection pages. Planning occurs as a result of these reflections to improve future sessions.

Educators curate resources, equipment and spaces to ensure multiple possibilities for their use by children. For example, educators noticed that the children were not engaged with the "block area" effectively as it was too far away from other resources, so decided to relocate the area to another part of the room. As a result, the block area saw a more diverse utilisation by the children over time.

After participating in professional development around teaching through First Nations perspectives, educators identified several areas within the classroom environments and resources that could be used to promote Aboriginal and Torres Strait Islander ways of being and knowing. Educators purchased resources from Aboriginal businesses and commissioned an art work for the Preschool. The work was created by a local Dharug artist to represent the local area surrounding the Preschool and the traditional ancestral perspectives. Educators use the resources and art work to promote children's understanding of the local area and Aboriginal ways of being and knowing.

Educators make decisions about guiding children's behaviour based on the preschool philosophy, supporting children to regulate their emotions and learn what is expected of them in different contexts. Educators partner with families to ensure that behaviour guidance is consistent between home and preschool, and is considerate of the child's family context. This program was chosen because it is also used in the K-6 school which most of the children will attend in the future.

Educators join in with children's play in order to respond to children's ideas and questions to form inquiry based learning cycles. Educators support children to select and use resources to investigate their ideas and questions as well as extending their learning with further provocations to promote deeper thinking. For example, one child asked about the names of planets which led to an inquiry learning cycle about space.

Educators scaffold children's capacity for problem solving through interactions with children that help them identify relevant details of the problem and use questioning to promote children's reflection about the different factors. Educators use encouragement and feedback as children think and make decisions. When children cannot find an acceptable solution for themselves, educators draw on knowledge of the child to plan future scaffolding of these skills.

Key Practices 1.2 Pt. 2

Educators observe children's play throughout the day and track their interests and ideas through the weekly program reflections. Observations of play and ideas are used responsively to plan longer term learning cycles as well as specific spaces and experiences for the program. For example, when children were discussing the different flavours of foods they liked and disliked at lunch one day, educators planned a taste testing experiment with foods to represent all the flavours and then a cooking program to extend on this.

Educators regularly seek out children's input and ideas, particularly when setting up new play spaces or providing resources for children's specific interests. Educators gather children's ideas through interactions and often record this using large paper displayed on the wall, highlighting to the children that their input is valued.

Relief and casual educators are supported to learn about responsive practices towards young children through the preschool induction. The induction was created taking into account reflection that staff from the K-6 school may not regularly work with young children and may not feel confident to respond to children's ideas in a play based environment. Positive feedback about this aspect of the induction was received through an evaluative survey by K-6 staff.

Educators design the physical environment with the belief that children are capable decision makers about their own activities. Low, open shelving allows children to select from a range resources for their play, and a rest/relaxation/calming area is available for children to use independently. Children are encouraged to ask for resources they want if they are not able to find them and educators respond consistently to these requests.

Children are taught to make informed choices about their behaviour through a consistently applied program. The positive behaviour for learning program (PB4L) and intentional teaching about social and emotional skills empowers children to make appropriate choices for their behaviour based on the situation and their emotions. Visual posters about the expectations are displayed at children's height in the relevant spaces throughout the preschool.

Children are encouraged to take risks through the program and planned physical environments. Educators support children to assess and manage risks themselves by questioning, modeling thinking processes and encouraging persistence. Educators reflect with children when accidents happen and what could be done in the future to manage the risk. Where children need support with managing risks, educators use the daily program reflection and IEPs, if required, to plan for this.

Children are empowered to take on the responsibilities of active citizens including packing away the classroom. Children are taught about the expectations for tidying the spaces and strategies for choosing how they would like to complete the task. This encourages a sense of responsibility and pride in their ability to manage tasks autonomously. This routine is embedded daily during pack away times.

Children's agency in regard to their hygiene and wellbeing is embedded through the provision of accessible resources such as tissue boxes, water bottles, toileting facilities and paper towels. Intentional teaching, visual posters, role modelling and discussions are used to scaffold children's use of these resources to manage their own needs. e.g. a poster representing different degrees of empty or full in a cup helps children to know how much water to drink through the day.

Key Practices 1.3 Pt. 1

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

Each child's learning is formally evaluated once each term through a snapshot learning summary. Over the year, each child's learning snapshots cover all 5 learning outcomes. After 2 months of preschool and at the end of the year, each child's progress against all 5 outcomes is evaluated using a summary assessment. The learning snapshots and assessments form part of the documentation, reflection and planning aspects of the learning cycle.

Highlighting ongoing learning cycles is prioritised in our documentation using a weekly program reflection document that shows an entire learning cycle on one page. This document clearly shows the original observation of individual and groups of children that began the learning cycle as well as planning, implementation and reflection about children's learning in relation to the EYLF. Educators reflect on and evaluate learning cycles at the end of each fortnight when planning for the following fortnight.

Children's physical skills are regularly evaluated through the munch and move program, which is a year long embedded program. As each fundamental movement skill is taught, educators observe and assess each child's competency, then provide additional explicit teaching, where required, to enhance children's physical development. This is recorded in the daily program reflection when the assessment occurred.

Children with identified additional needs are supported through an individual education plan created in consultation with families and specialists, as appropriate. Learning needs are identified along with goals and strategies to be implemented in relation to the goals are agreed upon between educators and families. Children's progress toward these goals are evaluated at the end of each term and planning for the following term is completed.

Throughout the day and after the children have left for the day, educators engage in shared reflection, sharing observations and interactions they have engaged in with children and families as well as evaluating children's engagement and learning in the program. Significant discussions of this nature are recorded in weekly program reflections and family interactions record on OneNote, as appropriate, including plans for future practices.

Key Practices 1.3 Pt. 2

Online messages and interactions with families are used as a form of critical reflection where input is sought from families in regard to their child's development and learning. Shared decision making and planning occurs during these interactions. For example, when a family member provided feedback that her child was expressing anxiety about coming to preschool due to music played during the day, educators met with the family member to discuss strategies to support the child.

Children's comments and behaviours are considered as part of critical reflective practice. Significant or ongoing instances of this are recorded as part of the daily program reflection or discussed between educators to inform future planning. For example, when children were consistently engaging in unsafe physical play, educators reflected on their need to take risks and provided a jumping platform and ninja warrior course.

Educators engage in on-the-spot critical reflection and respond to children's signals to inform this. Where experiences are planned that clearly don't meet the abilities of the children or that children are not engaging with, educators reflexively alter the experience or provide alternative experiences based on their knowledge of the children and the context.

