



Open hearts • Inquiring minds



Red Hill School
National Quality Standard
Quality Improvement Plan
Griffith Preschool Unit and Red Hill Preschool Unit

Service details

Service name	Service approval number
Red Hill Preschool	SE - 00011219
Griffith Preschool	SE – 00011195
Primary contact at service	
Red Hill – Robyn Elsom	
Griffith – Heidi Weilguny	
Physical location of service	Physical location contact details
Street: Red Hill Preschool - Astrolabe Street Red Hill Griffith Preschool – Bannister Gardens Griffith Suburb: Red Hill, Griffith State/territory: ACT Postcode: 2603	Telephone: 62057214 (Red Hill) 62057140 (Griffith) Mobile: Fax: 62057145 Email: info@redhillps.act.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Louise Owens Telephone: 62057146 Mobile: Fax: 62057146 Email: 62057146	Name: Louise Owens (RH) Heidi Weilguny (G) Telephone: 62057146 (RH) / 62057140 (G) Mobile: Fax: 62057146 (RH) / 62057140 (G) Email: louise.owens@ed.act.edu.au
Postal address (if different to physical location of service)	PO Box 22 Red Hill ACT 2603; Bannister Gardens Griffith ACT 2603

Operating hours

Both of our Preschool sites operate five days a week, following the ACT Government School term calendar.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00	-	-
Closing time	15:00	15:00	15:00	15:00	15:00	-	-

Additional Information about our service:

- Red Hill School is an authorized International Baccalaureate World School, running the Primary Years Programme from 3 years to 12 years of age.
- Free parking adjacent to preschools.
- ACT school holiday periods apply.
- We are a double unit preschool, one based onsite at Red Hill School and one off site in Griffith

Child Groupings:

Red Hill School provides a 15 hour program for four year old children, who are eligible for entry into Kindergarten the following year. Classes are capped at 22 students and are offered Monday – Wednesday (odd weeks of term) or Wednesday- Friday (even weeks of term).

Person(s) responsible for submitting this Quality Improvement Plan:

Louise Owens (Principal/ Nominated Supervisor)

Emma Campbell (Deputy Principal/ PYP Coordinator)

Kristy Aitchison (Executive Teacher Early Years)

Robyn Elsom, Heidi Weilguny, Emily Minto and Amanda Tutalo, Kristy Aitchison (Preschool Teachers)

Ivanka Kennedy, Bronwyn Beattie and Kerry Sturgeon, Veronica Fischetti (Preschool Educators)

Service statement of philosophy

Philosophy

Our aim is to create partnerships with parents and the community that assist students to be active compassionate, lifelong learners who are internationally minded global citizens.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Vision

Our vision is to create a positive inquiry based learning culture that encompasses all aspects of teaching and learning, meets the needs of all learners and is driven by evidence based practice. Our vision is also to create collaborative partnerships with parents and the community that foster care, respect and intercultural understanding and assist students to be active, compassionate, lifelong learners who are able to make a difference in our world.

As an International Baccalaureate World School we strive to provide a high quality international education from preschool to year six, which encourages students to be active, compassionate lifelong learners who are able to confidently take their place in the global society of the 21st century.

Red Hill School offers four fifteen hour preschool sessions, all of which deliver our IB inquiry program and a play based developmental curriculum, underpinned by the Early Years Learning Framework.

Red Hill Preschool Philosophy Statement

The Red Hill and Griffith Preschool Units' philosophy builds upon our school's vision and philosophy, incorporating the principles and practice from both the Primary Years Program and the Early Years Learning Framework.

We build **secure, respectful and reciprocal relationships** with all members of the community.

We develop **partnerships** with families that support the learning and development of all children.

We strive for high expectations and equity for all.

We have **respect for diversity** in our learning community.

We enhance the learning and development of all children by engaging in **ongoing learning and reflective practice**.

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. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

Related sections of Red Hill School Annual Action Plan

Priority 1: Improve learning and achievement for all students	Key improvement strategy 1.1 , 1.2, 1.3, 1.4
Priority 2: Develop an expert teaching team	Key improvement strategy 2.1,2.2,2.3

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

1.1.1 Approved Learning Framework

- Philosophy of IB. Based on an inquiry approach, driven by children's interests and needs. Reflections are made on the inquiry document and flexible planning for children's areas of need.
- Collaborative planning meeting scheduled each week for teachers to meet and work with each other.
- Planning documentation that incorporates weekly planning cycle, inquiry planner, observations, thinking / talking Floorbook, and assessment (Portfolios', learning stories, daily / weekly reflections, record of student voices).
- Opportunities for parent contribution to planning through planners taken into P&C meetings, thinking and talking Floorbook (2017), replaced by SeeSaw in 2018, exchanges of emails.
- Goals are set regularly throughout the year with parents and children and progress is reported back to parents through reports term 2 and 4.
- Planning documents are being used across both preschool sites that demonstrate an analysis of learning and how this informs future planning. It also demonstrates active reflection and programming based on student interests, parent feedback, data and observations.

