

File Reference:
(if applicable)

National Quality Standard Assessment and Rating Report



Australian Children's
Education & Care
Quality Authority

Service Name

Lake Wangary Preschool

Service Approval Number

SE-40012256

Provider Name

Department for Education

Provider Approval Number

PR-00006069

Assessment & Rating
Number

ASR-00028372

Report Status

Final

Date Report
Completed

6 February
2020

About this report

Purpose

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the ongoing quality improvement of the education and care service

The rating system

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the [Guide to the National Quality Framework](#) (Chapter 3: Part 3-Assessment and rating process) available on the ACECQA website at www.acecqa.gov.au.

Assessment and rating visit details

Type of service

Long Day Care

Outside School Hours Care (OSHC)

Family Day Care

Preschool/Kindergarten

Nominated Supervisor

Wade Branford

Educational Leader/s

Skye Bradford

Primary Contact
(for assessment & rating)

Wade Branford

Quality Improvement Plan
Date Received

12 August 2019

Visit/s

Date

27 November 2019

Authorised officers

Name 1

Sally Nicholas

Further information (if applicable)

The Lake Wangary Preschool is located on the school site in the small coastal town of Wangary approximately 45 kilometres north west of Port Lincoln on the Eyre Peninsula. The preschool moved to the school site in Term 3 2018 from a site located opposite the school. The approved provider of the preschool is the Department for Education (the department) and is now line managed by the principal of the school with an early childhood teacher (ECT) and school support officer (SSO) working with the children. Wangary has a population of approximately 200 people and the preschool currently has ten enrolments with all but one child travelling from nearby towns on the school bus.

The teacher has been absent from the preschool for the past few months with an experienced relief teacher filling this position till the end of the year. The SSO has 23 years' experience working in the preschool. On the day of the assessment and rating visit the power to Wangary was affected and as a result the preschool was unable to pump water to bathrooms. The school community supported the preschool providing additional staff to manage using buckets of water to flush toilets and water containers with taps to wash hands. The hygiene practices at the preschool were not compromised and at no point in time were children's health or safety at risk.

Summary comments

Quality Area 1 – Educational program and practice

Standard 1.1	The educational program enhances each child’s learning and development.	
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.	Met
1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.	Met

Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.1 is rated

Exceeding NQS

Evidence for Standard 1.1

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 1.1, with the educational program enhancing children’s learning and development.

Evidence that supports the rating for Standard 1.1 includes:

- The preschool program is consistently guided by the learning outcomes of the Early Years Learning Framework (EYLF). The recorded program includes a column for learning outcomes, with sub headings of identity, connectedness and wellbeing. This area also considers active learning, literacy and numeracy. The next column provides ideas for learning experiences to support children’s progress to each identified learning outcome. For example, in the learning outcome column under the heading of identity, a priority was to have children identify and discuss their own strengths, to feel good about themselves and help others to do the same. The learning experience to promote this included, continuing to model questions such as, ‘Do you feel proud?’, and comments such as, ‘You are good at X’. Educators were observed promoting this with children by telling them that they were proud of their individual achievements and identifying what they were good at. When a child helped another child the educator told him that she was proud of him for doing this and gave him a piece of paper to ‘fill his bucket’ (see standard 5.1). Educators engage in daily critical reflection to ensure that their practices are supporting a program that provides opportunities to further children’s growth and development. The introduction of ‘filling the bucket’ has been introduced to support building identity and confidence for several children. The decision to include all

children in the strategy is to provide an inclusive environment rather than highlighting individual children's particular needs.

- The practices and principles contained in the EYLF guide teaching practices and interactions with children and families. Embedded in educator practices are the principles of respecting diversity, working in partnership with families and developing of secure, respectful relationships. Educators visit each child in their home early in the preschool year which provides a contextual understanding of children's culture and environment as well as the diversity within the community. Many children travel on the school buses to preschool which reduces the opportunity for face-to-face contact with parents. The preschool encourages families to call in if they are in the area and use communication books, emails and phone calls to stay in touch and maintain partnerships in supporting children. Parents are also rostered termly on the 'parent help' list. This provides the opportunity for parents to spend time at the preschool and educators the chance to discuss their child's interests with them. As most children arrive on the bus educators have developed these strategies to maintain contact with families. These processes have been developed through continually reflecting on practices to meet the needs of the current preschool community and children.
- The preschool's statement of philosophy and principles of the EYLF are reflected in educator practices and the program provided to children. The preschool promotes learning through play, with a balance of child and adult initiated experiences observed. Children had shown an interest in birds after watching one during a preschool session. This interest was extended within the program through planned bird watching within the local area, Educators supported children to further develop this interest through providing resources for them to research and explore. An area had been set-up with books about local birds, water birds and birds of prey. A discussion took place between children and an educator about the Plovers nesting on the beach with a child sharing that you needed to leave them alone.
- Educators also promoted the dispositions of learning with children. A child was supported to persevere to achieve the outcome she desired. The child wanted to move the wooden slide on the climbing frame. An educator encouraged her to work out how she could do this. The child tried to move it on her own, then seek help from her peers, she persisted and managed to move it one side at a time until it was secure in the place she wanted it.
- Routines are consistently flexible and unrushed, supporting children to have input and manage tasks at their own pace. Children commenced the day with activities in the activity area and verandah. Once all children had arrived children were supported to check the UV rating, put on sunscreen and then move freely between the outdoor and indoor spaces. Children transitioned to meal times by having a short group time, which provided the opportunity for children to share experiences or for educators to introduce new concepts or expand on past learning. During the morning group time an educator provided a literacy activity where children sorted objects to match the sounds of children's names. Children exited the group time to go and wash their hands in preparation for eating snacks. While eating children engaged in conversations with educators and their peers.
- The preschool engages in local excursions and walks which support the interests and learning children are engaged in. These have included visits to Glen Forest Farm and a bird watching walk in the area surrounding the preschool. Both these excursions extended and consolidated learning stemming from children's interest in birds and wildlife.

