

Barlu Kurli Preschool- Wilcannia Central School

Quality Improvement Plan 2019

Annette Cam - Principal, Nominated Supervisor, Educational Leader and Responsible Person

BARLU KURLI – Place of Children

Service number	SE-00006557	Approved provider	NSW Department of Education
Educators	Jessica Townsing ECT Chloe Jones AEO Benita Tatt CEO / AEO	Service approval number	PR-00005345
Service contact	(08) 8091 5282	Approved provider contact	Early Learning, 02 9266 8165

QIP Template: NSW Department of Education, Early Learning and Primary Education, November 2017

Statement of Philosophy



NSW DEPARTMENT OF EDUCATION

Wilcannia Central School Barlu Kurli Preschool provides opportunities for children to develop to their full potential by exploring individual interests in a caring, supportive and culturally relevant learning environment. NSW Department of Education preschools provide an inclusive environment where educators and support staff ensure that all children and families are included and welcomed equally.

The preschools provide programs, information and resources that respectfully reflect the context, diversity and multicultural nature of communities.

In line with the Department's equity strategy, it is intended that Departmental preschools give priority of access to the most disadvantaged children within the local community, particularly those who would not otherwise be able to access other children's services.



STAFF

Educators at Barlu Kurli Preschool are highly qualified and dedicated to early childhood pedagogy. Dedication to consistency and continuity of staff and pedagogy used is critically important to all staffing decisions at Barlu Kurli Preschool.

All hold current First Aid in an Education and Care Setting certificates, Child Protection Awareness and Anaphylaxis and Asthma management training. We believe in being a highly-qualified team, continuing our own learning in the field of early childhood education. Highly-qualified staff promotes the creation of quality learning environments and effective pedagogies which then result in better outcomes for children. Our effective, transparent and equitable recruitment processes ensure that the service attracts and retains educators who can best meet the needs of children and their families.

All staff works collectively at building strong relationships with children, families and the community, enhancing their sense of belonging, through respecting each child's rights, unique nature and ensuring that all children are seen as paramount. Effective communication and problem solving between

the staff within the service also models successful working relationships for children. We build relationships with the children and their families ensuring they feel safe, secure and supported allowing the children to grow and develop knowledgeable self-identities. We believe positive relationships are based on mutual trust and open communication. Building relationships and a positive presence in the community is not only a preschool goal; it aligns with

Wilcannia Central School - School Plan 2018-2020.



LOCAL CULTURE

At Barlu Kurli Preschool children are provided with opportunities to explore the Parkintji Language and Culture, which is facilitated via local Elders and community members. Community elders and members are invested in their young children's education and provide input into the preschool curriculum through the AECG and school committees and the Local School Reference Group. We believe in respecting the cultural diversity that our children and families bring and we ensure that all staff are trained in cultural diversity, reconciliation and developing partnerships within the community.

Barlu Kurli has employed a Community Engagement Officer since 2017. The CEO encourages parents/carers and families to physically come into the preschool setting to engage in activities that support early learning and cultural belonging. The Community Engagement Officer demonstrates ability to develop and maintain meaningful links with Aboriginal parents and the community, coupled with an understanding of the values and beliefs of the local preschool community.



FAMILIES

At Barlu Kurli Preschool we acknowledge parents, carers and siblings as students' first teachers, respecting and valuing their culture, structure, lifestyle, customs, language, beliefs and kinship systems. At all times we encourage parents and carers to play an active role in their child's education creating strong links between the home and school environment. We believe in collaborative partnerships between the family, community and school. Partnerships and collaborations are created and strengthened during quick and unconscious daily interactions and communications. Real collaborations with families arise from the perspectives that educators and families bring to the preschool each day.



CHILDREN

At Barlu Kurli Preschool educators acknowledge that children are individuals who bring a wealth of knowledge they have learned from their families and communities. We recognise students as individuals, programming and providing intentional teaching opportunities for learning that are focused around the individual interests of children to ensure they become successful, competent and capable learners. We believe children learn best when given opportunities to engage in meaningful play, encouraging dispositions for learning and allowing children to develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. We support children to be active participants in the development of the curriculum. We aim to provide children with opportunities for open-ended learning where they are encouraged to explore and experiment with materials, to solve problems and work out issues for themselves. Children are encouraged to explore their limits and the boundaries of safe and acceptable behaviour. Educators enable children to foster relationships and interactions where children develop their self-awareness and self-confidence. Children will learn that play is a valued and a meaningful learning tool. Children have a learning partnership with educators called “Sustained Shared Thinking”. In Sustained Shared Thinking pedagogy educators and children are mutually involved in cognitive interactions. This means Sustained, Shared Thinking involves children and educators working together in conversations which provide opportunities to discuss and think about problems or challenges in a serious, extended way.



TEACHING AND LEARNING

We provide intentional teaching that provides thoughtful and sensitive interactions between educators and children to support, challenge and extend children's learning. Intentional teaching is deliberate and purposeful. Educators actively promote children's play through learning through worthwhile and challenging experiences and interactions that foster high level thinking skills.

Improving children's engagement in literacy, mathematics, arts and science learning is of great importance to the community and educators, because early experiences affect later education outcomes. By providing young children with research-based activities and hands-on learning opportunities it will hopefully lead to increased achievement and work skills in these critical areas in the children's future.

We believe in providing a wide range of approaches to assessment using the context and materials familiar to the children, with clear purposes and links to future learning. We also consider equity and social implications in all areas including environment experiences, assessment and reflection.

We believe in being a highly qualified staff group, continuing our own learning in the field of early childhood education. Highly qualified staff promote the creation of quality learning environments and effective pedagogies which then result in better outcomes for children.

We recognise our responsibility to prepare young children for their transition to school. Our program aims to create an appropriate level of continuity between preschool and school experiences and develop strategies to help children adjust to school.

We align with the Wilcannia Central School School Plan 2018-2020 to develop a culture of high performance to meet the social, emotional, physical and intellectual needs of all children. We believe in developing children who are safe, who are respectful and who are learners and this aligns with the values of WCS. We will improve student learning outcomes so that the students will grow to become significant, strong and supportive leaders within the community.

We teach the children about sustainable living practices, growing gardens, conserving water, conserving power by switching off lights and heater/cooler systems and raising animals such as chickens to provide food.

Lastly, we strive to achieve quality in all areas and aspects providing children with our upmost attention and care. We as a staff strongly believe that by achieving the above we are ensuring all children are given the best chance to reach their full potential.