Educators monitor children's engagement with planned experiences and spaces over time to evaluate the program and children's ongoing learning. Educator critical reflection about children's engagement drives decision making about learning cycles including planning for future possible learning experiences and whether children have become interested in a different learning cycle so therefore the current cycle needs to finish. This reflection is recorded in the daily program reflection document. For example, during a boat building experience, the children were struggling with the materials used to make them work, and educator reflection led to changing the materials used from cardboard to foil which worked better for the children's developmental level.

Each year the preschool holds an open evening for prospective families as well as an information session for newly enrolled families. These sessions provide information to families about the preschool educational program and practices in line with the preschool philosophy. Families are provided with opportunities to ask questions and clarify the connection between the preschool program, their previous early learning service and schools.

We seek feedback from families at enrolment and throughout the year about the forms of communication that they prefer. Families indicate whether they would prefer online or hard copy information about their child. Online communication is preferred by families as many do not drop off or collect daily, so Seesaw is used as the primary means of communication with families about the preschool program and children's learning.

Families receive periodic learning snapshots and assessments about their child's learning throughout the year via Seesaw. They are provided with opportunities to ask questions about their child's participation and progress at formal parent/teacher interviews at the end of Term 1, informally throughout the year via Seesaw, or at pick up and drop off.

The fortnightly program is sent to families weekly via Seesaw and displayed in the preschool foyer. A newsletter is sent to families via Seesaw containing photos and information twice per term. Based on family feedback, the newsletter was changed to be more visual/audio, to include subtitles, be easier to navigate and less frequent. The newsletter is presented visually, with captions, translation options and audio to support families for whom English is not their first language.

Where educators or families identify concerns about children's learning and development, educators utilise the direct message feature on Seesaw to arrange time for a phone or video call with the child's family. Educators take time prior to the meeting to prepare notes outlining concerns and possible strategies to address them. Families are encouraged to guide the discussion, as the expert about their child. Educators summarise the discussion including future plans and review meetings, as needed.

Quality Area 1 Improvement Plan

Standard /Element	Rationale for goal or identified issue
1.3.1- Assessment and Planning Cycle	The updated EYLF has come into effect this year and we have reflected on how we can best manage our workload while still creating effective planning cycles for individuals and groups of children.
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal
Update our implementation of the planning cycle to reduce workload and increase the effectiveness of the system.	<ol style="list-style-type: none"> 1. Begin using updated planning cycle documentation for educators' reflection and evaluate this over time. 2. Revision of planning and implementation phase of the cycle to be a bigger focus and more flexible to allow for learning opportunities throughout the day and diverse ways to progress towards learning outcomes. 3. Reflect on information provided to families within the whole planning and assessment cycle to determine what information should be shared and how. 4. Conduct action research on different ways that assessment can be done for, as and of children's learning.

Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/06/2020

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 parents of children 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.		

Key Practices 2.1 Pt1

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.

Educators meet with families as part of the transition process to discuss each child's needs. During the meeting, families list their child's specific requirements around toileting, sleeping and routines. Building on this and through regular written and face-to-face interactions with families, information about the child's evolving needs are shared and used to adapt practices in response.

Families communicate their child's health needs through the enrolment form and subsequent health care plan meeting. There is a schedule for updating information about children's needs with their families each term. Family communication about the child's needs is promoted through face-to-face, written and online interactions. Educator practices are adjusted to support the changing health needs of the child.

The "Children with medical conditions" and "sleep and rest" procedures outlines processes to ensure all staff are informed about children's needs. During staff handover for breaks or planning, educators communicate to each other about the need for additional or altered practices in response to the needs of specific children at that time.

The preschool routine includes a quiet mediation or story time with the whole group to provide an opportunity for children to rest and relax. A space for rest and relaxation is provided for children at the veranda, between the indoor and outdoor spaces. This space has been included in both the indoor and outdoor supervision plan so can be used during any time of the daily routine.

Taking into consideration requests from families about their child, educators consider multiple perspectives to determine whether changes need to be made to practices and procedures. Educators draw on ethical and regulatory considerations to balance the families' request.

In consultation with NSW Health staff, the preschool team took part in professional learning with a focus on identifying and promoting the children's health needs. As a result of the health care checks that were completed, several children were identified as needing improvement with their oral health. In response, we incorporated an oral health education program.

In response to children with specific toileting needs, educators work in partnership with the child's family and relevant external professionals involved in their care to support them. Through continued planning, evaluation and implementation of various strategies over time in collaboration with the child's family and external professionals, educators promote toilet training in a way that supports the child's dignity and wellbeing.

Key Practices 2.1 Pt2

During educator reflection about an increase in illnesses and the need for children to better manage their hygiene, educators responded by embedding practices informed by “Breathe, Blow, Cough” into the preschool program and environment. The Infectious Diseases Procedure outlines these hygiene practices.

When there is a breakout of disease in the preschool, we promptly respond using the online platform, Seesaw, to notify families and provide factsheets outlining the illness and exclusion period from NSW Health or Sydney Children’s Hospital. When educators notice a child is not engaging as they would normally with the program and they are concerned about illness, they contact the family by phone to sensitively discuss the child’s wellbeing to determine whether they should be collected early.

Educators support children to learn to assess and manage risks for themselves through explicit teaching using the Seemore Safety program. After reading a picture book identifying different hazards in different settings e.g. the playground, in the car, walking to school, children are asked to view a picture and identify the risks. They then are encouraged to discuss ways to manage the risk. During risky play in the preschool, educators promote children's own risk assessment through scaffolding and questioning the child as they do the risky activity. Educators refrain from physically assisting the child unless they are in danger to support them to make choices about how they can move their own body in a way that feels safe. Educators encourage children to reflect on their own and others' actions after someone has been injured to support their risk assessment skills in the future. For example, when a child who was running slipped over in some mud, educators reflected with the children on how to stay safe. The children suggested removing the mud then used brooms and dustpans to scrape it away. When they realised that this made the area more slippery, they suggested telling everyone to walk near the mud, so stood nearby to tell all the other children as they went past.

Many families of our service expressed that they are unsure how to pack a lunchbox for their child due to them being used to their previous Early Childhood services providing cooked meals on site. To support families, a visual information sheet from NSW Health showing the components of packing a healthy lunchbox is provided to each family in their enrolment pack. In addition, the monthly newsletter provides families with regular messages about healthy eating, packing snacks and water consumption from the Munch and Move program.

Healthy cooking experiences are provided as part of the program at least twice per term. During these experiences, children are taught to prepare food hygienically and safely and encouraged to try healthy foods in a variety of ways. Children are not forced to try new foods, but encouraged in a supportive atmosphere. Children's input is sought about which foods they would like to try or cook next. Children's dietary requirements are met through the choice of foods e.g. vegan, dairy free.

