

NSW Department of Education



Self-Assessment

- Working Document

education.nsw.gov.au/early-childhood-education



Self Assessment

Self-Assessment

This document combines aspects of the ACECQA [Self- Assessment Tool](#) and the NSW Regulatory Authority online Self-Assessment Form.

The National Regulations (regulation 55) require an approved provider to develop a Quality Improvement Plan (QIP) within three months of being granted service approval. This must include:

1. service philosophy
2. assessment of the quality of service practices against the [National Quality Standard](#) (NQS) and the Regulations
3. identification of any areas that require improvement

This Working Document includes the requirements outlined above to meet Regulation 55 and 56. It will guide you through a self-assessment process and is an ongoing quality improvement planning document.

Information captured in this document will be easily transferable into the NSW Regulatory Authority online self-assessment form should your service opt in for *'self-assessment for quality improvement'*.

This document will allow you to reflect on the practices occurring at your service, including your service compliance in accordance with the [National Law and National Regulations](#) and your service quality against the NQS.

Self-assessment and quality improvement are most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure that, when you undergo assessment and rating, your service and staff are in the best position to showcase your service practice.

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs.

Philosophy



Our Philosophy

Our educators are dedicated early childhood professionals who constantly strive for best practice at all times, seeking out ways to further develop their skills, passions 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 as we work for continuous improvement.

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 through whole school programs and events.

It is important for our educators to build partnerships and come to know each family and child's unique backgrounds, cultures, personalities, interests, talents and aspirations; a process that we begin before enrolment each year. The educational program is built from the foundations of these partnerships and knowledge.

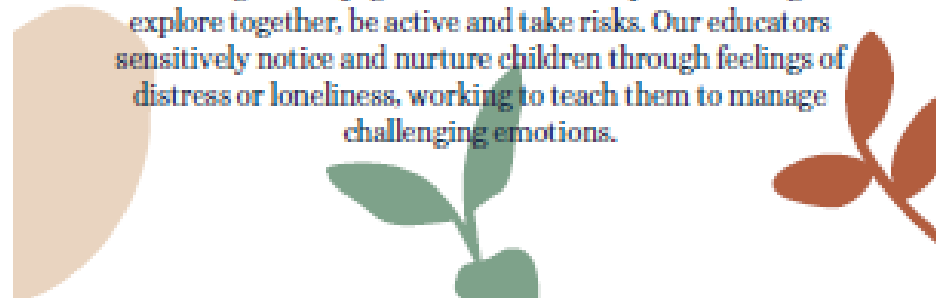
Philosophy



Our educators see ourselves as part of our children and families' lives as we support and cheer them on, often over several years of siblings. We come together with our families to celebrate wins and stand ready to help in challenging times.

We recognise that children learn best in calm, nurturing environments where they grow confident to choose their own experiences, try things for themselves, explore their ideas about the world and take risks in learning. In our cluttered, busy lives, we love our wide, open spaces and long, uninterrupted play sessions with ample outside play, in the midst of our inner city location.

We 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 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, pretend, imagine, explore together, be active and take risks. Our educators sensitively notice and nurture children through feelings of distress or loneliness, working to teach them to manage challenging emotions.

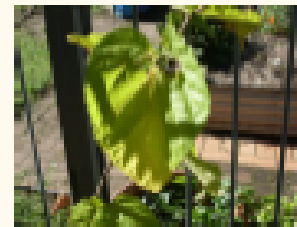
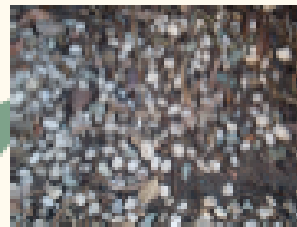


Philosophy

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

Through hands on, child focused, play based experiences, we support children to develop social, emotional, physical movement and independence skills as well as foster curiosity and thirst for learning.

We acknowledge the Wangal people of the Eora nation as the traditional custodians of the land on which our preschool is built. We are committed to sustainable practices, with gardening and recycling a key part of teaching our children about our shared responsibility to care for the land.



Previous Assessment



Articulating Key Practices

Articulating key practices

Key Practices are things you do in your service that demonstrate your service quality against the National Standard (NQS). When referring to the Guide to the NQS, think about what your educators 'do' that is aligned with the elements in each standard. Consider the following:



Observed: Can the practice be seen?



Discussed: Can educators and staff talk about why and how particular practices occur at the service?



Sighted: Is there documented evidence to support your key practice statement?

Regulatory and Quality practices- Where you have identified that your service is meeting legislative requirements in this document, you do not need to outline your regulatory practices. Rather, describe your service's quality practices aligned to the element.

For example, in relation to **Element 2.1.3** where **Regulation 80** is marked as '**Compliant**':



The weekly menu is displayed and accurately describes food and beverages provided to children.



Water is always served at mealtimes and accessible to children.

Rather, you may like to consider other aspects of your practice which promotes healthy lifestyles including nutrition and physical activity. For example,



Cooking experiences are included in the program promoting healthy eating and knowledge of nutrition.



Our four weekly rotating seasonal menu was reviewed by a dietician to ensure that it is consistent with the dietary guidelines.

Articulating Key Practices

Exceeding themes will be visible through your key practices. You do not need to re-write theme descriptors as your practice, 'what you do' is your practice. Recording 'our approach is embedded' does not provide a clear example of how your practice aligns with the statement.