Quality Improvement Plan notes for Standard 1.1

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

Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.2 is rated

Exceeding NQS

Evidence for Standard 1.2

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 1.2, with educators facilitating and extending each child's learning and development.

Evidence that supports the rating for Standard 1.2 includes:

- Educators regularly discuss each child's needs and progress to develop strategies to support their current interests and situations. Educators purposefully introduced the 'fill your bucket' concept mentioned in Standard 1.1, to support several children experiencing difficulties with emotions or confidence. This concept has supported them to develop identity and confidence within the group. Educators worked with parents to identify individual children's strengths and needs and develop this strategy to support their continued growth and development.
- Educators consistently used the same language and strategies to promote children to have consistent expectations for learning and social interactions (see Standard 5.2). For example, when children selected resources educators asked them how they were going to use them in their play. When developing the weekly program, educators discuss and consider the resources they can provide to support children to explore and further their learning.
- An educator responded to requests from two children to include large wooden blocks in their outdoor play. The educator asked the children how they were going to use the blocks and they explained they wanted to build with them then knock them down. The educator introduced language of 'construct' and 'demolition site', which they continued to use in their play. As their play evolved, the educator continued to introduce concepts, including safety and awareness of other children playing near them. A child involved in this activity shared how to use the digger at a group time with other children.

- A strength at the preschool is actively promoting children to have a voice and to develop confidence to be independent. Children are supported to take responsibility for their actions, interactions and environment. Educators acknowledged children's positive interactions as they played. For example, a child negotiated the level of involvement another child had when he asked to join an established dramatic play scenario. The educator communicated that it was, 'really good' that he created a role for the other child to be included.
- There was an expectation in place that children helped educators with setting up some activities and packing up or tidying before group or meal times. Children were observed doing this as part of the day's routine. Educators promoted independence with children by providing adequate time for children to achieve putting on their own shoes, opening lunch boxes or making choices about activities and resources. An educator sat with a child while she put on her shoes, reassuring her that she would wait for her and they could walk to the school together.
- Daily discussions between educators, where they critically reflect on practices and the learning outcomes achieved, guide future decisions and methods used to support extended learning within the program. Educators have reflected on the type of questioning and responses they provide to promote children to become confident, independent learners in the future. Educators provided a number of resources to support children to research and gain knowledge on local birds. This resulted in children developing curiosity and asking further questions to research. As a result children are able to know share opinions on environmental issues affecting local birds (see standard 3.2).
- The preschool's statement of philosophy is evident with genuine partnerships with families and shared communication with the community embedded in educator practices. Educators communicate with families and specialist support services, such as occupational or speech therapists, to deliver a program that promotes consistent goals and strategies for children across all agencies involved with their ongoing development.

Quality Improvement Plan notes for Standard 1.2

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
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.	Met
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

Demonstration of Exceeding themes for Standard 1.3

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.3 is rated

Exceeding NQS

Evidence for Standard 1.3

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 1.3, with educators taking a planned and reflective approach to implementing the program for each child.

Evidence that supports the rating for Standard 1.3 includes:

- The preschool has an ongoing cycle of planning that involves a process of observing, evaluating, reflecting, analysing and documenting children's involvement and learning prior to implementing a program to extend their evolving interests and developmental needs. This cycle of planning is embedded in practice and has been adopted and maintained by new educators over the past two terms. Documentation of the program and individual children's progress and learning priorities is visible and accessible to both educators, families and relief staff. Each week's program followed on from the previous weeks, with extensions to learning visible in the documentation of individual children's learning and engagement in the program as well as that of educator's critical reflection. Children's names were allocated to planned activities, denoting it was extending learning or following on from a request or noted interest. Input from families is actively sought and documented on the program. Families contributed ideas and resources to support the content of native birds into the program.
- Educators discuss each child's learning weekly and plan experiences for the following program to extend their learning after evaluating and analysing the observations and knowledge they have gathered. The learning outcome from the EYLF is determined through reflection of the anecdotal observations recorded during each week. Local events also influence programming decisions. An example of this occurred the previous week to the assessment and rating visit, with educators addressing the catastrophic weather conditions that resulted in the preschool closing. Educators asked children what their knowledge of catastrophic risk was and discussed how to keep safe in extreme weather conditions or if there is a bush fire. Educators noted

that children had recently experienced bush fires in the local area and arrived talking about this after the closure day.

- Educators meet each term to condense the observations recorded for each child to develop the next term's learning plan. These condensed notes are then used to inform each child's statement of learning at the end of their preschool education.
- As mentioned in Standard 1.1, families are encouraged to visit the preschool and are rostered to be a helper each term. This provides an opportunity for educators to share information about their child and the program provided. Parents are also invited to the preschool for a meeting to discuss their child's needs and progress. The preschool uses communication books to relay messages and details of what their child has been involved in. The preschool also conducts home visits in Terms 1 and 2. The activity area has a number of displays that share the events and learning children are involved in. A display/floor book also documents aspects of the program including those relating to the literacy and numeracy focus. Each child has a profile folder which contains copies of learning stories, examples of work and photos that collectively show the progress children have made over their time at preschool.