Quality Area 1: Educational program and practice

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
S.323 S.168 R.254	Is the Early Years Learning Framework used to guide the development of the program?	Yes
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Yes
R.74	Do you document: <ul style="list-style-type: none"> ● An assessment of each child's development, interests and participation in the program? ● An assessment of each child's progress towards the program outcomes? 	Yes
R.75	Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request?	Yes
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> ● Information about the content of the program and service routines and how they operate in relation to their children, including their participation? ● A copy of their children's assessment/evaluation documentation? 	Yes

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

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

Standard 1.1	The educational program enhances each child's learning and development.	
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, and 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.

At Barlu Kurli Preschool the educational program enhances each child's learning and development in numerous ways. Some examples of this in practice include;

- The primary contact staff are experienced, have worked together for many years in most cases and have a range of qualifications ensuring high quality pedagogy underpins curriculum design and decision making. Jessica Townsing (ECT) – Master Of Education – Early Childhood; Chloe Jones – Aboriginal Education Officer (AEO) who is enrolled in almost finished her Certificate 3 – Early Childhood Education and Care qualification; Benita Tatt – Community Engagement Officer (CEO) – who has her Diploma in Early Childhood Care and Education and is currently completing her Bachelor Degree – Early Childhood Education.
- At Barlu Kurli the Preschool teacher leads pedagogical practice and daily team reflection and planning meetings, ensuring all are confident with and using the principles, practices and learning outcomes within the Early Years Learning Framework to guide programming practice and decision making.

- The principles and practices of the EYLF inform Barlu Kurli Preschool’s philosophy. Our philosophy has evolved from input from all educators, families and community members and reflects our belief that children learn and develop through play. Input from families informs this evolution, via regular personalised planning meetings where key learning priorities for their children are discussed. These meetings, held at the beginning, middle and end of the year provide a great opportunity for us to discuss the EYLF and how this curriculum guides us in planning decisions. Family feedback and perspectives help us personalise planning for their child but also inform whole service priorities and our philosophy. Educators ask community members and families informally when out in the community.



- As part of the broader P-12 Central School, the preschool team is committed to, and actively supports work within the WCS 2018-2020 school plan – strategic direction 1 – students and their learning. ‘Our children will grow to have a sense of curiosity and a love of life–long learning. By learning about their culture and their country, the children will become strong and supportive leaders in the community. In the preschool, as the first step in each child’s ‘outside of home and family’ education journey, we actively set a platform for work towards these objectives.

We do this intentionally through;

- Educators value the important role we have as educators to use observation, interaction, open-ended questions and scaffolding to help guide and extend children learning through play.
- We view children as competent, capable and value knowledge of their own that they bring to preschool. This belief is evident in children’s right to choose learning experiences and have input into curriculum design and daily timetable. Children’s perspectives are noted by educator jottings and via conversation, which inform ongoing planning and assessment processes.
- Make provisions for children to enjoy their own space, have opportunity to have their voice heard, and have their interests at the centre of planning for the program. We value this practice to build self of belonging and strength in identity and self-worth for all children.
- We ensure the learning environment supports children to be independent decision-makers and problem-solvers by allowing them to make their own choices and move freely throughout it.

- Provision of daily opportunities and experiences in literacy, numeracy, imaginative and dramatic play, construction, visual arts, sensory play, music and movement, gross motor play, cognitive play and Indigenous language development.
- We adapt and individualise the experiences in the above areas to meet the interests, needs and strengths of the children and their families.
- Provision of some predictable spaces and activities within the environment for the children to feel comfortable and to provide familiarity. For example, a consistent reading corner space fitted with soft furnishings for comfort is provided and also a predictable morning routine that they may choose to join.
- Encouragement of children to express and make meaning of their thoughts, ideas and knowledge through discussion with educators and other children.
- We ensure numeracy and literacy concepts and learning are incorporated into play, in the environment, interactions and routines.
- Having regular and reliable routines that the children can predict and this make them feel comfortable. These routines are used as another opportunity for discussions and learning. If routines are changed educators give children and families as much notice as possible to prepare them.
- We provide extended periods of uninterrupted blocks of indoor and outdoor play time to maximise opportunities for deep learning.
- Planning and provision of quiet comfortable space for children when either indoors or outdoors and dedicated areas for active play.
- Educators use song, rhyme and dance every day to support children’s learning recognising oral language development, including vocabulary, articulation and sentence structure, are vital foundations for later formal learning.
- We all interact consistently with children in a manner that is meaningful, respectful and purposeful.
- Educators use a variety of communication tools with children such as talking, listening, key word signs, picture signs and key word cards (example name cards and labels).

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.

At Barlu Kurli Preschool educators extend and facilitate each child’s learning and development in a variety of ways. Some of these include;

- Daily discussions within our team and with parents on our bus run to reflect on the children’s experiences and the program for the day.
- We use the EYLF prescribed planning cycle which included reflections to guide our future planning and programing.
- Educators use a variety of documentation methods to demonstrate this cycle of planning. For example, written observations, online and hard copy, weekly planning cycle documents, photographs, videos, transcripts, wall documentation, newsletter, Kinderloop, semester reports and transition to school statements.
- Use our knowledge of the Early Years Learning Framework, child development and current research to guide reflection and planning.
- We our knowledge and skills through continuous professional development and reading, by having a professional reading folder with up-to-date documents for staff to read.
- We view each child as an individual with specific needs, interests, strengths, ways of learning and qualities. We use our knowledge of the characteristics of each child to guide planning and extend each child’s learning.
- Educators interact with the children to illustrate that we value their thoughts and ideas. We get down to their level, use eye contact, stop listen and respond appropriately. This includes using open ended questioning and share thinking to extend children’s thinking and learning.
- We respond to children’s interests, ideas and thoughts by providing a variety of equipment, tools, materials and support by using planned and spontaneous intentional teaching within interactions, experiences and routines.

- Model language, literacy, numeracy and science concepts. We have dedicated planned intentional teaching in each area and we also spontaneously take opportunities to teach these concepts.
- Educators work closely with our P-2 Initiatives Officer who is a critical friend with advice and support.

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.