Physical activity is promoted through an intentional fundamental movement skills program as well as planned and spontaneous experiences relating to children's interests and goals. Educators actively engage in physical activities with children including group games, modified sports and obstacle courses. The outdoor environment is planned to promote physical activity both to practice the fundamental movement skills in the program and

Healthy eating is promoted to children through the PB4L program, posters of the Australian Guide for Healthy Eating and eat the rainbow displayed in the preschool. During meal times, educators role model healthy eating by eating their own meals with the children and taking time to discuss with children about the food they are eating. Educators model the language "everyday food" and "sometimes foods" to promote healthy eating.

Key Practices 2.2 Pt1

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.

Risk assessments are completed by educators, in consultation with families, when there are children who have additional needs who demonstrate risk of harm at preschool. For example, educators developed a risk assessment for a child who regularly attempts to leave the preschool through open doors and windows. The risk assessment determined that visual signs and educator reinforcement would protect the child from risk of harm.

The preschool staff induction and refresher held at the start of each year explains the supervision procedures and plan to all K-6 staff. Information about how supervision in the preschool differs from supervision in K-6 is explicitly explained. All staff in attendance sign to acknowledge that they understand the supervision procedures of the preschool.

During handovers between breaks or programming time, educators verbally communicate and critically reflect with the incoming educator about risks relating to individual children and their activities. This is done in an area where both educators can continue to monitor children's activities and provide adequate supervision.

Educators promote children's safety through explicit teaching and encouraging them to stay in areas with an adult present and to tell an adult when they see a risk. Children are taught through the Positive Behaviour for Learning program about keeping themselves and others safe, including not leaving the preschool without an adult.

Educators check and record the daily UV rating every morning as part of the daily safety check. Children wear hats when playing outside at all times, even when the UV rating is below 3. Daily routines are arranged so that children are not outside during the hottest parts of the day when the UV rating is high.

Key Practices 2.2 Pt.2

Where educators believe that a child or family may need support in regard to child protection, educators refer the family to an external family support agency such as Parentline, Anglicare or Metro Assist who can provide resources and contacts to support the family.

Families are provided with information about mandatory reporting requirements and child protection practices through the preschool handbook, annual information night and a notice in the foyer of the preschool. Families can access information about local community resources that support children at risk of abuse or neglect through brochures in the preschool foyer and on the school website via the preschool tab.

Where children with specific child protection needs attend preschool, educators work with the child's family or carers, support worker and other external professionals, where relevant, to determine the appropriate strategies to support the child in relation to their specific needs. The school counsellor can provide support and guidance to the preschool educators and child, if required.

Quality Area 2 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	

No goals for Quality Area 2

Quality Area 3: Physical Environment

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/06/2020

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 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.		

Key Practices 3.1 Pt1

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.

Our preschool is fully pram and wheelchair accessible. A ramp to access the entrance of the preschool and sloped floors in the rear of the preschool to access the outdoor spaces provide access to all spaces as the preschool is on one level. The children's bathroom has an accessible toilet with handrail and bench, which can also be used for nappy changing.

The preschool has a space located in between the indoor and outdoor areas, called the veranda. This area is open to children at all times as a space for rest, relaxation and quiet, away from groups of children. There are books, quiet activities, cushions soft furnishing. It has large glass windows to ensure supervision of the area is possible from both indoors and outdoors. This area was created in response to critical reflection about children's need for rest throughout the day.

Indoor and outdoor storage rooms allow for safe storage of preschool resources and equipment away from children's play areas. The storerooms are suitable for their purpose in both size and arrangement, with ready access from indoor and outdoor spaces to retrieve resources when required throughout the day. This allows educators to quickly retrieve resources to support children's learning in the moment.

The outdoor space has large covered areas which are suitable for use during wet or windy weather, as well as providing sun protection. Educators continually reflect on the impact of the outdoor environment on children's ability to participate in learning.

The preschool has access to a full time "general assistant" (GA) who is responsible for the upkeep of the school and preschool. The GA performs regular maintenance such as mowing, weeding and repairs. When minor maintenance is required, educators log the item online on Sentral so it can be addressed quickly.

Educators continually monitor furniture, equipment and fixtures. Health and safety issues that educators identify are raised at fortnightly team meetings in a designated agenda item. Items are also noted in OneNote. The issue is discussed and addressed by the school principal or GA. Educators critically reflect on incidents that occur involving furniture and equipment during these meetings to develop risk management plans for the future.

Educators monitor the cleanliness of the preschool each day, as part of the daily safety check, after contract cleaners perform cleaning tasks such as vacuuming, toilet cleaning and wiping tables. Educators complete additional cleaning to ensure a high standard of cleaning is maintained.

Key Practices 3.2 Pt1

Standard 3.2		
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.
Environment-ally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

In line with our philosophy, the preschool indoor spaces feature open backed, low furniture on wheels which allow children's free access and flexibility to move furniture, as needed. The spaces within the classroom allow for free flow of children between areas and children's selection of materials for art, reading, drawing, playdough, blocks and toys. There is space for storing long term projects and for large scale construction and movement by children.

The preschool outdoor space features a large sandpit, forest area, hill, bike path, climbing and grass area with space for active play and groups of children. The ample gardens include edible trees, vegetables, flowers for children to pick and a sensory garden. The spaces allow for free flow of children between areas during long blocks of play. Children's engagement with nature is valued in this space, in line with our philosophy. Through children's interest native bee hive was purchased and installed in 2022 and extends on their interests of nature.

Educator critical reflection about the community context of the preschool identified that many families live in apartments or houses with small gardens that don't allow for regular outdoor play. Additionally educators wanted to address developmental concerns over the amount of time preschool children spend doing sedentary or screen based activity. As a result preschool spaces promote active, outdoor play and minimise sedentary screen time.

To facilitate the above point, educators use a weekly program which gives equal weight to planning for indoor and outdoor spaces, with a focus on the provision of materials and spaces to support children's current and emerging needs, goals and interests. Educators critically reflect on their observations of children within these spaces to plan for modifications to the materials and spaces provided to children.

Children are supported by educators to make changes to classroom environments based on their interests and direction of their play. For example, in response to an interest in serving food, children were encouraged to brainstorm for and set up a restaurant dramatic play area. Children are also supported to re-set spaces after play sessions through a pack away chart and routine. Children are intentionally taught to take responsibility for re-setting the spaces.

Educators collect and provide open-ended resources including loose parts, fabrics, blocks, natural and recycled materials to promote flexible play. Educators model multiple uses for these resources and engage in play with children to scaffold their use for play-based learning. Families and children are encouraged to collect and donate these resources for use in the preschool.