Quality Improvement Plan notes for Standard 1.3

Quality Area 1 summary

For Quality Area 1, is there a significant risk to the health, safety or wellbeing of children?

No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

Yes

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

Yes

Quality Area 1 is rated

Exceeding NQS

Quality Area 2 – Children’s health and safety

Standard 2.1	Each child’s health and physical activity is supported and promoted.	
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.	Met
2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Demonstration of Exceeding themes for Standard 2.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 2.1, with each child’s health promoted.

Evidence that supports the rating for Standard 2.1 includes:

- The preschool provides flexibility with routines to be responsive to the individual needs of child. For example, children were engaged in play at the time they would regularly have lunch so educators made the decision to delay lunch until children showed signs of wanting to eat.
- Educators involve children in managing their wellbeing. For example, children were supported to access the UV rating and record it for all to see. Children were aware that they needed to apply sunscreen before going outside and to put their hats on.
- Children with identified health needs have detailed health management plans that included risk-minimisation and a communication strategy. The service has a child attending with a medical condition and both educators are confident to manage this. The preschool has printed generic information relating to the condition which is kept with the child’s health plans. Educators have worked with the occupational therapist to include physical activities into the program to support her continued development. Relief staff that were present on the day of the assessment and rating visit also had knowledge of the child’s condition and needs.
- The preschool has quiet areas for children to rest or engage in passive play. Children are supported over the preschool year to be able to self-regulate their own needs for rest. On the day of the assessment and rating visit, a child was observed lying on the bed in the home corner for a rest towards the end of the day. Documentation displayed also demonstrated

regular rest and relaxation occurring with children, supporting them to develop the skills to self-regulate.

- Educators demonstrated an awareness of individual children's needs. A child showed signs of not coping during the morning group time. An educator asked him if he needed to eat and supported him to access his snack. The educator commented that in the past they have found that if he is hungry he struggles emotionally to cope. After eating the child returned to the group and was observed being able to manage joining in on activities.
- Educators provide intentional teaching for children to develop effective hygiene practices. At the beginning of the year they introduce explicit handwashing tuition to children and re-visit this at the beginning of each term to embed this in children's practices. This also involves discussions with children to develop understanding of health awareness. Children were observed accessing the bathroom to wash hands and following routines of doing so prior to meal times. While this routine was embedded with children, an educator still supported children and supervised them to do this during transition times. Children were observed reminding others to use soap.
- On the day of the assessment and rating visit, the power was off for an extended time. With the preschool being reliant on pumping water from tanks they were unable to have running water for bathroom areas. The school community supported the preschool to manage this and provided additional staff and drinking water. A parent who had power brought in large containers of water to be able to have additional water to flush toilets. A staff person managed the bathroom area and supported children to wash hands using water from the containers and used buckets of water to flush the toilets, enabling the preschool to maintain hygiene standards.
- If there is a case of an infectious disease at the preschool, information is displayed at the entrance for families. As the majority of children travel on the school bus to the preschool, families are notified through the communication books, by a note or through a phone call.
- If a child is ill, injured or involved in an incident, a written report is generated and parents notified by a phone call or face-to-face discussion. Serious incidents are reported to the department through the Incident Report Management System (IRMS), who then notify the Regulatory Authority. Incidents are followed by a process of critical reflection, where the environment and practices are reviewed to determine if changes need to be implemented to ensure ongoing safety and best practice. The above example of educators managing the power failure, demonstrated educators working with the wider community and critically reflecting management of an incident.
- Educators and the school principal stated that families provide healthy food. The healthy food policy is promoted to families at enrolment and regularly in newsletters. Children had fresh fruit, salads and sandwiches for snacks and lunch. Educators sat with children and discussed the different fruits and healthy foods children had as well as role modelling these with their own meals. The program has included nutrition, healthy choices and the advantages these have for ongoing health and wellbeing. Children regularly engage in cooking activities that promote healthy food choices.
- The outdoor play environment provided opportunities for children to engage in planned and spontaneous physical activity. Children were observed assisting with setting up a climbing course and adapting this to enhance their changing play needs. Children also had opportunities to go on regular walks in the local area and visits to the school to use their resources to provide additional physical challenges.
- Children were observed engaging in dance, yoga and activities that involved hammering, digging and using hand eye coordination skills. A group of children built towers with large wooden blocks as part of their building and demolition dramatic play (see Standard 1.2).

Quality Improvement Plan notes for Standard 2.1

Standard 2.2		Each child is protected.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
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.	Met

Demonstration of Exceeding themes for Standard 2.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 2.2, with each child protected.

Evidence that supports the rating for Standard 2.2 includes:

- The preschool has processes in place to ensure that reasonable precautions are taken to ensure children are protected from harm and hazard at all times. Children are effectively supervised, with educators aware of each child's emotional and physical abilities. At all times an educator was within the indoor and outdoor activity areas when children were present. A roster exists with educators alternating between environments for the morning and afternoon sessions. Educators remained close to children that they were aware needed support. For example, an educator stayed in the area when a child who is under the care of an occupational therapist was accessing the climbing course. An educator discussed that as part of the risk assessment undertaken when planning excursions, they consider supervision and adult ratios to ensure that the needs of all children attending are managed effectively. This has involved having one adult assigned to a single child to maintain their health and safety.
- On the day of the assessment and rating visit, additional supervision was provided in the bathroom area to manage the lack of running water. This person ensured health and hygiene, supported children to access water for washing hands and maintained a safe environment.
- Risk and risk benefit assessments are undertaken for activities, the environment and excursions. Children are supported to be involved in developing these to assist them to be able to assess risks independent of adults. Children were observed risk assessing climbing equipment after they moved it, with one child confirming that it was connected to the A-frame securely.