Key practices at an exceeding level should identify how what you do is *over and above* meeting practice. The Guide to the National Quality Framework [Section 3. National Quality Standard and Assessment and Rating](#) includes guidance for Exceeding themes at the end of each Standard.

For example, in relation to Element 2.2.2:



Our services approach to risk assessment and emergency management is embedded.



Educators engage in robust discussions.



During induction all educators complete training on the use of emergency equipment and are walked through the lock down and evacuation procedures. A review of this process identified the need for a communication plan to ensure that all stakeholders are familiar with what is communicated before, during and after an emergency. Families were consulted and their feedback led to the plan being added to our website and key information provided to Fire & Rescue NSW.

Note: Authorised officers will confirm that your service is meeting minimum legislative requirements during the assessment and rating visit.

Guidance for Exceeding

Guidance for Exceeding the National Quality Standard

A rating of Exceeding NQS means going **above and beyond** what is expected at the Meeting NQS level for a standard. The following three themes must be demonstrated in service practice for a standard to be rated as Exceeding NQS:

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Exceeding Theme 1: Practice is embedded in service operations

This theme means that high quality practice for the standard is demonstrated consistently and frequently across the service, regardless of the time of day or changes to staff. This ensures a sense of continuity and predictability for children.

For example:

- high quality practice is usual practice across the service
- quality practice is consistent across all educators
- each educator's practice reflects a clear understanding of the requirements of the standard
- practice for the standard reflects the service philosophy and the principles and practices of the approved learning frameworks.

Exceeding Theme 2: Practice is informed by critical reflection

When practice is informed by critical reflection, educators consider, question, analyse and re-evaluate planning and decision-making for that standard. This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

For example:

- reflection on practice is regular and ongoing
- opportunities for improvements are identified and implemented
- educators are aware of the influences on their practice and are committed to ongoing learning
- decision-making processes draw on diverse perspectives.

Guidance for Exceeding

Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Every education and care service is unique, as are the children, families, and community at the service. This theme recognises that high quality practice is informed by and tailored to the unique strengths and needs of children, families and the community. This theme recognises differences across service types. For example, it is expected that services that educate and care for school-aged children may build strong relationships with the school and broader community and have fewer interactions with families compared to services that educate and care for younger children.

For example:

- practice reflects the voices and strengths of children, families and the community
- practice demonstrates shared decision-making and problem solving with families and/or the community
- practice suits the unique environmental, cultural and community context of the service
- practice fosters a culture of inclusiveness.

Note: To be rated Exceeding NQS overall, all quality areas must be at least Meeting NQS, and four or more Quality Areas must be Exceeding NQS, with at least two of these being quality areas 1, 5, 6 or 7.

Support



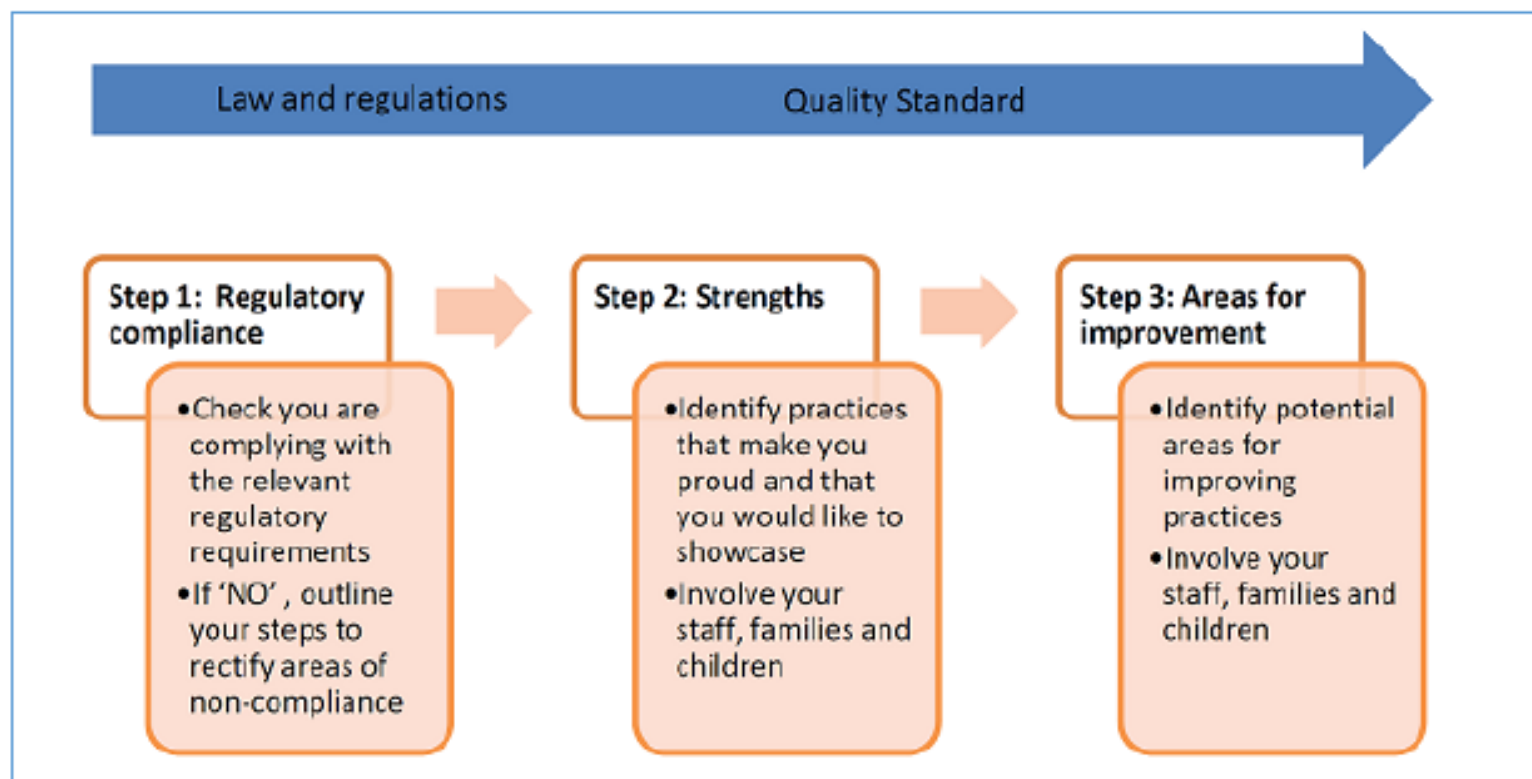
For further support and answers to questions that are not addressed through this guide, please contact the [Quality Support Team](#) at eequalitysupport@det.nsw.edu.au or phone 1800 619 113.