Key Practices 3.2 Pt2

The preschool has an interactive whiteboard which is used for individual, small and large group learning. Uses include researching interests and questions, sharing photos of families and events, accessing stories and videos, creative arts and music, guided meditation and yoga, explicit teaching of fundamental movement skills and as a tool for children to practice literacy, numeracy and STEM skills.

Educators meet with families during the transition to preschool process to discuss their child's dispositions, interests, culture and needs as well as goals they have for their child. Where families identify specific resources and strategies that will engage and support their child, educators incorporate this into their planning for individual children. For example, a child needed support to engage safely in play, so a social story was sourced about personal space and safe body movements.

Equipment and resources provided in the outdoor spaces are intentionally used to encourage children to engage in movement, challenge themselves and enhance physical development. For example, educators place resources on the floor and the tray table without chairs to encourage children to develop core strength while engaging in play. Educators evaluate children's engagement with these resources to plan for future strategies. These are documented in the daily program reflections.

Educators critically reflect on children's use of resources to determine if they are suitable, in variety in and number, within the learning spaces. For example, educators noticed a lack of engagement within children's play in the open spaces of the classroom. They would take materials off the shelves and out of boxes but not engage with them. In response, educators decided to ask the children about the resources that they wanted on the shelves and removed those that they didn't request. As a result, the children's engagement with less resources increased.

Educators and children engage in sustainability practices daily as part of the routines of the preschool. The children sort their food rubbish into compost (green bin) and landfill (black bin). They use recycled paper for drawing and know how to dispose of paper in the recycle bin. Children participate in caring for the garden, using compost from the worm farm, as well as eating and cooking using vegetables and fruits from the garden. Lights and air-conditioning are turned off during outside play.

Sustainability and engagement with nature are intentionally planned for as part of the preschool program each week. The preschool positive behaviour for learning (PB4L) program teaches sustainable practices such as using 1 paper towel when washing hands and disposing of different rubbish in specific bins.

Through our long running partnership with Annandale Garden centre, we plan for the garden across the year based on seasonal viability. The garden centre donates vegetable seedlings and flowers for the preschoolers to care for. These are then used for tasting and cooking experiences through the Munch and Move program, and flowers are used by children for creative and play based experiences.

Families are encouraged to collect recycled materials and donate second-hand toys to the preschool rather than disposing of them. Educators engage in discussions with children around these items to show how they can be used instead of being sent to landfill.

Educators evaluate children's sustainable behaviours and critically reflect in order to address areas of concern. Educators then discuss with children about current sustainability issues in the preschool such as overuse of toilet paper, wasting water or food in relation to the impact of their actions on the world. E.g. during water restrictions, children collected water from hand washing to water the preschool garden. This process was documented through the daily program reflections.

Quality Area 3 Improvement Plan

Standard /Element	Rationale for goal or identified issue
3.2- The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Through reflection about our last assessment and rating, discussion with community members as well as visiting other services' physical environments, the team have identified potential improvements in relation to inclusion, community responsiveness and sustainability in our physical environments.
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal
Educators will further develop their skills and understanding of ways to ensure the physical environment is reflective of the local community including diverse perspectives and sustainability and implement this learning	<ol style="list-style-type: none"> 1. Visiting other services and engagement with reflective discussion about local community representation in the spaces. 2. Educator reflective discussions about the changes to the EYLF principles and practices and engagement in professional development around these. 3. Updates to the physical environment based on reflection from the above concepts 4. Establish a vision board for the preschoolers, parents and staff to add to.

Quality Area 4: Staffing Arrangements

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 09.12.2019

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 R.129-135 R.136	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	YES
	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.	

Key Practices 4.1 Pt1

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.

Across the service, 100% of educators hold a qualification at diploma level or above which exceeds the requirements. Our preschool teacher holds an ACECQA approved Bachelor of Education and additionally a Graduate Certificate in TESOL. Our School Learning Support Officer holds a Diploma of Children's Services. Both educators have previous experience in early childhood education.

Families are introduced to all full time educators and team members during the information session in Term 4 of the year prior to starting Preschool. In the newsletter, photos and information about specialist teachers and relief educators is shared with families throughout the year.

Educators' breaks and planning times (RFF) are covered by K-6 staff from the school. Executive staff at the school plan the break and RFF rosters so that relief staff can build relationships with children over time. K-6 staff can only cover educator breaks and RFF if they have completed the preschool staff induction or refresher that year.

Educators regularly critically reflect on and evaluate staffing practices, particularly around handovers between preschool and K-6 educators. Feedback is given to the school principal to inform future planning. This feedback is taken on board and applied to future rosters.

When planning for staffing during the children's first days at preschool, children's safety and wellbeing is prioritised. Children start in a staggered manner and an additional educator attends to support children's transition. This is planned for in response to educator critical reflection about children's needs during the transition period.

To support staff wellbeing and retention, the school holds wellbeing events each term. During this time, educators participate in recognition and team building events such as surprise acts of kindness, after work picnics and writing cards that acknowledge the efforts of others. Preschool educators are also regularly acknowledged during whole school admin meetings by the Principal for their efforts and commitment to the preschool.

Regular educators are used to relieve educator breaks, RFF and absences. These staff are supported to develop relationships with the children through regular attendance in the preschool, the use of photos of children on the wall, class profiles provided in the casual folder and updates about wellbeing or health issues during whole school admin meetings.

Families are informed about different staff members who work regularly in the preschool through "spotlight on the educator" information in the monthly newsletters across the term. This practice was embedded after critical reflection based on feedback from families in 2019 that they would like to know more about other staff who visit the preschool.

Key Practices 4.2 Pt1

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.

Within Orange Grove Public school there is a culture of collaborative leadership which is re-affirmed by school policies and practices. There is an expectation that all staff work collaboratively which is promoted and re-affirmed by the involvement of the preschool educators, supervisor and school principal in decision making about the preschool.

Within the preschool team, there is flexibility for each staff member to take on projects that interest them or play to their strengths. Each team member is valued equally in regard to implementing these projects. For example, one educator enjoys creative arts so implemented an art show project where children created pieces for a whole school art gallery.

Preschool educators and the Principal meet weekly to discuss, reflect and plan for the preschool. Each staff member adds agenda items to discuss in the meetings and leads critical reflection in areas they have identified or would like to lead. The minutes of each meeting are recorded. Weekly summary information about preschool meetings are sent online via the Sentral portal to preschool educators and the school principal.