- The preschool undertakes emergency practices each term. This involves preparing children with group discussions prior to the practice. Each practice is documented and evaluated. In addition to this, educators have addressed bush fire awareness with children as the area experienced a recent alert due to a nearby fire. Educators noted that children were talking about fire danger after a recent closure day due to catastrophic weather conditions, and followed up with discussions about different types of emergencies and how they can respond to these.
- The preschool educators are involved in a whole school approach to training and awareness for child protection awareness. All have participated in *Responding to Abuse and Neglect* (RAN) training, and are aware of their responsibilities. The preschool has a policy that provides guidelines for reporting and managing suspicions of child abuse or neglect. Educators are supported to manage this by the school principal if needed. Educators work with families to support the ongoing wellbeing of children experiencing trauma or emotional unrest due to family situations. The introduction of the buckets to fill to support wellbeing has been introduced to support individual children experiencing difficult situations within their personal life.

Quality Improvement Plan notes for Standard 2.2

Quality Area 2 summary

For Quality Area 2, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 3.1, the design of the facility being appropriate for the operation of a preschool.

Evidence that supports the rating for Standard 3.1 includes:

- The preschool moved from a stand-alone site opposite the school to the existing refurbished classroom on the Lake Wangary school site in Term 3 2018. The new premises has a kitchen, large storeroom, adult and children's bathrooms and an open activity area that opens onto an enclosed verandah. The outdoor area is fully fenced and provides a sandpit, soft fall area, paved and grassed spaces to facilitate a variety of experiences within the program. A fixed nappy change bench is located in the children's bathroom and the adult bathroom provides mobility access. The preschool has access to areas of the school for meetings with parents.
- The open design of the indoor environment provides opportunities to flexibly use the space for different types of activities. The enclosed verandah can be used in all types of weather and provides flexibility to be an extension to the indoor or outdoor environment determined by programming needs. As previously mentioned, the preschool was without power for a large portion of the day, with the building having adequate natural light to operate without lights.
- Educators have reflected on the use of each space and organised the areas to support the needs of the children currently attending the preschool. They have provided spaces to support building physical and social capacity as well as withdrawal areas for children needing quiet time alone. Educators discussed individual children's needs and aspects of the environment that supported their inclusion and developmental needs.

- The preschool building and equipment is well maintained, safe and clean. The building, furniture and fixtures are relatively new, having been provided when the preschool moved to the school site in Term 3 2018. Ongoing grounds maintenance is managed by the school grounds person. The preschool is cleaned after each session by the school cleaners. Educators were observed maintaining the hygiene and cleanliness of bathroom areas through the day.
- Educators conduct daily safety checks of the preschool environment and undertake prescribed Work Health Safety (WHS) audits. Areas that children need adult supervision to access have gates or high locks to restrict access. Educators discuss safety with children regularly to raise their risk assessing skills.

Quality Improvement Plan notes for Standard 3.1

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

Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 3.2, with the environment being inclusive, promoting competence and supporting exploration and play-based learning.

Evidence that supports the rating for Standard 3.2 includes:

- Educators consistently critically reflect on the layout and resources to be made available in the learning environments as part of the programming process. Resources are selected to support children to research and explore to extend their interests and learning. For example, the indoor and verandah areas have been organised to provide stations for various types of activities and the resources provided were thoughtfully selected and displayed to promote children to research and extend their curiosity and interest in native birds. One station had books relating to local birds, sea animals and native plants. Another area had been organised as a vet surgery. These areas supported children's current interest in animals and caring for them.
- The verandah area provided a transition space between the indoor and outdoor environments and was also used as an area for gathering at meal times. Children spent time investigating the books and props, which prompted them to ask questions of educators. Educators further discussed these and consistently supported children to research answers. A child talked about the nesting Plovers they had seen on the weekend and an educator shared a book they had displayed that provided facts about Plovers and their nesting habits.
- The outdoor learning environment provided opportunities for children to explore and engage in role play within a natural learning environment. The area provided natural shade with a large tree covering the bark soft fall area and grassed space. A shade structure covered the sandpit alongside a paved area. The selection of resources provided supported children to

develop their own play within the environment. Children engaged in a construction site role play with large wooden blocks and diggers. The children used the blocks to build high rise buildings and the diggers to demolish them. An educator raised safety awareness with them by reminding them to check that no workers were in the way of the building as it fell.

- The area beyond the preschool boundaries are also used to support children's learning. Children went on a walk around the school and vacant land when bird watching.
- The children and educators have a strong focus and interest in native animals and the environment. The resources and discussions on the day of the assessment and rating visit confirmed that environmental issues are a high priority within the program. A child had raised that they had seen a dead native animal on the side of the road when in Coffin Bay. This had prompted discussion about there being increased traffic from tourists in the area. Educators facilitated a discussion that supported children to problem solve that placing warning signs at the side of the road to alert motorists of animals crossing would raise awareness of the need to drive carefully. The discussion continued and children composed a letter with an educator to send to the council requesting that they erect signs. Children also discussed seeing areas on the beach cordoned off to protect nesting Plovers.
- The preschool made a video to share about their program which included their bird watching and a road safety demonstration for animal safety. Educators also used the situation of not having flowing water to raise awareness of using water sparingly.