Self Assessment Quality Areas

Self-Assessment Quality Areas

In each of the seven quality areas it is now time to add details of your service practices. In each quality area it is important to capture:

1. **Regulatory Compliance** – where regulatory requirements are assessed as 'no' take immediate steps to rectify the non-compliance,
2. **Strengths** - record the practices that make you proud and that you would like to showcase against the elements and standards, and
3. **Areas for improvement** – identify potential areas for improving practices.



Quality Area 1

Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

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.
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.
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.

QA1 Law and Regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR at each educator's residence or venue for family day care? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.76	STD1.3	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 children's participation? a copy of their children's assessment/evaluation documentation? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.74	STD1.3	<p>If you have children who are preschool age or younger, do you document:</p> <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? <p>If you have school age children, do you document:</p> <ul style="list-style-type: none"> how and why the education program has been developed to support all children to participate in the program. 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
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QA1.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	Learning goals for each child are developed and updated throughout the year based on the principles and practices of the Early Years Learning Framework. Consultation with the child's family, relevant external professionals and the child themselves is undertaken to develop these goals through meetings, surveys and informal discussions. Goals are recorded onto a summary sheet each term. They are reviewed and planned for at regular intervals throughout the year, depending on the child's needs.	Y
			Educators utilise observation and assessment to gather knowledge about each child and groups of children in relation to the 5 outcomes of the EYLF. Whole group goals are created across months to support progress towards the 5 learning outcomes for all children. For example, in Term 1, the whole group goal is "children have a strong sense of identity". Planning in relation to whole group goals is recorded on the weekly programs	
			Educators use a daily program reflection sheet and photographs to record and interpret children's significant learning against the 5 outcomes of the Early Years Learning Framework. Learning cycles are planned and evaluated on a single page over time, until the cycle is completed. Educators also verbally evaluate and reflect on learning cycles together to measure children's engagement and map future possibilities. A symbol on the reflection sheet is used to show that a cycle is completed.	
			Curriculum decision making around year-long programs for social and emotional skills, fundamental movement skills, language learning and music is informed by reflection about AEDC data for the local area, family consultation about each child's needs and goals, as well as integration with whole school programs in the K-6 school. Programs are adapted throughout the year in response to incidents and reflection on children's needs. These reflections are recorded on the daily program reflection.	
			The weekly program document shows separate curriculum planning occurs for both groups, and that children have opportunities to engage in a wide range of learning experiences drawing on principles, practices and outcomes from the Early Years Learning Framework. Educators plan for children's learning indoors and outdoors based on their knowledge about children as informed by children's learning goals, group goals, yearlong programs and daily program reflections.	

QA1.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Child centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	At enrolment, families share information about their child and family with educators through a survey and interview with an educator. Educators collate information shared about each child to make a profile that is updated throughout the year based on observation, assessment, family and child input. Educator reflection, using a summary sheet of all children's profiles, informs planning for individual and groups of children in the daily program reflections and learning snapshots.	Y
			Children and families are provided with regular opportunities to share information with the preschool. Surveys are sent throughout the year via Seesaw to gather current information about each family and their child. A "belonging book" is sent home with children one at a time, to add photos of their family, interests and experiences to share. Families often share photos of weekend and family events via the Seesaw online platform.	
			Educators document one learning snapshot for each child, every term, capturing a significant observation of each child in relation to the 5 learning outcomes of the Early Years Learning Framework over the year. This is used to gather information about the ways that children's abilities, knowledge, strengths and capacities develop over the year. These documents are shared with the child's family via Seesaw.	
			Educators intentionally scaffold and empower children to share their interests, accept challenges and make new discoveries about themselves. Educators interact, play and learn alongside children to develop their understanding of each child and to respond to children's spontaneous ideas, interests, abilities, knowledge and questions by providing additional resources in the moment, as appropriate, to extend learning. Significant spontaneous learning is recorded in the daily program reflection.	
			Relief and casual educators are encouraged to leave a note or give verbal feedback about the children's activities during their time at the preschool to allow regular educators to keep informed about children's emerging interests, ideas, abilities and knowledge even when they are not present.	