Each term, the preschool team engages in a collaborative planning day. During this time, educators review procedures, reflect on progress towards quality improvement goals and plan for the following term. Both preschool educators participate in these whole day planning meetings.

During challenging situations, the preschool educators support each other by offering to take over when required or managing other aspects of the situation in ways that help the other educator. There is mutual respect and trust involved to facilitate this in a way that supports all involved.

Educators can access information and professional learning relating to early childhood professional standards through an online early learning portal provided by the Department of Education. These resources are available on demand therefore educators use them in response to incidents or used as part of critical reflection around quality improvement.

The preschool team is supported by the approved provider, Early Learning, and by a staff member at the Department of Education office (P-2 initiatives officer) to keep up to date with changes to regulations, laws and frameworks. The preschool team are informed about these changes through newsletters, emails, Microsoft Teams and face-to-face meetings from Early Learning and the Preschool local area network.

All educators, supervisors, K-6 staff and casual educators attend annual training about the Department of Education employee code of conduct which includes elements of the Early Childhood Australia code of ethics and United Nations Convention on the rights of the child.

Key Practices 4.2 Pt2

The preschool educators actively seek out professional development and readings relating to critical reflection about incidents that arise in the preschool. They seek clarification from the regulatory authority, ACECQA, the approved provider and examples of best practice when reflecting on practices. For example, in response to COVID-19, educators completed training from the Department of Health around best practices to control the spread of the virus.

Quality Area 4 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	

No goals for Quality Area 4

Quality Area 5: Relationships with children

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/06/2020

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

Key Practices 5.1 Pt1

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.

Educators begin building relationships with children before they attend the preschool. Information is gathered from families during the transition to preschool process about each child's individual needs for comfort and security. Educators utilise this information when children attend an orientation visit and in their first weeks of preschool to build relationships with each child and support them to settle into preschool.

Throughout the day, educators participate in children's play and activities alongside them to promote the building of positive relationships. Long blocks of play and a calm, engaged atmosphere allow educators time to engage with every child and support these relationships to grow over time, promoting children's sense of security and confidence at preschool.

Educators critically reflect on information provided by families, their knowledge of the child and their understanding of the ways that children develop emotional regulation when responding to children who are distressed. Educators use strategies that support children to make choices about regulating their emotions. E.g. a child who was regularly overwhelmed by their emotions was supported to use sensory toys when feeling heightened. The child began to request these toys when feeling distressed rather than waiting for it to be suggested.

Inclusion for children with additional needs is supported through the development of an Individual Education Plan (IEP) in partnership with their family and external specialists, as appropriate. The IEP outlines shared goals for the child, strategies to support them achieve these goals and any modifications to practices that are being made for the child's participation in the program. The IEP is reviewed at the end of each term and the child's family is consulted for further planning.

The preschool encourages meaningful, trusting and inclusive relationships with children by engaging families in the preschool program. After a call out to families about children's current interest in yoga, a family member with experience in teaching yoga came in to run a session with the children. When families were asked what area of expertise they would like to share with the children, one family offered to share a cooking activity as her family enjoy doing this together.

When children experience toileting accidents, educators respond in a calm, caring manner. Educators support children to change their own clothes and manage the accident themselves, in a way that is appropriate for their developmental level and comfort. The child's dignity is preserved by educators discreetly bringing the child's clean clothes, moving out of the bathroom area while they are changing, if appropriate, and managing the accident sensitively.

Key Practices 5.1 Pt2

Educators utilise their sense of hearing as well knowledge of children's cues and signals to pre-empt potential conflicts between children. Taking into account the specific needs of individual children, educators critically reflect in the moment, position themselves nearby to the children involved and sensitively intervene, if needed, in a way that helps to solve the conflict or redirect children involved. Educators use restorative justice questioning to support children to manage conflict more independently

Educators acknowledge children's positive behaviour choices using the Positive Behaviour for learning (PB4L) program and small tokens which are exchanged for progress towards a whole class goal. Children work as a team to reach the goal and participate in a reward together when the goal is achieved. Children who may require additional acknowledgment to support their behaviour have specific plans built to operate discreetly within the PB4L system.

Educators use a calm, quiet, non-confrontational tone and manner when assisting children in distress. Educators assist the child to regulate their emotions by offering options that will allow the child to maintain their dignity. For example, a child who is upset because they miss their family was provided with options to read with a staff member or cuddle a teddy bear.

Educators record wellbeing observations and concerns raised by families on the shared OneNote. Through discussion, educators reflect on the wellbeing needs of children and plan to support them. For example, a family member had expressed that her child was experiencing anxiety around watching videos on the smart board. Educators reflected on strategies for how best to support her and then discussed this with the family member. After implementation of these strategies by educators, the child was able to overcome the anxiety.

Key Practices 5.2 Pt1

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.

The preschool environments lend themselves to collaborative learning as they have space for children to work together as they play. Educator critical reflection led to the creation of designated spaces where children can save their collaborative work to continue later, removing the need to pack it away to make space for other activities.

Social and emotional skills programs form part of the preschool program each week. Over the year, educators teach year-long programs to support children's skills in these areas. Specific skills taught include respect for others, getting along, taking turns, sharing, managing frustration. The sequence of this learning is adapted in response to critical reflections about children's current needs and any incidents that may have occurred throughout the year.

Educators set goals for children and work to support children who are facing challenges entering play or joining the learning community using discussion, role modeling, puppets and role play. Educators teach and support children to use specific phrases and strategies to initiate interactions with others and join in play. Educators evaluate and critically reflect on strategies used to support children utilising family and child feedback to determine whether progress has been made.

Educators work to create a community atmosphere within each class using intentional provision of group games and musical experiences designed to support children getting to know one another, particularly at the start of the year. Children are encouraged to speak about photos or objects brought from home in front of the group, to share their culture, experiences and interests with the other children and promote relationships between children.

Children are given opportunities to engage in peer learning and help. For example, educators encourage children to sign their own name each day and one child encourages her friend to write her name, helping her if she struggles. Another child is encouraged by educators to try taking off their own jumper and the child asks a friend to help by pulling the bottom of the jumper up as he does.

Our preschool Positive Behaviour for Learning (PB4L) program uses positive language to teach children about expected behaviours during each part of the preschool routines. Our educators believe that children will engage in positive behaviours if they know what is expected of them in each situation and consistently teach and implement this system. Educators regularly remind and re-teach the expectations throughout the day.

Visual prompts and posters are displayed around the preschool, in relevant spaces, which inform and remind the children about expected behaviours in each area. Educators critically reflect on significant incidents and provide additional re-teaching of expectations as required, throughout the year.