1.1.2 Child- centred

- Parent survey and three way interviews have provided educators with information on parents' goals for their children and what they would like to see throughout the year.
- Parent surveys provide information about child's family, culture and interest.
- Home languages are displayed and progressively being learnt in our morning greeting song.
- Programs and our weekly planning cycle are driven by observations of children, including ideas, interests and communication with families.

1.1.3 Program learning opportunities

- Visual daily planner - our visual daily (routine cards) planner has been collaboratively designed by educators and children. Photos of routines have been taken and used as a visual guide to support children in predicting regular routines and passing of time. The daily planner is flexible any changes are discussed and made collaboratively with the children. Children contribute to decisions made with our daily planner.
- Observations and reflections on students' needs are documented and guide our routines.
- Flexible morning tea allows children to self-regulate and have opportunity for extended and uninterrupted play episodes.
- Children are encouraged to self-select resources according to their interests.
- Teachers initiated experiences are based on observations of children needs and interests as well as exposing children to valuable experiences.
- Updated Programme of Inquiry in 2017, to strengthen and support student interest and experiences. New units of inquiry have been planned, taught and reflected upon during 2018. Children have the opportunity to share information that relates to themselves and families through the 'Who we are' inquiry.
- Self-selection provides opportunities for children to use equipment and resources that support their abilities and interests.
- Any goals set by families can be found in student files (survey) and portfolios. Goals set by stakeholders other than families or educators for privacy reasons are found in the students file.
- Where additional needs exist, partnerships with sections of our Directorate, including; EALD, Early Childhood and Inclusion Support are established and are accessed by educators and parents to support individual needs through an Individual Learning Plan (ILP).

- Identified students and their families are referred to and supported by the school counsellor.

Practice

1.2.1 Intentional Teaching

- Learning environments are set up to cater for both student and teacher initiated activities based on observations taken on student's interests and areas of development.
- Environments are flexible and change based on children's needs. Records of changes to environment are documented on the weekly planning cycle.

1.2.2 Responsive Teaching and Scaffolding and 1.2.3 Child directed learning.

- Flexible routines allow children to lead their learning and provide opportunities for decision making.
- Self-selection provides children with choice and responsibility for their learning
- Reflections at the end of the day provide educators a guide to the students' interests and are used for future planning along with observations taken throughout the day.
- Programme of Inquiry includes a unit that addresses social and emotional learning, explicitly teaching children to negotiate, problem solve conflicts and express their feelings and ideas freely with others.
- Wondering wall to foster curiosity and record children's questions for further investigation.
- Flexible morning tea time allows children to make choices about when to eat within an appropriate time frame.
- The students actively plan their outdoor environments and obstacle courses with their teacher.
- The students have the opportunity to use their interests to guide learning within their inquiries. This is facilitated through student questions and observations.

1.3.1 Assessment and Planning

- Planning documentation – Weekly planning cycle, thinking and talking Floorbook (2017), observations and learning stories, which are based on each child's individual interests, needs and strengths.
- Daily/ weekly reflections incorporate student and/or educators voice based on interests observed, heard and recorded.
- Work samples displayed and students' choice of sample they would like to place in their portfolios or on display in the room are respected.
- A selection of planned and spontaneous experiences are recorded and on display to parents through photos on Seesaw and recorded in the Floorbook (2017).
- Opportunities for parent contributions are always provided on Seesaw and in one on one communication / emails.

1.3.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

- Learning stories and observations of children's learning and development are taken consistently and used to guide the programming.
- Goals for children's learning and development are set collaboratively with parents.
- Annual reporting schedule includes written reports twice a year, portfolios and three way interviews. Parents' input into planning is encouraged at all times and reflected in the program.

1.3.3 Information for families

- A Parent Hub at Red Hill School and a smaller Parent Resource Library at Griffith offer information to parents on a range of childhood issues.
- A Preschool handbook is provided to each family upon enrolment and policies are available on the school website and in hardcopy at each

preschool unit.