QA1.1.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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.	Y
			The daily routines of the preschool are flexible and responsive to children and the circumstances of the day. Meal times are progressive, offered in response to children's cues and give children choice around when they would like to eat between certain times. Long blocks of play are embedded throughout the day. Transitions between parts of the day respond to the general activity of children, for example, if children are engaged in outdoor learning, we stay outside longer.	
			Where children have specific needs, educators consult with their family and specialists, as required, to plan for supporting that child's engagement in the program. An IEP is developed through this collaboration, outlining ways that educators will scaffold the child's participation in learning experiences appropriate to their needs. E.g. one IEP and behaviour plan outlines how educators support a specific child to self-regulate when they experience emotional distress.	
			Educators utilise key routines throughout the day to promote children's independence, self-help skills and hygiene practices. 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.	
			The weekly 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, 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	

QA1.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Intentional Teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	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.	Y
			Educators draw on knowledge of children, families and community when planning events, activities and celebrations in the preschool. Each family is asked to share important events and celebrations for their family with the preschool throughout the year via their transition interviews and regular surveys. Educators make decisions about events based on promoting diversity, inclusion and the Orange Grove community atmosphere, for example the school Book Week parade	
			Educators curate resources, equipment and spaces to ensure multiple possibilities for their use by children. In 2020, educators noticed that the children found it challenging to direct their own play when using toys with specific themes e.g. police Lego, after significant reflection on the issue, educators identified a goal for the quality improvement plan to increase open ended resources in the preschool and promote their multiple uses. This concept is now embedded in the program.	
			Educators identified an area of need through the self-assessment process relating to embedding Aboriginal perspectives into the program. One educator sought out professional development around this topic and enrolled into a year-long course with ongoing learning about Aboriginal perspectives into the program. Each month, the educator shares their learning from the course with the other educator and implements learning from this course into the preschool program.	
			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.	

QA1.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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.	Y
			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.	
			Educators observe children's play throughout the day and track their interests and ideas through the daily 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's play incorporated superhero masks educators responded by providing children with opportunities to research and create masks and asking families to share photos and stories about masks at home.	
			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 child 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.	

QA1.2.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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 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 of 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.	Y
			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, modelling 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 tidying a specific area within the indoor and outdoor spaces. Children are taught about the expectations for tidying the space 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.	

QA1.3.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	<p>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 4 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.</p> <p>Highlighting ongoing learning cycles is prioritised in our documentation using a daily 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 week when planning for the following week.</p> <p>In response to AEDC data for the local area in relation to lower levels of physical development, children's physical skills are regularly evaluated through the munch and move 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 on the day the assessment occurred.</p> <p>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 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.</p> <p>Our educators have been invited to present to other educators through the DoE preschool network each year about our planning cycle and documentation. In 2019 we presented in person at a DoE preschool conference. In 2020 we presented via Zoom about remote learning planning cycles and in 2021 we visited Annandale Preschool to present to their educators about using our daily program reflection document to show implementation and evaluation of programs.</p>	Y

QA1.3.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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 daily program reflections and family interactions record on OneNote, as appropriate, including plans for future practices.	Y
			Online messages and interactions with families are used as a form of 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, a child needed extra support to manage his and others safety during play, so an educator met with his family via zoom to discuss his needs and plan for strategies to support him.	
			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, after a child commented that she wanted to stay close to an educator at drop off time, so the daily routine was adjusted so that this could happen consistently every day.	
			Educators engage in on-the-spot 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 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.	

QA1.3.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.	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.	Y
			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 in Term 2, informally throughout the year via Seesaw, or at pick up and drop off.	
			The weekly program is sent to families weekly via Seesaw and displayed in the preschool foyer. A monthly newsletter is sent to families via Seesaw containing photos and information. 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 an expert about their child. Educators summarise the discussion including future plans and review meetings, as needed.	

QA1 Key Improvements

Key improvements sought for Quality Area 1

Standard/element	Outcome	Priority	By When?
1.2.1	Educators feel confident to incorporate at least one Indigenous perspective into every learning cycle	M	End of 2021
1.2.2	Every child provides their input about at least one aspect of the preschool procedures.	H	End of 2021

Quality Area 2

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

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.
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.

QA2 Law and regulations

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

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Quality Area 2: Standards and elements

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.
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.

QA2 Law and regulations Part 2

R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.78-79	STD2.1	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?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

QA2.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	Educators meet with families as part of the transition process to discuss each child's needs. A family survey sent out at the start of the year also asks each family to list their child's specific requirements around food, drink, toileting, sleep, and rest. Educators use this information to plan practices and develop health care plans and risk assessments, where required. They also communicate to families what wellbeing measures are in place and how this could support their child.	Y
			Relief and casual educators are informed about children's wellbeing and comfort needs through the preschool induction and the whole school administration meetings when changes have occurred. This is documented in the preschool OneNote and reflected upon regularly during preschool team meetings to ensure children's needs are met.	
			The physical space for children's rest and relaxation contains soft carpets, comfortable chairs, and calming resources such as books or sensory toys. The main relaxation space has closing doors to make it quieter. Additionally, the children participate in a short meditation session each day, promoting resting their bodies and mind. This was implemented in response to families requesting that children do not sleep at preschool but that they may need a short rest.	
			Provisions for children who may require sleep while at preschool are accessible should they need it. Families who indicate that their child requires sleep are requested to bring a fitted sheet and blanket for their child to use while at preschool and launder it weekly.	
			Children who are not yet toilet trained are supported at preschool through the provision of nappy change facilities and family guided toileting practices. Families provide nappies and wipes for their child. Educators work in partnership with families to promote toilet training at preschool and regularly check in with families to discuss progress or changes to the child's needs.	