Where children may need additional support to regulate their behaviour, a behaviour management plan is created in consultation with the child's family and any external specialists they may be working with. The focus of the plan is to provide support systems so that the child can regulate their behaviour based on their signals and escalating behaviours. Risk assessments are developed, as needed, along with these plans.

Key Practices 5.2 Pt2

Where a child may display behaviours that could require support from external professionals, educators meet with the child's family to determine whether a referral to Early Childhood intervention or the school counsellor may be required. Families are supported in the referral process, as needed, by educators writing a letter or referral or speaking directly with external professionals. For example, after a discussion between the ECT and a family about their concerns for their child's development, the ECT made a referral to Life Start early intervention and engaged in a phone meeting with an NDIS consultant about the child's needs. This led to a child accessing NDIS funding for additional support with speech therapy and physiotherapy.

After reflection about restorative justice professional learning, preschool educators implement restorative "circle" time where children are encouraged to share their thoughts and experiences in response to an incident or incidents that have been occurring e.g. children involved in physical fighting. The children's responses are recorded on the interactive whiteboard alongside the child's name so they see that their input is valued. Educators support the children to reflect on their own and others' experiences and come up with strategies to support them in the future. For example, there was many instances of unwanted physical contact between children and during the group circle, the children expressed that they liked playing with their friends but didn't like to be hurt. They identified strategies such as telling people to stop if you are a bystander and offering to play with someone who has been hurt.

Quality Area 5 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	

No goals for Quality Area 5

Quality Area 6: Collaborative partnerships with families and communities

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/06/2020

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? 	<p>YES YES YES</p>

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

Key Practices 6.1 Pt1

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.

A community open-evening is offered each year in Term 1, before enrolment opens for the following year, so families can learn about the preschool, the program and ask any questions they may have. The preschool team runs the session, introducing their roles and encouraging families to think about the expectations and values they have for their child at preschool. The event is a result of critical reflection, addressing the issue of local families not knowing many details about the preschool.

Families are invited to contribute to service decisions making around procedure reviews, self-assessment, the preschool philosophy and ongoing improvement planning through surveys sent out via Seesaw. Educators use critical reflection when reading families' responses to surveys to understand families' perspectives about the topic. Educator reflection on these responses inform future planning and goals for improvement.

Based on feedback from family surveys at the end of previous years and the start of this year, the online platform "Seesaw" is used to support family engagement. Through Seesaw, the educational program, newsletters, photos, videos, learning snapshots for individual children, announcements and private messages between educators and families are shared. Families have the opportunity to comment on posts from educators and share photos or information with the preschool. If a family uses another language than English on their phone, Seesaw allows them to translate text into their home language. Regular newsletters are provided with visual, text and audio information to support engagement and understanding by all families.

Families are invited to share their talents, cultural events and interests with the children. One family member came in to teach yoga to the children during an interest in this and another expressed a want to teach the children about ANZAC Day and bake cookies with the children. Families are also invited to contribute to preschool events such as National Science Week. One family member came in to help with working on the preschool garden as she is a member of the local community garden.

Key Practices 6.1 Pt2

During the remote learning period in 2021, families joined their children during interactive zoom group times each day their child would attend preschool. Through this families provided feedback about activities their children had enjoyed and engaged in the group time discussions. Families who did not regularly engage with zoom sessions were contacted by educators on a schedule and offered alternative ways to engage. Families provided feedback through surveys and phone calls about the ways that they wanted to engage with the preschool during this time. For example, one family indicated their child would prefer a smaller group zoom with their particular friend, so we arranged this on a weekly basis.

Families are invited to attend a transition meeting prior to their child starting at preschool. During the meeting, educators acknowledge the value of family input and their expertise about their child. Families provide information and insight about their child's needs and routines as well as identifying any goals they might have for their child's year at preschool. This is followed up during the year with another meeting where further information is shared and goals set. If families are unable to attend the meeting, educators follow up with a phone call to conduct the meeting at a suitable time for the family.

Where children experience distress during morning drop off, educators work with families to develop a routine to support the individual child. Educators listen to family members' suggestions and incorporate their ideas into the routine. Educators support children and family members to follow the routine and provide feedback after the family member has left about how it went. Changes are made, as needed, in consultation with the family

Surveys sent to families at the start of each term provide information to educators about children's current interests, goals and wellbeing as well as families' ideas about their child's learning. Educators critically reflect on the significance of this information in relation to families values, beliefs and cultures when planning the educational program for the following term as well as group and individual learning goals.

Families use the direct message function on Seesaw to communicate with the preschool educators about any wellbeing issues that arise throughout the year. Educators respond to these messages online or arrange a face to face/phone meeting to discuss further, if needed. Information provided by families about children's wellbeing is shared at weekly team meetings and planning occurs to provide appropriate support to the child.

Educators draw on their knowledge of families' expertise, culture, values and beliefs, which they develop through ongoing meetings and interactions, to plan learning experiences. This is shown on the program documentation. Educators consider the UN Convention on the rights of the child, Early Childhood Australia code of ethics and DoE employee code of conduct during critical reflection to ensure families perspectives are respected.

Where families identify the need for support, educators provide referral to relevant community services such as Lifestart Early Childhood intervention, Parent Line, Anglicare family support and Metro-Assist. Educators send home contact information for Parent Line each year to support families who may not have yet communicated their need for support. Additional information about community services is provided in brochures in the foyer of the preschool. For example, a family member indicated concern about their child not meeting developmental milestones in physical and language development. They were referred for early intervention through Life Start by an educator and a referral report was completed to assist the family member with the process.

Current information about the preschool philosophy, self-improvement plan, procedures, enrolment process and handbook is available to prospective and existing families via the Orange Grove Public School website under the "preschool" section. All information on the web site can be translated into multiple languages for accessibility.

Key Practices 6.1 Pt 3

Prior to their child starting at preschool, families are invited to attend an information session where details about preschool operation, philosophy, procedures and practices are explained and families have the chance to ask questions. During COVID-19 restrictions, the session was presented online via Zoom.

Our preschool has a breastfeeding area which was created in response to there being several families with young babies attending the preschool. Families are made aware of the breastfeeding area through signs in the foyer, messages in the newsletter and at the preschool orientation.

Key Practices 6.2 Pt1

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.

To support children's transition into preschool families attend a transition interview with an educator, an information session and receive an enrolment pack. The information session has been held virtually and recorded for families to access at a convenient time. Educators communicate through the transition meeting and information session that partnerships are valued by our service and this is reinforced throughout the year when educators seek out family input through discussions, interviews and surveys. The enrolment pack contains a preschool handbook which provides information about shared responsibilities. There is also a social story, using visuals to illustrate what a day at the preschool looks like. Families have consistently provided feedback that this was the most effective transition support they received.