Quality Improvement Plan notes for Standard 3.2

Quality Area 3 summary

For Quality Area 3, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 4.1, with staffing arrangements enhancing children's learning.

Evidence that supports the rating for Standard 4.1 includes:

- The staff moved from the standalone preschool to the site on the school grounds in Term 3 2018. Both the previous ECT and SSO had been at the previous site long term. The move to the school involved changes to these roles, with the position of the director of the preschool being absorbed by the school principal and low enrolments negating the requirement to have an SSO working with the ECT. The school principal discussed that they could see the advantages to children's wellbeing and learning to having the SSO continue working at the service and have funded this position from the school budget. This provides the preschool flexibility to provide simultaneous indoor/outdoor learning and for educators to work with individual or small groups of children to extend interests and learning.
- During Term 3 in 2019, the ECT took sudden leave for personal reasons and a relief educator filled the position until the current ECT commenced at the preschool. This educator has continued to have a relationship with the children and supported the current educators to develop the video shared with the school children on the day of the assessment and rating visit (see Standard 6.2).
- The school principal discussed that they have critically reflected on ways to incorporate the preschool into the school environment and over time increased the involvement of school staff in the preschool. The preschool has regular contact with the school Aboriginal Education Community Officer (AECO) who also was assigned to the preschool to assist while the SSO was absent. Relationships exist with other school staff that also regularly visit and support various aspects of the program and special events. This provides a level of flexibility for the preschool by having familiar adults available to support excursions and relieve educator

absences. In addition to this, the preschool educators are also fulfilling roles within the school. Further reflection has resulted in the SSO being placed in the junior primary class next year to support the children moving from the preschool to school. The knowledge the SSO has of each child and familiarity with families will provide support for them in transitioning to school routines.

Quality Improvement Plan notes for Standard 4.1

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
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.	Met
4.2.2	Professional standards guide practice, interactions and relationships.	Met

Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.2 is rated

Meeting NQS

Evidence for Standard 4.2

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 4.2, with there being a collaborative, respectful and ethical working relationship between management, educators and school staff.

Evidence that supports the rating for Standard 4.2 includes:

- Over the past five school terms both the school management and preschool educators have critically reflected on how to effectively work together on the one site. This has included involvement in whole of school staff meetings, shared training opportunities, inclusion in school events and scheduled time for school teachers and staff to work in the preschool environment. The preschool educators also have rostered time working in the school environment.
- Educators share professional development attended with each other and the wider school community at staff meetings. The preschool also actively involved in the local preschool partnership group.
- The ECT and SSO have a strong working relationship where they share ideas and provide flexibility within roles to support their work with the children. They are able to utilise their strengths and interests to extend children's learning. Both educators have interests in the environment and have collaborated to provide a broad spectrum of learning for children which is extended to the wider community. For example, using their local knowledge to draft a letter with children to be sent to the council (see Standard 3.2).
- Educator interactions and relationships are guided by the department Code of Conduct and the Early Childhood Australia Code of Ethics. All educators completed Code of Ethics training in 2016. National Regulations and Law along with the National Quality Standards guide practices and legal requirements. The Children and Young People (Safety) Act 2017 guides the policy content and procedures for addressing child protection matters.

Quality Area 4 summary

For Quality Area 4, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.1 is rated

Exceeding NQS

Evidence for Standard 5.1

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 5.1, with respectful and equitable relationships maintained with each child.

Evidence that supports the rating for Standard 5.1 includes:

- Educators place relationships with children as being a high priority. Relationships often commence while children are attending playgroup and further develop as families engage in transitioning to preschool. Importance is placed on working with families and the child to understand their individual needs. An educator was heard talking with a pre-entry child as he arrived, discussing where he could place his bag and that he would have a communication book next year like the other children had. As children arrived from the bus an educator read entries in their communication books and had discussions with the children about comments from parents.
- The preschool has reflected on how they can support developing children's identity and sense of belonging. The preschool has introduced family photo books and an educator was heard discussing one of these with a child. During Terms 1 and 2 each child is visited at home by the educators which supports developing understanding of each family's culture and environment. This also provides the opportunity for children to share their interests with the preschool educators.
- The preschool also has persona toys that children take home and along with their family, record the adventures they have with them. During a group time, a child shared the story that he created from when he had taken them home.
- Educators demonstrated a knowledge of each child's emotional needs and were responsive to these. The example provided in Standard 2.1, where the child became emotional during group time and an educator responded by supporting him to have a snack, demonstrates this

in practice. Educators demonstrated knowledge of children when conversing with them. A child was playing with toy dogs and the educator was aware that he was role playing using the names of his grandfather's sheep dogs.