QA2.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	Children's morning tea and lunch is brought from home and stored in the classroom fridge. Children who bring their food in an insulated bag are supported to remove the bag before placing the food in the fridge. The fridge was purchased after critical reflection about food safety of perishable items when not refrigerated.	Y
			In response to educator critical reflection about COVID-19, the preschool has been subject to enhanced cleaning measures including extra disinfection of high-touch surfaces, separation of toys to avoid cross contamination between groups, individual bagging of playdough for each child, daily washing of cleaning cloths and hand towels and more frequent washing of dress ups, cushion covers and toys .	
			Children are supported to develop skills to independently manage their hygiene such as through visual posters about effective handwashing and hygienic use of the toilet, intentional teaching and role modelling about hand washing and nose blowing. Educators respond to incidents and outbreaks by re[1]teaching these concepts.	
			Both full time educators in the preschool hold an ACECQA approved first aid qualification for education and care setting. All school staff hold a CPR certificate, anaphylaxis, and asthma training. This is communicated to families via our Seesaw App in order to foster trust and confidence in our service. This practice was embedded after critical reflection around having a first aider present at all times.	
			Educators manage risky play in the preschool through supervision plans, considering risk assessments for spaces within the preschool, and intentional teaching of positive expectations about behaviour to children. For example, through the PB4L program, children are taught to hang from the monkey bars by their hands only.	

QA2.1.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Healthy Lifestyle	Element 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	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, water consumption and physical activity from the Munch and Move program.	Y
			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 after educators noticed children engaging in mostly sedentary activities while outside.	
			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 mealtimes, 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 use the language "everyday food" and "sometimes foods" to promote healthy eating.	
			Educators incorporate programs that promote healthy lifestyles from the community into the preschool. In response to child interest, educators incorporated the Coles "eat the rainbow" program, and in response to educator interest, implemented the Munch and Move South West Sydney yoga program.	

QA2.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	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.	Y
			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 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. Where the UV rating is above 3, children apply sunscreen 20 minutes before going outside and every 2 hours while outside. 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.	

QA2.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	As part of Orange Grove Public School, the preschool is included in school-wide emergency management plans. These plans were developed in consultation with the Department of Education WHS consultant to determine evacuation points, staff responsibilities and key procedures.	
			Additional preschool specific emergency and evacuation procedures have been developed using guidance from Kid Safe and NSW Department of Education WHS policies. They align with whole school procedures as we are situated on the school site.	
			Emergency response rehearsals are practiced as the preschool and also as part of the whole school. Whole school evacuation and lock down rehearsals occur twice per year, in addition to the rehearsals that occur every 3 months for only the preschool.	
			Where children are enrolled who have a medical condition that poses risk of a medical emergency, educators develop a risk minimisation plan for that child, in consultation with the child's family and medical practitioner. For example, a child with epilepsy enrolled in the preschool and the risk minimisation plan included close supervision of water play and alerting all staff not to use certain triggering essential oils.	

QA2.2.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	All educators, K-6 staff and casual staff complete annual child protection training via the Department of Education online portal which outline the steps that must be taken if they suspect a child is at risk of harm. Educators must provide a certificate of completion for this course each year.	Y
			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.	
			When children arrive at preschool with unexplained injuries or their behaviour changes significantly, educators engage in discussions with children and families, where appropriate, to investigate whether there is a risk of harm to the child. Educators report their concerns to the preschool supervisor, reflect upon these during our preschool team meetings and record the details into a confidential document stored on the school server.	
			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.	

QA2 Key Improvements

Key improvements sought for Quality Area 2

None for 2021

Quality Area 3

Quality Area 3: Physical environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children's learning and development.

Quality Area 3 of the NQS focuses on the physical environment. The physical environment is critical to:

- contributing to children's wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children's learning and development
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECOA website](#).

Quality Area 3: Standards and elements

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

QA3 Laws and regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 3.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.116-117 R116 R34(f)(iii)	STD3.1	<p>If you have a family day care service:</p> <ul style="list-style-type: none"> Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? Do you require educators to inform you of any alterations or renovations to their premises? For family day care services operating from a venue, have you submitted an application for approval to operate from a venue? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R104-115	STD3.1	<p>Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:</p> <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 If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? Are there appropriate toilet, hand washing and nappy change facilities? Is there space for administrative functions and consultation with families? Is there adequate light, ventilation and shade? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

		<ul style="list-style-type: none"> Are all areas of the premises easily supervised? 	
R105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

QA3.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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.	Y
			The preschool has a space located in between the indoor and outdoor areas, called the veranda. This area is always open to children as a space for rest, relaxation and quiet, away from groups of children. There are books, quiet activities, comfortable chairs, and a soft rug. 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 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.	
			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. In 2019, educators identified a need for additional covered areas on the grass and secured funding to have a shade cloth installed there.	
			The indoor space has windows facing the entrance and foyer. This allows children to wave a final goodbye to their families when they are dropped off and educators to view any visitors to the preschool before they have entered the classroom.	