Educators engage in a process of continuous improvement around transition, enrolment and family partnerships each year based on critical reflection about what has occurred and family survey feedback. Families are asked to evaluate the effectiveness of the partnerships between themselves and the preschool in a survey. Educators are responsive to issues that arise and make changes to procedures, as needed. These are communicated to existing and prospective families well in advance.

To support children who attend both our Preschool and Team Kids out of school hours care provider, the Preschool invites a staff member from Team Kids to present at the preschool family information session. Families learn about the drop off and pick up procedures, services provided by Team Kids and responsibilities after enrolment.

Each day, preschool educators ask for and provide handover information to the Team Kids educators dropping off and picking up preschool children each day. When children appear unsettled or distressed during transition to or from Team Kids, educators work with the Team Kids staff to support the child. For example, one child became upset when he found out he was attending Team Kids after school instead of going home, so a preschool educator accompanied him into the Team Kids premises and supported him to settle into the routine there before leaving.

Preschool children are supported to make a smooth transition to school through continuous engagement with Orange Grove School throughout their year at preschool. Engagement with the school includes participation in whole school events such as the Easter Hat Parade, Book Week parade, school musical as well as regular visits to the school playground, garden, library and classrooms. Information about these events is shared with families to prepare them for aspects of school life.

Key Practices 6.2 Pt2

Children are supported to meet and get to know key staff from the K-6 school. Staff working on younger grades are generally rostered on in the preschool for educator breaks throughout the year to allow them to develop relationships with preschool children who may be in their class in the following years. Specialist teachers such as Italian and Library visit the preschool every week throughout the year so that children see these staff as familiar faces when they start school.

For students who attend another school other than Orange Grove PS, a transition statement is sent to that school. If there is a need for an additional transition procedure, the school is invited to observe that child and share information with the educators. The families are involved in this transition procedure.

Where children work with external professionals, families are encouraged to provide permission for educators to contact the service and that they can have the service attend the preschool to observe or work with the child, if needed. Prior to COVID we had regular therapists attending the preschool including speech therapist and OT to work with children on their social skills in a preschool context.

Through the Department of Education, children with additional needs are eligible to access early intervention preschools. One such preschool is located in our local area so that children with additional needs can access both early intervention (EI) preschool and our preschool during the year. The school counsellor at our school can provide families with referrals to access the early intervention preschool when they enrol at our preschool. Partnerships with staff at the EI preschool support inclusion. For example, when a family expressed intent to enrol at our preschool whose child had significant additional needs, the principal contacted the EI preschool to discuss which setting would be most suitable.

Community members are regularly invited into the preschool to share with the children, for example, the local police liaison officer, local dentist and the school Italian teacher. Educators engage hearing and eyesight testing through NSW Health and K-6 learning support teacher to identify children who may require hearing or vision support.

As part of the Orange Grove Public School community, the preschool engages with the school community and P&C. Through the parent rep system, a family member from each preschool class shares information with preschool families about the school and community. Families and the preschool are invited to attend P&C and school events throughout the year such as school art show, parent trivia night and school working bees.

Due to the preschool's proximity to Callan Park, educators regularly discuss the park with children who go there to play sport, ride bikes and have picnics with their families. Educators discuss significant sites within the park including Aboriginal middens down by the water. During the period of remote learning educators hid painted rocks in a commonly known area for children to find and shared this on Seesaw. Children began to paint and hide their own rocks for their friends to find. Later educators initiated a Callan Park project where children visited different locations in the park with their families to observe or share their favourite spaces. In response to children's input about their favourite places, educators ran group sessions from notable locations in the park including the bee hive tree, possum home tree and chickens at the community garden. This led to a greater sense of connection to the local community for children and families during the lockdowns.

Through the development of our garden, the preschool has forged relationships with local business such as Annandale Garden Centre who has donated plants and vegetable to the preschool garden. Through the school's newsletter and Facebook we have promoted that business and continued to further develop that relationship.

QA6 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	

No goals for Quality Area 5

Quality Area 7: Governance and Leadership Continued

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
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
<p>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</p>		

Key Practices 7.1 Pt1

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.

A regular review process is in place for the service philosophy that seeks input from the preschool team, families, the school community and children. During the review process educators reflect on their beliefs and practices in line with the NQF, EYLF, Code of Ethics and Convention on the rights of the child to form the final version of the philosophy. When members of staff change within the core preschool team, a more extensive review of the philosophy is conducted to ensure that it continues to reflect the values and practices of the team.

The philosophy review process allows the team to consolidate their values and develop a vision for future practices including the direction of continuous improvement strategies for the preschool. For example, after discussing that the educators valued proximity to Callan Park as unique feature of the preschool, the park was selected as a regular local excursions venue.

Children's input for the philosophy is sought through the use of digital cameras and discussions with the children. Educators use discussions about the photos to identify the parts of preschool that children value. Children's photos taken for this purpose can be seen as part of the philosophy document.

The preschool induction presentation for staff includes a discussion of the preschool philosophy and information about Early Childhood pedagogy. The induction is created to suit K-6 staff who may have little experience working with younger children in an Early Childhood educational approach. Feedback provided by K-6 staff after these annual sessions indicate that the staff value the opportunity to learn more about the preschool's educational approaches.

Staff structures such as weekly planning days for the preschool educator, termly planning days with the preschool team, fortnightly team meetings with the principal allow all members of the team to be involved in decision making and shared reflection of practices. The preschool is supported by the administration staff in the school office. They collect enrolment fees and use ERN to enrol children in the preschool and store this information securely.

The preschool team hold regular meetings where the agenda and meeting minutes are stored in Sentral. Educators use WhatsApp, Sentral online portal and the Preschool OneNote to record information and communicate. Twice per term, whole staff meetings are held where any changes to roles and responsibilities are communicated to the K-6 school staff.

Key Practices 7.1 Pt2

The preschool follows the complaints handling system which is guided by the DoE policy and has determined localised procedures around this which are updated regularly. Clear systems for complaints handling are known by all staff. The preschool teacher and supervisor have completed professional learning about handling staff complaints.

All staff are aware of the systems in place for notifications which involves notifying the Principal (or the nominated person in charge that day) and that person putting in a notification to Early Learning within 24 hours. The DoE has a thorough process to ensure the employment of fit and proper staff. All educators employed have appropriate qualifications. Decision making around the most appropriate staff to work in the preschool is made by school executive based.

Digital documentation relating to service records are stored in a shared access, password protected Office365 file. Enrolment records are stored in ERN and Sentral. All records are stored according to regulatory guidelines and DoE policy.