A reflective approach underpins our implementation of the program for each child. Examples in practice include;

- The program implementation, the cycle of teaching and learning, the routines and spaces with provide are subject to daily critical reflection processes. These are completed informally, usually verbally and during weekly programming time, the teacher formalises these in her evaluations and forward planning decisions
- Critical reflective pedagogy is evident in our connections beyond our own preschool to other preschools and networks which assist us in effort to maintain a level of program delivery that is reflective of current understandings of best practice in the early years. We achieve this by educators participating in a local early child educator's network group facilitated by our P-2 initiatives officer. This connection is maintained by the use of adobe connect software, google apps, such as google drive and google hang outs. More recently we are using Microsoft TEAMS app for connecting with state wide Department of education preschool and early years networks and the Aboriginal Education and Communities directorate at State office, as evident with the Tunin In initiative. These online meetings, professional development opportunities, initiatives and action research experiences

are usually held termly and are supported by site visits and professional social media platforms such as our state wide preschool and early intervention Yammer groups, rural and remote preschool yammer group and Tunin In yammer group.

- All staff have strong relationships with families through bus runs and being a part of the preschool for over 4 years together.
- Family BBQ, preschool community events and other community organised events are also used to communicate children's learning with parents in an environment in which they are more comfortable.
- Educators use a variety of communication tools with families and the community including: newsletters, town newspaper, display boards, enrolment interviews, home visits, bus run, face-to-face talking and listening, phone calls, transition to school reports, PLSP (personalised learning and support plans) developed in the enrolment interview and reviewed regularly, access to children's observations in a hard copy portfolio at the centre which are also photocopied and sent home.
- Educators use our time on the morning and afternoon bus run as opportunities for critical reflective discussions about the quality of and opportunity each child to contribute and access the literacy, numeracy and wellbeing curriculum and to enhance their dispositions for learning.
- Kinderloop digital documentation tool is used for recording and sharing documentation, planning and reflection as a group and for individual children. Families have access to Kinderloop notifications on their child's learning program and progress and are actively supported via our CEO Benita to negotiate these and discuss what else we can do together to continue to support families in their connection to the literacy and numeracy and Preschool and how this can be followed through at home and in the community.
- Educators provide planned and well considered choice in our learning environment, demonstrating high quality reflective practice in action.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
1.2.3	Children follow their own interests, while we are responsive and plan forward from these. We'd like to support children in planning forward and articulating ideas about where to next.				L
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
To enhance the methods used record the ways in which we involve the children in the development of the program and to give them enhanced opportunities to add their documentation see their voice in the program development process.	<p>Children to have input into their PLSP by drawing a picture of their interests and goals.</p> <p>Children to share ideas and news on the last day in their group cycle. Ideas to be recorded and used by educators in the weekly planning.</p> <p>Set up a weekly overview for children to access in the writing area and record their ideas for activities and interests using craft materials, drawing, magazines etc.</p> <p>Educators participate in all whole school staff meetings especially related to whole school goal of giving children a voice in their own education.</p>	Semester 1	All Preschool Staff	<p>Children are drawing pictures of their interests and working with educators to plan activities based on their interests. March and April 2019.</p> <p>Educators collected ideas of the children's interests in the PLSP and enrolment meetings with families. March and April 2019.</p>	

Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

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

R.103 S.167		
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

At Barlu Kurli Preschool, each child's health and physical activity is supported and promoted by;

- During enrolment we discuss each child's health needs with their family or carer.

- Educators obtain action plans for Asthma and Anaphylaxis when required. We keep a copy of these plans in the children's records, in the kitchen and staff office. Action plans are incorporated into the overall health care plan of each child with a medical condition or health care need, which includes the development of risk minimisation plans and communication plans, as negotiated and agreed to with families
- All policies and procedures relating to infectious diseases, children's medical health and hygiene and are available to staff and families on the desk top computer and interactive whiteboard in the preschool building to ensure ease of access at times of need.
- Educators provide a good balance of quiet, restful and active spaces within the indoor and outdoor environment, allowing adequate time for children in each area during the daily routine.
- There has been planning of spaces that are dedicated quiet spaces where children can rest, relax and reflect. Skills in these areas are intentionally taught and their purpose and expectations of all in these spaces are upheld, using supportive gentle and individualised planning strategies.
- Families are always kept informed about eating, health and sleeping routines of their children, while in our care. Conversations around diet and sleep are held on the bus run in the afternoon, while illness, incident and injury are recorded on the ACECQA approved form and shared with families by phone as close to the time of the incident as possible.
- Washing pillows and blankets on a regular basis and a copy of this schedule is recorded and kept in the office along with our broader toys and resource cleaning register.
- Store children's hats separately in their lockers during the day and wash at the end of each group session (unless more regular attention is required as a result of the daily activities e.g. mud play).
- Movement, exercise, drama, dance and music are part of our daily routine and we intentionally use planned and spontaneous intentional teaching to discuss the importance of physical activity and the functions of our bodies.
- A range of gross motor, sensory, active and outdoor experiences on a daily basis as part of planned and spontaneous intentional teaching.
- Educators have an exercise and breathing, blowing and coughing routine in the mornings for children, based on our understandings of otitis media and its prevalence in Aboriginal communities and reflective of our commitment to addressing this and maximising each child's opportunity to be able to engage meaningfully in the program.

- Educators encourage children to try new things and allow them to take appropriate risks in physical play, climbing and running. This is also supported by planned and intentional teaching of fundamental movement skills, sensory and diverse active play experiences based on the needs of the children.
- Educators provide children with messy play with dirt, sand and water on a daily basis, but provide clean clothes when needed.
- All staff provide privacy in the toilets when a child want to change or has had a toilet accident.
- We promote correct and safe hand-washing procedures by displaying hand-washing charts in the bathroom at childrens levels in the bathroom, near basins, around the classroom.
- Our local procedure outlines hygiene expectations for all and includes information that all staff, including those who may relieving for a duty or break wash hands on arrival at the preschool, after wiping a child's nose, before and after food handling, before and after using play dough, after coming into contact with bodily fluids, before and after applying sunscreen, after contact with the preschool chicken or any animals, after working in the garden, by providing soap at kitchen sink, toilets, craft sink and hand sanitizer pump bottles in each room and outside the classroom.
- Safety and wellbeing for educators is very important to us. To ensure safety procedures easily accessible for all, we provide easy access to gloves for staff to use while helping with toileting, first aid and health issues (in the laundry, kitchen and on the drinks trolley).
- Educators are vigilant with children's health and communicate any identified issues with families and carers. Some examples of this in practice are educators teaching cough etiquette - to cover your mouth with your hand or even better your elbow, dispose of tissues and wash your hands. It is part of our daily routine, Breathing, Blowing and Coughing.
- We have developed a range of local procedures for washing and maintaining toys and equipment. We wash everything on a regular basis (e.g. if a child mouths a toy, mud or dirt, or bodily fluids are on toys and equipment, which all staff are aware of and have co-developed.
- Educators have a clearly labelled first aid kit available to staff and accessible both indoors and outdoors. We take a portable first aid kit on all excursions. We regularly update our first aid kits.
- We interact with the children during mealtimes to model, support and encourage their healthy food choices.
- Educators eat the same healthy food as the children or bring in healthy food that exposes them to a variety of other healthy foods and provide planned and spontaneous intentional teaching that promotes and discusses healthy eating and a healthy lifestyle.