QA3.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	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 write the item into the GA book at the school so it can be addressed quickly.	Y
			Other cleaning and maintenance of the preschool, such as carpet cleaning, floor resealing, vacuuming, deep cleaning, gutter cleaning, checking of fire extinguishers and blankets and treatment for pests is completed when children are not present.	
			Educators continually monitor furniture, equipment, and fixtures. Health and safety issues that educators identify are raised at weekly team meetings in a designated agenda item. The issue is discussed and addressed by the school principal or GA. Educators reflect on incidents that occur involving furniture and equipment during these meetings to develop risk management plans for the future.	
			When public health restrictions allow for it, families contribute to the upkeep and maintenance of the preschool through working bees. In 2019, families added soil to garden bed, removed weeds, cleared leaf litter, and contributed seedlings for the garden during a working bee.	
			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. When necessary, educators complete additional cleaning to ensure a high standard of cleaning is maintained.	

QA3.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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.	Y
			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.	
			Educator 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 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	

QA3.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Resources support play based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Educators collect and provide open-ended resources including loose parts, fabrics, blocks, natural and recycled materials within the preschool 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.	Y
			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 or at a tray 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 reflect on children's use of resources to determine if they are suitable, in variety in and number, within the learning spaces. For example, in response to COVID-19 restrictions, educators reduced the number of puzzles available to allow for easier disinfecting however after increased interest in puzzles by the children, more puzzles were added to the shelf. Educators discussed using spray disinfectant to manage the larger number of puzzles.	

QA3.2.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Environmental responsibility	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.	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), soft plastics recycling (red bin) and landfill (black bin). They use recycled paper for drawing and know how to dispose of paper in the recycle bin (blue bin). Children participate in caring for the garden as well as eating vegetables and fruits from the plants. Lights and air-conditioning are turned off during outside play.	Y
			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 pre-schoolers 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 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.	

QA3 Key Improvements

Key improvements sought for Quality Area 3

None for 2021

Quality Area 4

Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children's active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

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.
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.

QA4 Laws and Regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	

QA4 Laws and Regulations Part 2

		<ul style="list-style-type: none"> Have you ensured that all educators and educator assistants are at least 18 years of age? Have you ensured that all coordinators have an approved diploma level qualification? Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? Is there a process in place to ensure serious incidents and complaints are adequately addressed? Does your FDC Coordinator provide adequate monitoring and support to educators Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? If you employ educator assistants, Do you ensure you and the educator assistant comply with the requirements of R.144? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.120 R.126 R.129-135	STD4.1	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

QA4.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.	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.	Y
			Photos are displayed in the foyer to show the preschool and RFF educators for families. When a regular casual staff member is replacing a preschool educator, their photo is also displayed next to the sign in book. In the newsletter, photos and information about each educator 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 reflect on and evaluate staffing practices, particularly around handovers between preschool and k-6 educators. Feedback is given to the preschool supervisor and 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 reflection about children's needs during the transition period.	

QA4.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.	Two full time educators work in the preschool every day using ongoing collaboration and planning. The same educators are present at drop off and pick up each day for continuity to children and educators.	Y
			The preschool educators and supervisor have worked at the preschool for at least the last 3 years, providing continuity of educators to families who have had multiple siblings attend the preschool during this time.	
			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 administration meetings by the preschool supervisor 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 administrative 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 reflection based on feedback from families in 2019 that they would like to know more about other staff who visit the preschool.	

QA4.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	Within Orange Grove Public school there is a culture of collaborative leadership which is reaffirmed by school policies and practices. There is an expectation that all staff work collaboratively which is promoted and reaffirmed by the involvement of the preschool educators, supervisor and school principal in decision making about the preschool.	Y
			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 preschool supervisor meet weekly to discuss, reflect and plan for the preschool. Each staff member adds agenda items to discuss in the meetings and leads reflection in areas they have identified or would like to lead. The minutes of each meeting are recorded. Weekly summary information about preschool meetings is sent online via the Sentral portal to preschool educators, supervisor 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 and the preschool supervisor 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.	

QA4.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Professional Standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.	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 reflection around quality improvement	Y
			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.	
			The preschool educators actively seek out professional development and readings relating to 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.	
			. Educators in the preschool are subscribed to ACECQA, NSW Quality in Practice, AITSL and Early Childhood Australia newsletters and regularly read them in order to stay informed about professional standards and practices.	

QA4 Key Improvements

Key improvements sought for Quality Area 4

None for 2021

Quality Area 5

Quality Area 5: Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECOA website](#).

Quality Area 5: Standards and elements

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.
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.

QA5 Laws and regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 5.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.155	STD5.1	<p>Have you ensured that educators interact with children in a way that;</p> <ul style="list-style-type: none">• Encourage children to express themselves and their opinions?• Support children to develop self-reliance and self-esteem?• Maintain the dignity and rights of each child?• Provide positive guidance and encourage acceptable behaviour?• Reflect each child's family and cultural values?• Is appropriate for the physical and intellectual development and abilities of each child?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.156	STD5.2	<p>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?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

QA5.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Positive educator 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.	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.	Y
			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 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 distressed asked to do a meditation, which is part of our daily preschool practice, so educators provided headphones and a space for this.	
			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 Chinese New Year celebrations, a parent volunteered to come into the preschool to share how their family comes together to celebrate Chinese New Year. This led to a strong sense of belonging for that family and in particular that child, to the preschool.	

QA5.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Dignity and rights of the child	Element 5.1.2	The dignity and rights of every child are maintained.	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.	Y
			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 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 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.	

QA5.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Collaborative Learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.	The preschool environments lend themselves to collaborative learning as they have space for children to work together as they play. Educator 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.	Y
			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 modelling, 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 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 encouraged to support peer learning. For example, every day a child assists another child in packing her bag after lunch. She models learned language from the educators and prompts the child in developing this skill.	