- Another strategy used to promote building children's identity has been the buckets for children to fill when they do something positive (see Standard 1.1). This has been introduced to intentionally support a child who has experienced emotional trauma to build upon his self-esteem and confidence. Educators spent time with each child discussing what they were doing and supporting them to access resources to enhance their learning. An educator supported a child to access photos of buildings to support them in building with the blocks. Together they discussed the shapes within the buildings and matched these with the available blocks. The child chose the Eiffel Tower and Notre Dame Cathedral photos and matched the rectangles for the Notre Dame and triangles for building the Eiffel Tower. The educator commented that she knew he would select the Eiffel Tower knowing that he had an interest in this landmark.
- Educators maintain the dignity and rights of children by providing the above opportunities for children to develop and build upon identity and wellbeing through their interactions and achievements. This demonstrated an understanding of the complex needs of individual children and critical reflection undertaken to sensitively support the children to be included and develop skills to build emotional capacity.

Quality Improvement Plan notes for Standard 5.1

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
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.	Met

Demonstration of Exceeding themes for Standard 5.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.2 is rated

Exceeding NQS

Evidence for Standard 5.2

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 5.2, with educators supporting each child to build and maintain sensitive and responsive relationships.

Evidence that supports the rating for Standard 5.2 includes:

- Educators have critically reflected on how they interact with children to best support them to be able to develop skills to problem solve and engage successfully in play with others. As a result of this, the environment and program are purposely designed to support children to engage in collaborative play and develop skills required to be part of a group. Multiple resources are included with activities to support children to collaborate, share and communicate during their play. Educators purposely pose questions to children to prompt them to develop social awareness and consider their impact on others. For example, the two children engaged in the construction activity in the sandpit mentioned in Standard 3.2, negotiated the digger they would each use and at what point in their play they would demolish the building. An educator posed questions to the children including, 'What could happen if the building falls on someone playing in the sand pit?' The children responded, 'they might get hurt.' Discussions continued with children suggesting that they could get everyone to move out the way when they were demolishing the construction. Further discussion suggested that this was interrupting other children's play. They decided to demolish the building away from the sand pit and to warn others before they do this.
- Two children created a dinosaur land together, a third child asked if they could join them, after some thought the children said they could but that they couldn't touch the dinosaurs because they were sleeping. The child agreed and asked if he could use one of the trucks. The other children responded that he could use a truck and pointed to the one available. The two boys continued their role play with the third child playing alongside them.
- A child wanted a turn on the slide and was struggling to enter the play as other children were repeatedly sliding down. The child approached an educator and explained that she wanted to start a waiting list for using the slide by writing names on a piece of paper. The educator

supported her to get paper and a pencil to initiate this. The educator asked her to show her how she writes her name, the child did this and then asked how to write her friend's name. The educator then asked the friend if she would be able to help the other child to write her name. Together the children wrote the name and initiated the list with others playing on the slide.

- The service has critically reflected on the social implications for children attending the preschool in 2020. Current enrolments are for two children and to support them to have diversity and opportunities to develop socially, the preschool has developed a strategy to have pre-entry children attend sessions for the entire year and for children to participate more with the junior primary class. This has involved consultation within the community to provide a solution that will meet family and children's needs (see standard 6.1).
- An educator redirected two children to use the trucks in the sandpit as they had interrupted the above mentioned play by rolling the trucks down the slide. The educator suggested they write their names on the list and wait their turn to use the slide or use the trucks in the sandpit if they didn't want to wait. They returned to the sandpit after discussing their options.
- Educators addressed children's challenging behaviours by engaging them in activities, role modelling, recognising positive interactions and supporting their emotional needs. A child was using a hammer to vigorously hit the woodwork bench. Another child put their hands over their ears saying that the noise was hurting their ears. An educator asked him to consider the other children, pointing out that X was holding her ears and felt uncomfortable. The child continued hammering loudly. The educator then asked him what he was making. The child responded, 'This, for my bulldozer.' The educator continued by asking him if he had a nail, to which he responded, 'No'. The educator added, 'You need to have a nail with the hammer if you are making something.' The educator used a nail and hammer to role model how to use as she spoke with him. The child then used a nail to continue hammering. The educator stayed with the children and continued to discuss what he was making for his bulldozer.
- During group time the educator invited a child who was restless to be involved in several activities to support him remain involved. The educator thanked several children, including this child, at the end of the group time for helping with the activities. The child went to his bucket for it to be 'filled' which the educator did while reinforcing how good it was that he was involved in the activities.
- Educators work with families to provide consistent strategies to support children to develop self-regulation skills and awareness of the impact their behaviour has on others. An educator discussed that they have had discussions with a parent to support them initiate strategies at home to support the child cope with managing their emotions.

Quality Improvement Plan notes for Standard 5.2

Quality Area 5 summary

For Quality Area 5, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 5 is rated

Exceeding NQS

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
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.
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.1 is rated

Exceeding NQS

Evidence for Standard 6.1

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 6.1, with educators developing and maintaining respectful relationships with families and providing support for them in their parenting role.

Evidence that supports the rating for Standard 6.1 includes:

- A high priority of educators and the school principal, as reflected in the preschool's statement of philosophy, is to have strong connections with families and value their knowledge of their child. To support this to occur educators from the preschool attend the playgroup operating on site to meet parents and children. The relationship continues to develop as children progress to transitioning to the preschool program. During Term 4, children are offered a minimum of four pre-entry visits during the preschool sessions to support children to be familiar with routines and the environment. The times that children attend for varies to meet the needs of each child and family. On the day of the assessment and rating visit, the current preschool children were observed supporting two pre-entry children attending transition visits to manage routines. The preschool has recognised that to maintain enrolments in a small community they need to be flexible to meet the needs of current families.
- The school principal and educators engaged in critical reflection to determine a strategy to ensure that children enrolled for 2020 will receive opportunities to develop socially. A consultation process took place with educators, the governing council and parents within the surrounding community prior to finalising the transition process for 2020 where their proposal

was shared. The preschool has low enrolments for 2020 and they have developed a flexible transition program that will involve the following year's children attending a session each week. The aim of this is to support these children's growth and development while also providing opportunities for the two preschool children to interact and develop relationships with a broader range of children.