- Educators involve children in discussions about food and nutrition at timely and spontaneous times throughout the day, as well as through the planned and responsive program.
- Our intentional program includes Maari Ma Aboriginal Health team visiting weekly to engage children and visit families in healthy foods preparation and eating experiences.
- Educators discuss children’s dietary needs with families and carers as part of the enrolment process and provision made for these communicated with our canteen manager, who supplies us with children’s breakfast, morning tea and lunch meals. All dietary information, as well as communicated on health care plans in relation to anaphylaxis and allergies, is displayed in the kitchen easy and practical educator access.
- We are thoughtful and take into consideration children’s dietary needs when planning cooking experiences, breakfast, lunch and morning tea menus.
- Educators are responsive to children’s needs for food at times other than meal times, providing them with food from the breakfast or morning tea saved in a container in the fridge.
- Children have access to water bottles at all times throughout the day in both inside and outside learning environments.
- Educators provide families with information about healthy eating in the enrolment interviews, Kinderloop, preschool displays, local newspaper publication and brochures are available to take in the preschool foyer and collaborate actively with Maari Ma dietary team to enhance these messages.

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.
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At Barlu Kurli Preschool, each child is protected. Examples of how we work to ensure this, are;

- Children are supervised at all times and supervision ratios are always adhered to. Two staff members are present at all times.
- Staff position themselves within the supervised area to make sure all children can be seen or heard.
- Staff are positioned in the indoor and outdoor environment during dual access.
- There are few power points in preschool rooms and they are covered with plastic safety caps.
- Hazardous materials are stored in high cupboards in the kitchen and laundry that the children cannot access.
- Electrical cords are safely secured and safety information is taught through planned spontaneous intentional teaching opportunities.
- Signs are displayed on doors to indicate unsafe rooms that need to remain locked.
- A safety checklist is filled out every morning that the service is open, in the outdoor and indoor environments.
- Throughout the day educators all monitor the environment for potential hazards.
- Educators remove any identified hazards immediately or secure the area to prevent children from accessing the hazard.
- Hazards are reported to the Work Place Health and Safety Team as they arise and addressed as soon as possible.
- Educators follow the arrival and departure procedures of the preschool at all times on the bus runs or when families/carers bring their children to the service.
- Educators monitor all visitors who enter the preschool and ensure they sign in the visitor's registry.
- Educators and children wear hats in the outdoor environment.
- Children are encouraged to wear sunscreen.
- Children play in the shaded areas of the outdoor environment between the hours of 11-3pm.
- Emergency procedures are displayed in all areas of the preschool.

- Emergency evacuation procedures are practised with children at least once a term and recorded. The process is displayed in the preschool for children to reflect on.
- Educators take a cordless phone to the outdoor environment.
- Emergency telephone numbers are displayed near each phone and outside for the cordless phone.
- Children’s emergency contact lists are available on Sentral database; all staff have access and can direct temporary staff to find information. Temporary staff can contact the front office for this information as well.
- All staff have completed mandatory reporting training and are aware of their responsibilities.
- All staff have Child Protection training annually.
- Educators work with school Learning & Support team to learn about resources, services and information in relation to children and families at risk.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
2.2.1	For efficiency in tracking continuous improvements, see QA3 goal as actioning these is applicable across QA2 and QA3 so we’ve combined them to add rigor to goals and streamline planning.			
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
Adequate soft fall around fixed play equipment	See QA3 GOALS			11.02.19 - 2019 Risk minimisation plans are in place to ensure safety until the capital

Access behind storage shed removed to ensure supervision easily maintained.				works can be completed (expected May, 2019)
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Quality Area 3: Physical Environment

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

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

R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir 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.

At Barlu Kurli Preschool, the design of the facilities is appropriate for the operation of the service. This is evidenced by;

- Furniture is appropriate for its use, with child-sized and adult-sized furniture included which is fit for purpose.
- Furniture, equipment and materials are arranged to;
 - Ensure children are safe
 - Ensure an easy flow of environment
 - Enable easy supervision of all areas
 - Allow children easy access and free choice of materials, equipment and toys
 - Help children to pack away easily by having a place for everything and labelling them with pictures
 - Give children a sense of independence
 - Provide a balance of quiet and noisy areas
 - Provide a balance of individual, small and larger group experiences

- Ensure there is enough equipment, resources, materials and toys for all children
- Provide consistency and familiarity by having some areas remain in the same places

The indoor and outdoor environments are seen as equally important for children's learning and development. Equal amounts of time are given to setting up these environments for children to play in.

- We are reflective in our practice, completing resource and environment audits formally and informally throughout the year. In March of this year, our process has led to the coordinated effort between the preschool team, principal, P-2 initiatives officer, early learning team and our facilities maintenance team to scope an environment upgrade for Barlu Kurli Preschool which includes upgrade of fencing and water storage tanks installation of automatic watering system and inclusion of two water storage tanks and completion of the already initiated dry river bed for children's access in play, with water pump from a reticulating underground reservoir. These quality improvements are due for costing and quotes during May 2019 and installation soon after. Our choices for this environment project reflect our commitment to enabling and valuing children's rights to learning in safe and well-designed spaces, which also allow access beautiful spaces for learning, access to open ended and natural spaces and to assist us in teaching about sustainable and responsible use of water.
- Almost equal amounts of time are allowed for children to play in the indoor and outdoor environment.
- Children are taught to care for their own belongings and taught to care for the belongings of the preschool and pack away things they have used.
- We use intentional teaching strategically to include children's areas of interest as a motivational support. An example of this is our focus on teaching children consider the results of their actions and to respect their environment being achieved through care for our chickens. Using keen interest in the chickens we are able to teach about recycling materials, thinking about what chickens need to survive etc.
- There is space dedicated and available for administrative tasks and consultations with families.
- Policies and procedures for cleaning equipment, furniture and toys are developed, annually reviewed and followed by all staff.
- All maintenance issues are reported to the Work Place Health and Safety team and dealt with as soon as possible by the school GA. There is always one member of preschool staff on the Work Place Healthy and Safety Committee at WCS.
- Emergency issues are reported directly to the Deputy Principal and dealt with immediately.