QA5.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Self-regulation	Element 5.1.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	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.	Y
			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 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.	
			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.	
			The annual staff induction supports K-6 staff who may not regularly work with young children, to understand appropriate interactions. The PB4L framework is used across the school, so the induction highlights how to implement this program in the preschool when interacting with children and guiding behaviour. This practice was embedded in response to reflection that K-6 staff were not confident to manage interactions with young children.	

QA5 Key Improvements

Key improvements sought for Quality Area 5

None for 2021

Quality Area 6

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECOA website](#).

Quality Area 6: Standards and elements

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.
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.

QA6 Laws and Regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 6.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.157	STD6.1	<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?	<div><input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant</div>

QA6.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	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 reflection, addressing the issue of local families not knowing many details about the preschool.	Y
			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 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.	
			After reflection it was decided that a monthly newsletter would be sent to families via Seesaw with photos and information about the educational program rather than fortnightly. The information in the newsletter is has been made accessible to all families through its presentation in visual, audio, and written form, with the option of digital translation of written captions non-English speakers. These additions were made based on survey feedback from families.	
			Families are invited to share their talents, cultural events, and interests with the children. Families are also invited to contribute to preschool events such as National Science Week. During COVID-19 restrictions, one family member shared a video walk through of her workplace as a nurse to supplement children's learning about hospitals.	

QA6.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Parent views are respected	Element 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	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.	Y
			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 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 reflection to ensure families perspectives are respected.	

QA6.1.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	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.	Y
			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 "About our school" tab and "preschool" section. All information on the web site can be translated into multiple language for accessibility.	
			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.	

QA6.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	After reflection about transition to preschool practices, educators implemented an extensive transition process to support children's transition into our preschool. The process includes information sessions, transition interviews and an orientation visit. In addition, during COVID-19, a social story book was added to the transition procedure to support all families and children who may have felt nervous about starting preschool.	Y
			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.	
			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.	
			Information is provided to the families of children who attend both the preschool and the after-school care provider, Team Kids, about the procedures for handover between the services at drop off and pick up. Preschool educators ask for and provide handover information to the Team Kids educators dropping off and picking up preschool children each day.	
			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. Due to COVID-19, last year we held a Virtual Information Evening to communicate to families what we provide as a service and how to engage in our EOI process.	

QA6.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	Educators communicate to families during their transition interview that family input and partnerships are valued at preschool. Through the transition to preschool process and various opportunities throughout the year, families are invited to contribute their ideas and make decisions about their child to the preschool. These are documented via surveys and interview templates recorded during the interview.	Y
			Educators engage in a process of continuous improvement around transition, enrolment, and family partnerships each year based on 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.	
			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. In one situation, a child's OT attended the preschool each Thursday to work on supporting her social skills amongst other children.	
			Through the DoE, 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 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.	

QA6.2.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Community engagement	Element 6.2.3	The service builds relationships and engages with its local community.	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.	Y
			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 during COVID-19, a scavenger hunt of sites was established by educators in response to increased use of the park for recreation by families and children.	
			Through the development of our garden, the preschool has forged relationships with local business such as Annandale Garden Centre who has donated many 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.	
			The Gamilaraay language program is taught within the school to children of Aboriginal and Torres Strait Islander. The preschool took part in the filming for Play School on the ABS where the primary children taught the preschool children about Kindergarten Transition. This was communicated to the community via the ABC, our school's Twitter and Facebook pages.	

QA6 Key Improvements

Key improvements sought for Quality Area 6

Standard/element	Outcome	Priority	By When?
6.1.3	Multiple resources are available to provide to families who request support.	M	End of 2021
6.2.3	Establishment of regular contact with at least one local service or organisation that results in children's engagement with the local community	H	End of 2021

Quality Area 7

Quality Area 7: Standards and elements

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

QA7 Laws and regulations

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 174-176	STD7.1	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 the Regulatory Authority?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> The nominated supervisors, educators, coordinators and staff? Family day care educator assistants? Adults living in residences used to provide a family day care service? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.172	STD7.1	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?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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R.168-169 R.170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.92, 99, R.177	STD7.1	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?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.55-56 R.31	STD7.2	Have you ensured that your Quality Improvement Plan: <ul style="list-style-type: none"> Contains a statement of the service philosophy? Is reviewed and revised at least annually? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

QA7.1.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Service Philosophy	Element 7.1.1	A statement of philosophy guides all aspects of the service's operations.	During 2020, in response to changing values within the preschool team and community, the preschool philosophy was reviewed and re-written. Input from families, the school community, children and educators was sought in an extensive review process. During each phase of the review, educators reflected 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.	Y
			The revised philosophy and review process has brought new direction to the preschool team, including guiding the direction of the continuous improvement process. E.g., purchasing new resources for the preschool is now more focused as a result examining our values.	
			Children's input for the philosophy is sought through the use of digital cameras and discussions with the children which they can use to identify the parts of preschool that they value. During the philosophy review, this provided valuable insight into children's opinions and understanding of their time at preschool.	
			The preschool induction presentation for staff includes a discussion of the preschool philosophy and the theoretical reasoning behind the words. This was added to the induction in response to reflection that K-6 staff did not understand why the preschool educational program is different to the K-6 curriculum. A survey of staff after this induction demonstrated an increased understanding of the preschool operations and our philosophy.	
			Families are informed about the preschool philosophy in practice through a photo display in the preschool foyer. The photos show examples of children engaging in experiences that illustrate aspects of the philosophy.	