- Portfolios are available to families. Portfolios provide families with student work samples, learning stories, student identified goals and students' choice of work that is special to them.
 - Three way interviews are held at the beginning of the year and provide parents, students and educators an opportunity to discuss student progress and collaboratively discuss future goals.
 - Reports are provided to the parents during Terms 2 and 4, These outline their child's strengths and areas of development.
 - Programs and daily/ weekly reflections are displayed in at Preschool and published on SeeSaw for parents with a section for parent contributions.
 - Information night, provided parents with information about program and our parent library.
 - In 2018 we have introduced a flexible afternoon pick up, whereby parents are invited into the classroom to participate in the learning program (e.g fine motor activities).
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NQS Rating and Assessment Recommendations -Improvement Plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.1	<ul style="list-style-type: none"> Reflect upon assessment of children's learning against EYLF outcomes over time and include in reporting formats and planning cycle. Clearly demonstrate analysis of learning and how it informs future planning. 	H	<ul style="list-style-type: none"> Trialled regular planning meeting agenda items include discussion of learning stories, apps and talking and listening Floorbook. Create detailed outline of how we plan, document and assess student learning. Consistently reflected in IB Inquiry planners. Include EYLF to reports in terms 2 and 4. 	<ul style="list-style-type: none"> Regular updates which are maintained throughout the year. Document completed outlining how we plan, document and assess. Planning and analysis template consistently used by all teaching staff to inform program for individual and group. Completed planners available on ManageBac for staff to access. 	<ul style="list-style-type: none"> Ongoing Ongoing 2018-completed 	<ul style="list-style-type: none"> 2017 staff trialled Floorbook, replaced by SeeSaw and inquiry board anecdotal documentation in 2018. Meeting agenda updated weekly. Introduction to fortnightly / weekly planning cycle, used by all teachers.
1.3.3	<ul style="list-style-type: none"> Review ratings used on current report format and how we communicate to families that 	H	<ul style="list-style-type: none"> Visible learning strategies incorporated into daily planning and teaching (Hattie) Goal setting for all children. As goals are 	<ul style="list-style-type: none"> Goals are documented in portfolios. 	<ul style="list-style-type: none"> As evidence is collected throughout year 	<ul style="list-style-type: none"> Goals were set at 3 way interviews and evidence is being collected. Students are creating their own personal learning goals and these are displayed in portfolios.

	children's learning is individual		achieved, place evidence of this underneath their goal in their portfolio and/ or published to SeeSaw.			<ul style="list-style-type: none"> • Seek feedback from ACECQA on changes made to report template. Submitted March 2017.
1.3.2	<ul style="list-style-type: none"> • Critical reflection of children's learning is consistently evident within the planning cycle. 	H	<ul style="list-style-type: none"> • Introduction to fortnightly / weekly planning cycle, used by all teachers. • EYLF outcomes recorded in Talking and thinking Floorbooks for parents to become familiar with and annotated on all work samples, learning stories, inquiry planners and wall displays. • NQS and EYLF outcomes are presented to families in our parent information sessions. 	This is now recorded on planners, POI and uploaded to SeeSaw	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • NQS and EYLF information packs given to parents. • NQS information included in school newsletter, informing parents on QIP and assessment process. • NQS updates provided to parents at P&C meetings. • EYLF outcomes recorded in Floorbooks, portfolios, reports, all work samples for parents to become familiar with the framework.
	<ul style="list-style-type: none"> • Goals are being set with parents and children, but we are working on how to report this back to parents consistently between 	H	Addressed in 2016	Goals and achievement of these is consistently recorded in student portfolios	Completed	Current strategies include parent newsletters, school app, parent association meetings and SeeSaw

	<p>groups.</p> <ul style="list-style-type: none"> • Parent feedback: creatively gather in different ways. 			<ul style="list-style-type: none"> • In 2018 we will trial: <ul style="list-style-type: none"> -Staff PL semester 2 for primary based staff to update and inform of QIP. Invite feedback. -Coffee and Chat sessions with parents including a tour of the school to add to transition program for children coming to Kinder. 		
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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.

Quality Area 2: Standards and elements

Standard 2.1		
Each child’s health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Areas of strength

2.1.1 Wellbeing and comfort.

- At information nights, parents are advised that they need to provide educators with action plans and appropriate medication.
- Informal discussions are regularly prompted regarding the importance of not sharing food during meal times.
- Families are informed that the preschool is a nut free environment through posters displayed, through newsletters, overviews and information evenings.
- Use of a daily cleaning schedule to ensure a consistent safe and hygienic environment. This is included in the staff roles and responsibilities. Cleaning procedures are on display in the preschool office, kitchen and associated wet areas.
- Families are informed that there are children enrolled in the preschool with anaphylaxis through a poster displayed.
- Hands are washed before and after meals to improve safety outcomes for children with food allergies.
- Injury/illness form located in folder on premises is filled out by educator at appropriate times, signed by parents/guardian and filed in confidential student files.