- Children have access to toilets and hand-washing from indoor and outdoor environment while still under adequate supervision.
- Children’s toilets and hand-washing facilities are child-sized and accessible from outdoors and indoors.
- Children with additional needs are accommodated and planned for by providing additional resources and equipment appropriate to them.

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

At Barlu Kurli Preschool, the environment is inclusive, promotes competence and supports exploration and play-based learning by;

- Educators take great care in preparing the learning environment as part of the philosophical beliefs towards early childhood education.
- We use research, thought and reflection to make decisions about the organisation of and changes to the learning environment, ensure daily that the environment is appealing, inviting, motivating and cultural respectful and educational.
- Educators use provocations to invite children to explore new interests or ideas and ensure toys, equipment and materials are open-ended, allowing children to use them in a variety of ways and at their level of development.
- Children are enabled in the design of the play spaces to move freely throughout the environment and make decisions about what, where and how they want to play.
- Educators provide support, guidance and scaffolding when necessary, while involving children in making decisions about changes to the environment, equipment and materials.

- The environment has space to allow quiet contemplative play opportunities and spaces for children to pursue their own learning projects and interests.
- The service has young trees and plants that the children are helping take care of by watering and being mindful of when we play around them.
- Children pick and eat bean sprouts from our mini garden on top of the fish tank in the service foyer.
- Encouraging children to help weed the garden and to observe, discuss and investigate animals and insects in our environment.
- Using technology and books to access information about interests in nature and animals.
- Children are involved in daily experiences with natural elements such as sand, dirt, water, rocks, sticks and plants.
- The service has a worm farm for food scraps and using this produce in the garden.
- We are committed to sustainability and actively engage in recycling food scraps, paper, cardboard, plastic, containers along with extending this to families and the community by creating and sharing our recycling practices with articles often placed in the local newspaper. This process also helps us encourage community members to donate containers cardboard, glass and plastic to preschool for construction, arts and crafts activities.
- Educators have regular conversations with children about water and electricity conservation.
- Promoting the technology in new preschool, sensor lights save power because they switch off whenever they are not in use.
- Emptying play water on the garden.
- Educators also incorporate songs, stories, posters and experiences that engage children in learning about the environment and sustainability programs.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue	Priority L/M/H
3.1 and 3.2	We notice that the shed and front gate as currently designed require direct adult attention to ensure safety for all children at all times. We also have observed the dying off of much loved native shrubs,	M

	trees, bush tucker and sensory gardens due to drought and consequential lack of access to sustainable automatic watering systems.			
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
High quality, safe and engaging play areas with maximised access to native plants for both aesthetic appeal and uses for teaching about traditional food and medicinal uses of plants.	<p>Complete environments safety and resource audit and share with P-2 officer for further support coordination.</p> <p>Review budget, investigate portable shade structures. (cost, delivery, size, durability and safety)</p> <p>Feasibility study-due to remote location of preschool. Investigates budget, quote, and contractors.</p> <p>Investigate successful bike tracks at other centres, design and create map of bike track at centre.</p> <p>Purchase small structure for outdoor play and large structure for preschool events.</p>	<p>End term 1</p> <p>End of term 2</p>	Nominated supervisor ECT, GA	We identified and further clarified existing wish list for items we see as very important for both safety and quality service provision. Our priorities were formalised and sent to P-2 officer and state team (see submission sent 12.04.19)

Quality Area 4: Staffing Arrangements

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Yes
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	Yes
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	Yes
R.129-135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	Yes
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

At Barlu Kurli Preschool, staffing arrangements enhance children's learning and development. This is ensured by;

- A qualified and accredited early childhood teacher leads the program daily. Our permanent teacher has a Bachelor of Education (Primary) and Masters of Education (Early Childhood Teaching). The teacher has worked in this service for six years continuously.
- An Indigenous Aboriginal education officer (AEO) is in the service daily, the AEO has worked in the service casually for two years and on a full-time basis for twelve months. The centre has a Community Engagement Officer provided by the "Tunin In" Initiative from the Aboriginal Education Office. The CEO supports the centre's engagement with the community, enrolment of Indigenous Children and the implementation of literacy and numeracy activities.
- Educator to child ratios are maintained at all times by ensuring the teacher, AEO and CEO take breaks that are covered by teaching staff from Wilcannia Central School.
- Educators are constantly aware of the location of each other. If a staff member needs to use the toilet they inform the other educators where they are going. Also when staff go on lunch breaks they announce to the other educators that they are going on their lunch break.
- The ECT 30 minute lunch break is covered by the AP Instructional Leader who coordinates the transition to school program. The goal has been to build relationships between the IL and the preschool children so the IL can support the children at kindergarten the following year.

- The lunch break roster is as consistent as possible each day. Activities and supervision of children is planned to benefit the children around these times of transition.
- Relief from face-to-face, teacher professional learning and sick days are covered by a staff member from the central school who is familiar with the children and is qualified as an Early Childhood Teacher.
- Educators pass on relevant information about the day and the children as they exchange roles.
- All staff members, teacher, AEO, CEO have current first aid qualifications. They have all completed Anaphylaxis and Asthma emergency training.
- Department of Education policies and procedures are followed and made available to families and relief staff on the office desk top and the interactive smart board.
- The teacher is involved in developing a Performance and Development Plan with their supervisors. It involves developing professional goals, planning professional learning and implantation and evaluation of the plan.
- The AEO and CEO are involved in educator discussion, reflections times and professional development and also develop a Performance and Development Plan with their supervisor.

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 collaboration, 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.