QA71.1.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Management Systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Staff structures such as weekly planning time for the preschool educator, termly planning days with the preschool team, weekly team meetings and QTSS funding used flexibly for the preschool supervisor to work with the preschool educators to improve practice and work on QIP goals. 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.	Y
			The preschool team hold weekly meetings where the agenda and meeting minutes are stored in Sentral. A weekly preschool bulletin is also sent out via Sentral to the preschool team and communicated to the Principal, Deputy Principal and Learning Support team. Fortnightly whole staff meetings are held where any changes to roles and responsibilities are communicated to the whole school staff.	
			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.	
			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.	

QA7.1.3 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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, the preschool supervisor, and the school principal. For example, families are encouraged to address concerns with the educators first, then the preschool supervisor and then the principal.</p>	Y

QA7.2.1 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Continuous Improvement	Element 7.2.1	There is an effective self assessment and quality improvement process in place.	Our educators are motivated to work for their own continuous improvement, seeking their own professional development in response to self-assessment of their individual skills and interests. They undertake self-assessment and planning while engaging with professional reading and learning, engaging in reflective discussions, and reflecting on their own practices. A culture of ongoing improvement is evident within the preschool team. This has led to significant quality improvement over time.	Y
			Each year, families are invited to contribute their feedback about areas for improvement through a survey. The data provided is used for self-assessment and reflection about the preschool's practices. This reflection often is the catalyst for changes to procedures and identification of goals for the improvement plan. E.g., the survey showed families struggled to read the newsletter because it was too difficult to navigate quickly so the format was changed.	
			Families are invited through surveys to give evaluative feedback about new practices, providing information about the effectiveness of the quality improvement process. E.g., in 2020 one of our goals was to promote children drinking enough water during the day. Families were invited to evaluate the preschool on this goal at the end of the year. As a result of reflection around families' responses, educators decided to maintain current practices as families had judged them as effective.	
			Families are informed about the preschool's quality improvement goals and progress towards them using a display in the preschool foyer visible from the entry corridor. The display includes information about each goal and is updated throughout the year to show children engaging in experiences that demonstrate progress towards the goals. Since families have not been able to come into the classroom this year, the display will be sent online as well.	
			The preschool supervisor completed the Leading and Managing Department Preschools professional learning modules. As a result, a deeper understanding of the preschool and how to lead. This has enhanced decision making for quality improvement and the inclusion of the preschool as a stronger part of the School Improvement Plan. There is a culture of continuous improvement in the school leadership team.	

QA7.2.2 Key Practices

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
Educational Leader	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	The educational leader role is fulfilled by the preschool supervisor as the delegate of the school principal. The preschool supervisor 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 preschool supervisor attends the Preschool Leadership Conference and is supported by the P-2 Initiatives Officer.	Y
			During 2019 and 2020, the school conducted a series of professional learning sessions about assessment for learning. One preschool educator attended these sessions and engaged in peer observation and feedback relating to assessment for learning practices. Theoretical perspectives around assessment for learning were included as part of this professional development. As a result, the preschool has a variety of strategies to assess for learning and has developed deeper collegial relationships.	
			The educational leader in collaboration with the school principal, plans for professional development of the preschool team, including the educational leader, in regard to the educational program. E.g., professional development sessions on site and establishing a community of schools (CoS) sharing practice program. Through CoS educators from the preschool visited another local preschool to share aspects of the planning cycle with other educators and learn about their practices.	
			The preschool supervisor, as part of the Performance Development Framework, observes the preschool teacher's practices in relation to the educational program and the planning and assessment cycle. These observations are recorded in the performance development plan feedback document and stored in the school shared OneDrive. The preschool supervisor regularly engages in professional learning around leadership such as Agile Leadership and LEED.	
			The educational leader regularly oversees the preschool program including all aspects of the planning cycle. The educational leader can access all documentation such as observations, learning snapshots, summative assessments, and weekly programs through these platforms. Guidance around the planning cycle is provided to preschool educators by the educational leader during weekly team meetings, as needed.	

QA7.2.3 Key Practice

Concept	Element ID	Element	Identified evidence and key practices	Compliant?
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.	All preschool educators engage in the Performance Development Framework each year, including forming a plan identifying professional goals in line with personal and school objectives for quality improvement. Educators work with the preschool supervisor to develop strategies to achieve these goals including identifying professional development opportunities and support that may be required. Educator performance is evaluated through this process twice per year with the preschool supervisor.	Y
			The preschool team is supported by the approved provider, Early Learning, and the P-2 initiatives officer from the Department of Education. The P-2 officer supports the preschool in fostering a high-quality service and self-assessment procedures to monitor the performance of the members of the preschool team. Following advice from the P-2 officer, support is provided to the preschool team or individual educators which will support their learning and development.	
			The preschool teacher has achieved proficient teacher accreditation with NESA after undertaking the transition from provisional accreditation process in 2016. Through this process, their performance was evaluated against the Australian Teaching Standards at the proficient level. This process enables the preschool educator to gain a better understanding of teaching practice and aim for improvement in children's learning.	
			The preschool teacher has worked with a professional early childhood teacher mentor regularly for 18 months to identify 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 preschool supervisor and school principal also engage in the performance development framework, setting goals for their learning and development. The preschool supervisor is supervised by the school principal and 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 careers.	

QA7 Key Improvements

Key improvements sought for Quality Area 7

None for 2021