- As many children arrive on the school bus, the preschool has critically reflected on how to be inclusive of parents and developed the following initiatives to support them to contribute to the preschool:
 - Rostering parents to help at the preschool. This facilitates opportunities for sharing information as well as providing parents an opportunity to be connected to the service, especially those that use the school bus to transport children to preschool.
 - Home visits during Terms 1 and 2. Educators are able to discuss aspects of the program and build relationships which enhances parents to contribute ideas and engage in decision making.
 - Providing opportunities for parents to provide feedback through surveys and at information sessions.
 - Inviting families to join the site governing council.
 - The communication books provided, supports families to contribute and feedback on the program and planned events. The following week's program is inclusive of the comments parents have contributed.
 - The preschool has sheets displayed by the entrance to the preschool inviting families to provide feedback under the headings of each quality area of the NQS. A number of parents had left comments.
 - Families support the preschool through donating resources or time at working bees. On the day of the assessment and rating visit a parent volunteered to bring additional water from home as they had electricity to work rain water pumps.
- The program has recorded comments from parents of ideas to be included in the program. When children commence at the preschool they are asked to complete a form about their child's interests outside of the preschool environment. The program is responsive to children's interests and community needs. The research undertaken and resources provided about birds and native plants aligns with community and family concerns about the local environment and the interest children have brought to the preschool about these topics (see Standard 1.1 and 3.2).
- Educators provide information to families about the preschool, school and available services in the local and surrounding regions. The preschool facilitates a playgroup for local families which supports families to meet other families and access information about the local services available. Information is shared with families in the fortnightly newsletter which includes community news and parenting tips. A pastoral carer operating at the school is available to preschool children and their families. Preschool educators share information about local health and support services with families and have brochures and contact details available to share.
- After the recent fires and following the catastrophic weather closure day, educators provided information to children and families about supporting children to understand and cope with this emergency process. Part of the discussions involved what to do before and after the risk and why they have bush fire plans. Educators noticed children were calmer after the discussions they had with them.
- Parenting SA fact sheets are available to families and the preschool displays information about local events and community services.

Quality Improvement Plan notes for Standard 6.1

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

Demonstration of Exceeding themes for Standard 6.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.2 is rated

Exceeding NQS

Evidence for Standard 6.2

Through observations and discussions it is determined that the preschool is exceeding the requirements for Standard 6.2, by engaging in collaborative partnerships that enhance children's inclusion, learning and wellbeing.

Evidence that supports the rating for Standard 6.2 includes:

- As mentioned in Standard 6.1, the preschool has worked with families and the future needs of the community to develop transition schedules for children commencing preschool in 2020 and 2021. As the town of Wangary is small the preschool is reliant on enrolments from surrounding towns. The preschool has needed to critically reflect on what they can provide that is unique or risk losing families to services in Port Lincoln. Several children's birthdates missed the date for starting preschool in 2020 by several days and could have commenced at a private school with midyear intakes if the option of extended pre-entry sessions over 2020 were not made available to them.
- The current preschool children have engaged in recent classroom visits to support their transition to school. The preschool educators have accompanied the children on these visits and shared information with the classroom teacher to support them to have knowledge of children's individual needs. Preschool children are included in school celebrations and events throughout the year and regularly access areas within the school as part of the preschool program.
- Through reflecting on the current school transition process educators have identified ways to improve on this years' process and strategies to support children's inclusion at school. The SSO also provides classroom support in the school and from 2020 will be working part time in the foundation grade 1 class which provides a level of continuity for the children who have moved from the preschool to school in Term 1. During 2020 the preschool teacher is also

teaching STEM in the school and the preschool children will be included in this class with the foundation grade 1 class.

- The preschool works in partnership with families and professionals who are involved with children's ongoing health and developmental needs. The program has been inclusive of advice from an occupational therapist that works with a child to support her continued development and wellbeing. The preschool initiated an audit of the school environment by the occupational therapist to support her transition to school.
- The program has been inclusive of input from a speech therapist and occupational therapist. Educators have included this advice when developing children's individual learning plans. The preschool also has access to the support services provided by the department to assess children's needs and provide inclusion support.
- The preschool has worked with several families to support children develop emotional resilience, independence and confidence to engage in activities and with other children. The educators provide an environment that is inclusive to all children, providing them a secure, safe environment to foster a sense of security and wellbeing. The example provided in Standard 2.1, where the child was supported to have a snack is an example of educators supporting a child's inclusion through managing his emotional wellbeing.
- The preschool has strong relationships with the community. These include services related to the wellbeing of children and businesses or broader community agencies. Many connections with external agencies have continued after the move from the standalone preschool site. These include a community nurse regularly visiting playgroup and a Child Youth Nurse conducting developmental checks for preschool children in Terms 1 and 4. A dentist visits the preschool and children then go on a visit to the dental surgery to promote dental hygiene. The preschool has a connection with the Coffin Bay playgroup with the coordinator visiting Wangary to support the playgroup operated at the preschool.
- Families and children have been involved in events including tree planting day, working bees and contributing resources to the preschool. Children go on excursions to local farms and have engaged with Coastal Care to enhance knowledge about the local environment.
- Community members volunteer their time to help with maintaining gardens and provide resources for the program. The program regularly includes community outings or visitors who share their talents or knowledge with children. Children are in the process of liaising with the local council to initiate signs in Coffin Bay to warn motorists of native animals crossing roadways (see Standard 3.2).
- The preschool has worked hard to develop relationships with school classroom teachers and to become embedded in the school community. On the day of the assessment and rating visit, the preschool children arranged to visit the grade 6/7 class to share their video with them (see Standard 3.2). Children also visit the library and attend school events. The preschool children performed an item at the school end of year celebration.