The DoE has clear role descriptions to support all staff in understanding their relevant roles and responsibilities. Preschool educators are also guided by Leading and Operating Preschool Guidelines, the Nation Quality Standards and Staying Healthy documents which inform our practice. We have also constructed local procedures where all stake holders have an understanding of these and where their responsibilities lie.

At the beginning of each year the whole school take part in a preschool refresher induction with any new staff attending a more comprehensive induction. Information is also provided about the key roles of staff within the preschool team such as the preschool teacher and supervisor. This supports a culture of professionalism amongst staff. New staff to the school also attend a whole school induction held at the start of each year.

There is a clear structure in place in terms of procedure reviews. The layout of the procedures document defines the roles and responsibilities of each staff member in relation to that procedure, for example, administering first aid. When changes are made to the procedure as a result of procedure reviews, the preschool team are informed at weekly team meetings and K-6 staff at fortnightly whole school admin meetings.

Decision making about the preschool is a collaborative process, in consultation with the preschool team. During preschool team meetings when educators plan for actions to be undertaken, a shared understanding of responsibility is agreed upon based on the opportunities, strengths and interests of each team member. The team member who is responsible for a task is agreed upon and recorded into the minutes.

During the preschool community open evening and information night for enrolled families, information is provided to prospective and enrolled families about the roles and responsibilities of each member of the preschool team including educators and the school principal. For example, families are encouraged to address concerns with the educators first and then the principal.

Key Practices 7.2 Pt1

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

To support embedded continuous improvement, our preschool created a local procedure highlighting the involvement of educators, leadership, families, and children in continuous improvement planning. The procedure details: self-assessment and review of the existing version of the QIP, opportunities for critical reflection and planning of areas for improvement.

The number of applications for expression of interest each year, particularly applications from children from Aboriginal and Torres Strait Islander backgrounds, which has informed past areas identified for improvement to improve cultural safety and visibility of Aboriginal perspectives in the Preschool. Educators sought out professional development relating to this. Subsequent increases in Aboriginal enrolment demonstrates improvement in practices and visibility within the community.

Family input is systematically sought for data regarding children's sense of belonging, engagement, elements of transition into preschool and into kindergarten, the preschool program and the physical environment. Educators meet to discuss and critically reflect on the feedback to identify areas of priority for families regarding the preschool's strengths and areas for improvement.

The leadership team dedicates funding strategically to support the ECT to work on self-assessment processes each week with a whole day off class. Each term the leadership team funds a collaborative planning day for all staff, including preschool educators with a whole day off class. The principal allocates additional resourcing and time off class, as required, to engage with working towards goals for improvement, such as working with Early Learning advisors, updating the school website.

Key Practices 7.2 Pt2

The educational leader role is fulfilled by the school principal. The Principal leads the development of the preschool program including working with educators on their professional development plans and informing K-6 staff about the preschool program at whole school meetings as the executive team and the P&C. The Principal is also part of the Early Childhood Education Working Party within the NSW Department of Education, supporting the NSW Government with the establishment of the Early Years Strategy. The Principal regularly engages in professional learning around leadership such as through attending Principal's conferences.

The leadership team of the school, comprising of the School Principal and Assistant Principals, have created a culture of respect, trust and guidance for the preschool team which has allowed the educators to flourish in their roles and contributed to improvement in the quality of the preschool. This has been achieved through deferring to the experience and expertise of the educators and supporting them to pursue their professional goals through provision of time for professional learning and discussions. By utilising the strengths and interests of the team, the Principal has driven ongoing improvement both within the leadership team and preschool practices. For example, the ECT has knowledge and interest relating to reviewing procedures so is given allocated time each week to develop and review these across the year.

The Principal plans for professional development of the preschool team, including herself in the educational leader role, in regard to the educational program. For example, during 2023, the ECT was provided the opportunity to present to K-6 and preschool staff regarding Aboriginal education. The Principal provided the ECT with additional time off class to prepare for the presentation and resources to support the presentation.

The Principal, as part of the Performance Development Framework, oversees educators practices in relation to the educational program and the planning and assessment cycle. This includes regularly accessing the preschool the Preschool OneNote which contains all recorded documentation of the planning cycle within the preschool.

Each educator and all members of the leadership team develop their own professional development goals and identify the ways they would like to be supported to achieve these goals through the Professional Development Plan (PDP) process. Each member of the team meets with their supervisor at the start of the year to discuss their goals and formulate a plan to achieve them. Progress towards these goals are collaboratively reflected upon through a shared document in the middle and at the end of the year. For teachers, there is the opportunity to be observed by a supervisor and a colleague to support educators' development towards these goals. For example, an educator identified a goal to improve family engagement in the preschool and was provided extra time off class to work on this.

The preschool team is supported by the approved provider, Early Learning from the Department of Education. Early Learning supports the preschool in fostering a high quality service and self-assessment procedures to monitor the performance of the members of the preschool team. Educators can contact Early Learning via email or phone, and via a virtual staffroom on Teams. Regular virtual network meetings, professional development and Early Learning newsletters are available to all educators via Teams to develop practices and share ideas with other educators or seek advice from others.

Key Practices 7.2 Pt.3

The ECT has been working with a professional early childhood teacher mentor regularly for several years to support identifying goals and work towards for self-improvement and professional practices. Through the mentoring process, the mentor evaluates the teacher's performance in line with the National Quality Framework, national laws and regulations, and the Australian Teaching Standards. Goals are regularly reviewed in line with the teacher's support needs.

The school principal also engages in the performance development framework, setting goals for their learning and development. The school principal is supervised by the Director of Educational Leadership for the school who works in the Department of Education head office. This supports a culture of inquiry at all phases of their career.

QA7 Improvement Plan

Standard /Element	Rationale for goal or identified issue
7.2- Leadership	The updated EYLF includes reference to collaborative leadership and teamwork in the principles. There is scope for improvement in this area relating to "leading critical reflection discussions to examine program and practice and investigate alternative approaches and ways of thinking" from the perspective of collaborative leadership and continuous improvement.
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal
A systematic approach to critical reflection about alternative ways of thinking and approaches with the program and practices that facilitates cooperative leadership, teamwork and continuous improvement.	<ol style="list-style-type: none"> 1. Create a rotating system of leading critical reflective discussions during team meetings. 2. Create a format to support each team member to take the lead in relation to proposing a critical reflection topic, researching the different approaches or ways of thinking that relates to an element of program or practices. 3. Create a format for seeking family and community input relating to these reflective discussions as part of gathering alternative approaches/ways of thinking. 4. Evaluate the systems and formats created to determine whether this has led to continuous improvement in relation to the National Quality Standard