At Barlu Kurli Preschool, the management, educators and staff are collaborative, respectful and ethical. We demonstrate this by;

- All preschool educators were involved in the development of the preschool philosophy, self-assessment and the Quality Improvement Plan during the last day of each term, after preschool hours and in daily conversations.
- Educators are familiar with the laws and regulations through the above processes and their own education (Masters, Diploma, Certificate III).
- Educators understand and use the Early Years Learning Framework as a basis for the planning cycle and every day practice.
- Wilcannia Central School staff involved with preschool participate in an induction process. Each staff member is provided with an information folder including;
 - The code of conduct
 - The preschool philosophy
 - Job description
 - Evacuation and emergency procedures
 - Arrival and departure procedures
 - A summary and analysis of all enrolled children (Sentral and Faculty Drive)
 - The preschool routine
 - Timetable of the daily routine
 - Information about medical conditions and special requirements of children
 - Break/RFF rosters
 - The preschool handbook
 - Access to all preschool policies
- The service has displayed the Early Childhood Australia – Code of Ethics in the staff office.
- Educators support each other throughout the day. For example, if one educator is involved in an important interaction with a group of children, the others will be aware of and deal with anything else that arises in the learning environment, to ensure learning opportunities are not interrupted.
- Educators are involved in daily conversations and reflections about the day, children’s interests and needs, and how we can develop the program and support the children.

- The team strives to be positive and build supportive relationships.
- The team shares tasks and responsibilities.
- The Australian Early Childhood Code of ethics underpins all educative practice and guides self-assessment and mentoring. We have annual review where all educators critically reflect on what the code of ethics looks like for them and discuss and ideas. We record our strengths and identify areas for individual focus for enhancing continuity and consistency in staffing performance across all aspects of Preschool operations.

Step 3: Improvement Plan

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

Quality Area 5: Relationships with children

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Respectful and equitable relationships are maintained with each child by educators through;

- Being part of a small community means educators can get to know children as soon as they are born. Educators use connections with families to congratulate new mothers and develop the relationships by talking to families as they see them on the bus run, in the local shop and around Wilcannia and Broken Hill, maintaining these connections through to enrolment at preschool.
- When children are old enough for preschool, educators have an enrolment meeting explaining to families about their responsibilities for enrolment, about the programs and procedures of our preschool. The CEO is crucial in setting up the enrolment meetings and supporting families with enrolment forms.
- A personalised learning plan is developed for each child with the family's input reflecting the child's interests, skills, family structure and languages during the enrolment meeting.
- Each child and family member is greeted individually and authentically as they are picked up on the bus run. Each child and family member is farewelled individually with authentic information about the child's learning for the day.

- Concerns are communicated to families individually face-to-face on the bus run daily. If sensitive information needs to be communicated the teacher exits the bus to ensure the family's privacy. The teacher must stay within view of the bus for safety reasons.
- Educators spend time and engage with all children individually and in groups each day. We do this by getting down to the children's level to interact and engage.
- Educators show awareness of every child, their interests, thoughts, ideas and needs. We are able to do this by engaging in sustained conversations to extend children's thoughts and ideas.
- Educators model language to build children's vocabulary and understanding of new concepts and other people's perspectives. We do this by maintaining responsiveness and utilisation of our shared deep understanding of trauma informed pedagogies and how this applies to the children and families with which we work.
- Educators apply deep knowledge of individual children's dispositions and preferences for learning enabling high quality support and solutions interventions where challenging or difficult behaviour may be exhibited.
- There are mirrors, photographs of self and families in each child's locker. These opportunities for the child to see themselves & families readily and welcoming of bringing favourite treasures into the environment promote children's sense of belonging, connection and security whilst in the preschool.
- Educators provide large blocks of time for play where children are not rushed and given time to engage and interact with educators and other children indoors and outdoors.
- We use a variety of communication tools such as talking, listening, key word signs, pictures, signs and photos and thoughtfully plan routine times such as transitions, as a time for learning through singing, games and intentional teaching.
- The team utilises the relationships the AEO and CEO have with the community to communicate with families, gather information and understand the culture more deeply.
- Educators provide stories, books and internet-based sites to learn about other languages and cultures.
- Educators celebrate cultural events and days that are significant to our children, families and community including, NAIDOC week, Harmony Day, Easter, Special Assemblies ANZAC Day, and Christmas etc.

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.

Each child is supported to build and maintain sensitive and responsive relationships by;

- The code of ethics for early childhood informs our critical reflections and collegial discussions around how we interact with children, as well as each other. We ensure all children considered equally, with respect and kindness at all times.
- Educators encourage children to work together on small group experiences or projects and set up experiences that encourage children to interact with one another in flexible grouping organisation
- Educators model social and emotional practices and strategies for the children to use by engaging in children’s play and interacting with care and thought.
- Educators authentically listen to children, talking about emotions and how they affect us, in context.
- Educators have developed language for the children to use to express and to understand their emotions in relation to those around them.
- During meal times we use the time to interact, socialise and talk with all children.
- Children are encouraged to
 - Help and care for each other
 - Listen to each other
 - Share their ideas, thoughts and knowledge
 - Teach each other
 - Co-operate

- Express their feelings
 - Resolve conflicts by problem solving
 - See things from other's points of view
 - Regulate their own behaviour
- The above explicitly taught skills and dispositions are planned with our collective deep understanding of trauma informed behaviours and how we can support children, each other and families, where there is trauma behind behaviours being expressed. A great strength of our school is the support collegially and through rigorous professional development on the subject of local culture, trauma and the practical implications of these for our work.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
5.2.1	We notice children are often very independent in their play. We understand that learning is enhanced by connecting meaningfully with peers, as well as adults.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Staff are engaged and involved in children's play using teachable moments to further children's learning. This will also ensure staff will foster collaborative learning opportunities for all children.	Semester 1	All preschool Staff	Educators using SSTEW Scale – Sustained shared thinking and emotional well-being for 2-5 year olds. Focus sub scale 1: Build trust, confidence and independence, item 3: Planning for small group and individual interactions/adult deployment. 22.5.18

	<p>Children will engage in deeper learning being involved in play for longer periods of time. They seek out staff that are present to further their learning.</p> <p>Look for PD opportunities suitable to this goal. Inquire with Early Learning Unit and P-2 Initiatives Officer.</p>			<p>Educators use specific language universally to support children in sustained shared thinking with peers. Language is displayed in different areas of preschool to support all educators to use it.</p> <p>18.12.18</p> <p>Preschool staff participated in POD staff meeting and read professional readings as a team then reviewed our progress in this area. 20.03.19</p> <p>https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2223&context=sspapers</p> <p>http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/09/NQS_PLP_E-Newsletter_No43.pdf</p>
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Quality Area 6: Collaborative partnerships with families and communities