Quality Improvement Plan notes for Standard 6.2

Quality Area 6 summary

For Quality Area 6, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 6 is rated

Exceeding NQS

Quality Area 7 – Governance and leadership

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

Demonstration of Exceeding themes for Standard 7.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 7.1, with governance supporting the operation of a quality preschool.

Evidence that supports the rating for Standard 7.1 includes:

- The preschool's statement of philosophy was developed with input from educators, children and families and is intentionally worded to be uncomplicated. Contributions from parents consistently reflected similar values and beliefs that also align with those of educators. The philosophy statement is embedded in practices and supports the play based program which is inclusive of children's interests and promotion of sustainable practices and environmental awareness. The governing council voted and accepted the philosophy and a commitment is to review this statement each year using the same process. Educator contributions to the statement included valuing and respecting genuine partnerships with families and a commitment to ongoing learning and reflective practice.
- The preschool has a number of systems provided by the department to manage all aspects of managing the operation of a preschool and for reporting required information. Systems are in place to manage incident reporting, human resources, finances and child enrolment details. The school principal, educators and school administration staff actively support the management of the preschool using these systems to guide them in completing necessary tasks. The department provide processes and forms to support managing operational matters which are backed up by policies to further guide practices. For example, educators have clear processes and forms to manage Work Health and Safety (WHS) audits and reporting.

- With the inclusion of the preschool to the school site there has been a change to the roles of school and preschool staff. Each staff person has a job and person description that broadly defines roles and responsibilities for each position. Over the past year the processes and expectations of how roles evolved has been continuously reflected upon. This has included developing strategies for communicating and including the preschool in school life and site decisions. The principal discussed that the preschool is a valued part of the school and through discussions and reflecting they have refined the roles to align with educators and school staff interests and strengths and provide best outcomes for students. The example of the preschool SSO working in the foundation grade 1 class in 2020 is one of these decisions resulting from defining roles to best meet children’s needs and educator skills. The decision making process is inclusive of educators, children, families, school management and the department.

Quality Improvement Plan notes for Standard 7.1

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

Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

Through observations and discussions it is determined that the preschool is meeting the requirements for Standard 7.2, with effective leadership building and promoting a positive organisational culture and professional learning community.

Evidence that supports the rating for Standard 7.2 includes:

- The preschool has an effective self-assessment and quality improvement process in place. The preschool has a student free day early in the year to initiate the process of self-assessment and identifying improvement priorities for the following twelve months. The Quality Improvement Plan (QIP) is regularly reviewed and progress notes added. When reviewing the QIP input is sought from parents and the governing council. Educator professional development plans align with improvement priorities identified in the QIP. An improvement priority in Quality Area 4 has been to establish an early years teaching team to share pedagogical practices that support continuity of learning. The QIP documented clear steps for achieving this including scheduled meetings with the team, developing common goals and accessing relevant training. Progress notes show sharing of knowledge and comparisons between school and preschool curriculums and the preschool teacher delivering information sessions to junior primary staff on the EYLF. A noted outcome is that the process for preschool children transitioning to school has improved.
- One of the roles of the educational leader (ECT) has been to work with the wider school community to promote the practices and principles of the EYLF and to participate in partnership meetings and implement literacy and numeracy priorities. The ECT began as a relief teacher in week 5 of Term 3 and remained in the role. During this time she has maintained the programming cycle already established at the preschool and developed a strong partnership with the SSO in implementing the program to children with a team approach.

- The ECT and SSO engage in the performance appraisal process implemented at department sites. The process involves educators self-reflecting to identify their strengths and areas they wish to gain more knowledge and understanding of. The process identifies the support needed to achieve identified short and long term goals, including professional development opportunities. A six and twelve month review of progress supports keeping progress current or to extend goals to provide challenges to support individual educator's professional growth. Educators are committed to sharing learnings from professional development attended with the early year's team and classroom teachers when relevant to them.

Quality Improvement Plan notes for Standard 7.2

Quality Area 7 summary

For Quality Area 7, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

Quality Area 1 is rated	Exceeding NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Meeting NQS
Quality Area 5 is rated	Exceeding NQS
Quality Area 6 is rated	Exceeding NQS
Quality Area 7 is rated	Meeting NQS
Overall rating	Meeting NQS

Quality improvement plan notes summary

Quality Area 1

Standard 1.1

Standard 1.2

Standard 1.3

Quality Area 2

Standard 2.1

Standard 2.2

Quality Area 3

Standard 3.1

Standard 3.2

Quality Area 4

Standard 4.1

Standard 4.2

Quality Area 5

Standard 5.1

Standard 5.2

Quality Area 6

Standard 6.1

Standard 6.2

Quality Area 7

Standard 7.1

Standard 7.2