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you respect the right of parents to enter the service when their child is in attendance unless: <ul style="list-style-type: none"> ● Allowing the parent to come into the service poses a risk to the safety of children or staff? ● Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or ● You reasonably believe that allowing them entry would contravene a court order? 	Yes
<p style="text-align: center;">If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</p>		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

At Barlu Kurli Preschool, respectful relationships with families are developed and maintained and families are supported in their parenting role. We demonstrate this in the following ways;



- As part of the broader P-12 Central School, the preschool team is committed to, and actively supports work within the WCS 2018-2020 school plan – strategic direction 3 – community and relationships. Through building strong relationships that foster a sense of belonging, respect for the dignity of each person and their aspirations for their children, we will help to build a resilient and vibrant community. Barlu Kurli Preschool, as families 'first' place of engagement with our school, sets a platform and a culture of collaboration and true partnership with families. This starts with our comprehensive and family centred pre enrolment meetings and opportunities for families to visit with toddlers and enjoy sustained periods of stay and play.
- Educators value families and understand that they are the primary influence in the children's lives and come to preschool with varying beliefs, values and understandings. We demonstrate this by creating a welcoming environment, reflecting local stories and culture, where families can feel they belong and feel comfortable.

- We maintain protocols to ensure all families are enabled to engage with and support the program. These include;
 - Always greeting families and interacting whenever possible at the preschool.
 - Being open and friendly with families.
 - Including children's and family's photos in the environment.
 - Incorporating family's cultures in the environment through displays, books, toys, equipment and photos.
 - Encouraging families to stay and support children during the settling in period.
 - Inviting families to preschool for special days including open days, Mother's Day, Father's Day, end of term celebrations, Easter, Christmas, NAIDOC week.
- Educators use effective enrolment procedures that support us in getting to know the children and families
 - Enrolment interview at preschool for children and families to give opportunities for children to play and children and families to interact with educators.
 - Personalised Learning Plan for each child to elicit more information about the child's family, culture, interests, additional needs, future goals.
 - Preschool handbook, EYLF, philosophy are shared.
- Educators share information about the program and their child's day through photos, reflections, newsletter, newspaper article, learning observations, conversations on the bus run and in person at preschool and encourage two-way conversations about the preschool program and practices in PLP development during the enrolment interview.
- The preschool program, observations, newsletters and learning stories are printed and displayed in the preschool and shared via Kinderloop.
- Information about the NQS, EYLF, Preschool Handbook, and QIP are on display in the foyer. In addition, information on all of these are included sporadically in the Kinderloop and local area newspaper.

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.

At Barlu Kurli Preschool, our collaborative partnerships with families, our community and broader school community enhance children’s inclusion, learning and wellbeing in the following ways;

- Ours is one of only 15 Connected Community Schools in NSW. Key deliverables of our school include;
 - all Aboriginal children are increasingly developmentally ready to benefit from schooling - in their physical health, social competence, emotional maturity, language and cognitive skills and communication and;
 - Aboriginal families and community members are actively engaged in the school

- At Barlu Kurli Preschool, we reflect on these deliverables and actively consider what else we can do to support achievement towards these. Some of our strategies include;
 - We are all dedicated to a Educators have had guidance from the Local Coordinator of the Language Nest at WCS and have been provided lesson materials to support Parkintji language development.
 - We engage actively with the local Aboriginal Education Consultative Group and they consult on our ‘Tunin In’ preschool literacy and numeracy initiative, which is embedded throughout our curriculum and led by Benita Tatt, our community engagement officer.

- Educators have created an environment of open communication, where families feel they can approach educators at any time.
- Educators are thoughtful and professional in their interactions with families which is evidenced by our commitment to exchanging important information with families promptly and sensitively.
- Educators provide families with important information about things such as child development, important practice for young children and healthy and share enjoyable interactions and stories at arrival and departure times on the bus run and at the preschool.
- We value time spent having conversations with families to listen to and hear their perspectives and are careful to consider these when planning forward for both their child's learning and for planning transitions and routines.
- We use Kinderloop, newspaper articles, and conversations on the bus run, along with notices, preschool posters and signage as further ways of engaging with our community, inviting consultation and keeping everyone abreast of current happenings in the Preschool.
- It's a strong commitment from Barlu Kurli team that children are picked up on the school bus by familiar educators at all times. Activities including conversations and singing are also used to create a comfortable learning environment on the bus.
- Local community services, health department, Maari Ma Aboriginal Health, Save the Children, Catholic Care work at the preschool for health checks, play groups with families.
- AEO and CEO are both Aboriginal and can speak some Parkintji words with the children. AEO and CEO are training ECT to also deliver Parkintji language activities and have indicated that this is culturally appropriate.
- Parkintji language posters and signs are displayed throughout the preschool.
- Children who needed additional support are referred to the WCS learning and support team, where assessments are made about the type and level of support that can be given and to aid in referral processes to other professionals including school-based counsellor (two days per week).
- Educators and children are supported by Maari Ma Aboriginal Health nutritionist, dentist, audiology, occupational therapist and speech therapists as well as Catholic Care, family mental health support worker.
- Educators work collaboratively with families, other professionals and agencies involved with supporting specific children.
- Educators support families with additional needs by giving information, referring them to other professionals or agencies who can provide support.
- Educators follow the arrival and departure procedures as outlined in the NSW Department of Education Preschool Handbook.

- Educators work in conjunctions with the Wilcannia Central school teachers to provide an ongoing comprehensive transition to school program which includes
 - Visits to the school throughout the year, library, garden, hall, classroom, playground and eating areas (intensive in term 4)
 - Inclusion of preschool children in special events, NAIDOC week, assemblies, Remembrance Day, fete, etc.
 - Transition to school statements/ end of year report done by educators.
 - Instructional Leader provides lunch time duty for ECT
 - Orientation talk and information with families, kindergarten teacher and preschool educators.

Step 3: Improvement Plan

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

Quality Area 7: Governance and Leadership

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12.3.2019

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	Yes
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> ● Contains a statement of the service philosophy? ● Is reviewed and revised at least annually? 	Yes Yes
R.145-154	Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include: <ul style="list-style-type: none"> ● Working with Children Checks ● Educational qualifications ● ACECQA approved training, including first aid 	Yes

	Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge?	Yes
	Have you ensured a record is maintained of all educators working directly with children in the preschool?	Yes
R.87 R.158-162	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	Yes
R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Yes
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Yes
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority?	Yes
R.168-169	Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service?	Yes
R. 170	Do you ensure that your departmental policies and local procedures are followed?	Yes
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Yes
R.185	Have you ensured that a copy of the Education and Care Services National Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	Yes

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

At Barlu Kurli Preschool, governance supports the operation of a quality service in the following ways;

- We are one of 100 Preschools governed by NSW Department of Education (DoE). There are significant governance processes in place with dictate staffing, work health and safety, finance and much more. While the position of principal is the nominated person in charge, educational leader and nominated supervisor, we are further supported by the approved provider – the Learning and Teaching Directorate of the DoE, with local 'early years' pedagogical and NQF compliance support offered by local P-2 initiatives officer, based in Broken Hill. These layers of governance work collaboratively and are a source of mentorship and support for both the school leadership team the preschool team.
- Information about the management and governance structure of Barlu Kurli Preschool, the roles and responsibilities of the approved provider, nominated supervisor and educators is communicated through:
 - Posters displayed in the preschool foyer
 - Family enrolment interviews

- Wilcannia school website
- Kinderloop
- NSW DoE Preschool handbook
- The Educational leader promotes the development of curriculum and teaching through:
 - Opportunities to attend network meetings
 - Opportunities for educators to work with the P-2 initiatives officer in Broken Hill or Wilcannia
 - Professional Learning opportunities
 - Fortnightly meetings with Educational leader and educators
- There is consistency of staff for relief from face-to-face (RFF), duties and relief as much as possible.
- Induction procedures for RFF and relief staff include:
 - Whole staff meetings
 - Preschool Policy folders
 - Induction package
 - Mentoring from preschool educators to new staff (including observation days)
- All employees have up to date mandatory training checks.

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.

At Barlu Kurli Preschool, effective leadership build and promotes a positive organisational culture and professional learning community, in the following ways;

- All teaching staff participate in the Personal Development Plan process through consultation with their supervisor. This includes the setting of goals that reflect the School Plan, Strategic Directions, Philosophy and Quality Improvement Plan priorities. This process also includes supervisor observations for reflective feedback and teacher self-assessment.
- Professional learning is linked to the School Plan, Strategic Directions, Philosophy, Quality Improvement Plan priorities and identified individual learning goals.



- As part of the broader P-12 Central School, the preschool team is committed to, and actively supports work within the WCS 2018-2020 school plan – strategic direction 2 – Organisational Effectiveness - By developing an organisational culture of high performance, we will take shared responsibility for students' learning and their social, emotional, physical and intellectual needs and teachers' learning and development of high quality teaching practice. The school will create and maintain an environment across the whole school that is inclusive of its members, is conducive to innovative teaching and learning and simultaneously reflects the strong links of the community to their language and culture. This strength in connectedness to and commitment to this strategic plan for WCS has assisted us as a Preschool team in reflecting on and articulating the Barlu Kurli Preschool continuous improvement journey in relation to organisational effectiveness.
- The preschool philosophy is shared with all staff from P-12 in whole school meetings, executive meetings, displayed in the school office, the preschool foyer, the QIP booklet. It is referred to regularly by educators and underpins the teaching and learning programs in the preschool setting.
- School Resource Allocation Model Preschool Management Plan targets expenditure for resources and staff to facilitate the continuous improvement process.
- The QIP is reviewed at least annually with the nominated supervisor, P-2 Initiatives Officer and educators. The school supports this by providing release for teacher and AEO.
- Data collected through observations, formal and informal processes is used to plan future learning directions for educators and children.

- AEO and CEO are supported in their development through:
 - Involvement in construction of preschool philosophy
 - Active participation in all meetings with P-2 Initiatives Officer
 - Opportunities to participate in targeted professional learning
 - Mentoring from teaching staff
 - Certificate III qualification support (training at local TAFE and support during work hours).
- All children's records are stored and maintained according to the DoE and school policies and procedures to ensure accuracy, confidentiality and accessibility, in the school administration office. Relevant information e.g. parent contact and medical is reviewed regularly to ensure accuracy and is easily accessible to all preschool educators in the office.
- Procedures are communicated to parents formally and informally on a regular basis;
 - Enrolment interviews
 - Face-to-face consultations on the pick-up and drop off bus run
 - Wilcannia Central School Website
- All incidents, injuries, accidents and illnesses are recorded in accordance with preschool policy and procedures as stated in the DoE Preschool Handbook.
- All parent/staff complaints are dealt with according to the DoE Complaint Handling Policy Guidelines. Complaints and concerns are addressed in an efficient and timely manner to ensure fairness and transparency. Serious complaints are referred to the supervisors/principal as per the DoE policy.
- Administrative systems are reviewed regularly to ensure best practice and to identify any areas that need to be addressed.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
7.2.2	Quality leadership of the preschool demands more than 1-2 people have deep knowledge of early years pedagogy and the regulatory framework (NQF) underpinning how all aspects of the preschool must operate.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
We seek to enhance processes for ensuring the whole executive team can maintain a deep understanding of the regulations applicable to preschools and a sound working knowledge for to connect with and collaborate efficiently for ensuring continuity in leadership and school wide understandings of	<p>Consider dedicated preschool program advocate being on school executive team.</p> <p>Explicitly identify the links between the preschool QIP and WCS school plan, making them part of the critical reflection cycle at Barlu Kurli for QA7.</p> <p>School leadership team to commit to scheduled opportunities for working</p>	Semester 2	Educational Leader P-2 Initiatives Officer	<p>06.03.19 – Teacher attended department’s Preschool Leadership Conference in Sydney as the representative of the far west schools network.</p> <p>13.03.19 – Preschool POD staff meeting with focus on QIP alignment with WCS School Plan held with whole Preschool team and principal and primary deputy.</p> <p>08.04.19 - School has advertised position of P-2 executive teacher (assistant principal). This role includes weekly executive meeting where Preschool</p>

<p>the NQF and what it means for leading Barlu Kurli Preschool.</p>	<p>with the P-2 Initiatives Officer related to goals and planning identified in QIP and to consult on other matters as they arise.</p> <p>Regular scheduled meetings between preschool team and leadership to ensure ongoing responsive and quality practice.</p>			<p>business would be part of the standing agenda, therefore capacity building all executive team.</p>
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