- All individual health needs are kept in individual student files.
- Health and safety policies and procedures align with Red Hill School and are available online so that parents can access these at any time.
- Educators have current first aid qualifications. Records of staff first aid qualifications are kept in staff files
- The 'Dietary Guidelines for Children and Adolescence in Australia' is on offer in the parent library – (parent hub at Griffith).
- Relaxation times are included in flexible daily timetable (music, yoga, story time).
- Routine is flexible to meet the individual needs of students.
- Quiet area is on offer throughout whole day.
- Ratio of child : building space is adhered to at enrolment process.
- Adequate group time area to accommodate for all children.
- Careful consideration of classroom layout to ensure children have adequate room to engage in activities safely and without over-crowding.
- Through self-selection, quiet and active activities are always on offer to support children to make appropriate decisions regarding participation.
- Children are encouraged to respect peers' privacy during toileting and around the bathroom area.
- Bathroom is designed with screens to ensure privacy for children.
- Appropriate clothing is discussed at parent information sessions and through overviews/newsletters to ensure child safety and protection.

2.1.2 Health practices and procedures

- Correct hand washing procedures are discussed and posters made with children and displayed
- Step-by-step process of nose blowing displayed on tissue boxes.
- Children share meal times on mats outside/placemats inside which are cleaned regularly.
- Children are encouraged to wash their hands before meal times which are prompted through daily routine.
- Educators wear gloves when handling children's food.
- Educators wash their hands before meal times with children.
- Coloured sponges to identify craft and kitchen sponges. Posters are displayed to communicate this to educators.
- Health and safety policies and procedures align with Red Hill School.
- Daily cleaners employed.
- Resources are regularly cleaned.
- Health and safety policies and procedures align with Red Hill School.
- Hand washing posters are displayed in bathroom and craft sink.
- Vaccination poster displayed in parent library.
- Infectious period poster displayed in parent library.
- Children share meal times on mats outside/placemats inside which are cleaned regularly.
- Injury/illness form located in folder on premises is filled out by educator at appropriate times, signed by parents/guardian and filed in confidential student files. Parents are contacted if needed and this is recorded on forms.
- Any head injuries are recorded on separate forms which can be found in the injuries and illnesses folder.
- Discuss health and safety issues with children through role play, group times, role modelling, informal discussions at meal times (hand washing posters, not sharing food, essential agreements to ensure safety).

- Health and safety policies and procedures align with Red Hill School and are available online.
- Immunisation records kept at front office with enrolment information.
- Families are advised of cases of infectious illnesses in the preschool through notes home and through posters in the parent library/preschool entrance. The note/poster includes information about the nature of the illness, incubation and infectious periods and the Directorate's exclusion requirements for the illness.
- First aid kit is located on premises and is regularly checked and updated and new stock is ordered if necessary.

2.1.3 Healthy lifestyle

- Educators plan for and teach Fundamental Movement Skills lessons to students weekly.
- Educators model healthy eating.
- Throughout meal times, discussions are prompted around healthy eating.
- The service does not provide food for children.
- When birthdays are celebrated, children's allergies are taken into consideration and alternative arrangements are made.
- Relaxed and enjoyable meal times occur throughout the day.
- Lunch box ideas and healthy eating is promoted through the parent library (recipe books and the 'Get Up and Grow' booklet).
- Allergies and dietary requirements are displayed in the kitchen for educators.
- Survey given to families at the beginning of the year which outlines dietary requirements and allergies that are kept consistent throughout meal times at the preschool.
- Families are informed that the preschool is a nut free environment through posters displayed, through newsletters, overviews and information evenings.
- Progressive morning tea is included in flexible daily timetable.
- Children have ready access to water bottles and fresh refills of water constantly throughout the day.
- Red Hill School policy on responding to anaphylaxis is followed, with a staff member holding current First Aid, Asthma and Anaphylaxis certification on site at all times.
- Parents provided with healthy eating and lunch box ideas in their preschool information packs.
- Healthy eating and healthy lunch boxes are promoted at the parent information evening.
- Children are introduced to the Go, Grow and Glow program during the 'Who we are' inquiry. Intentional teaching of healthy food choices.
- Consistently implementing movement and physical activities as part of the program; for example obstacle courses, perceptual motor activities, cooperative games, music and dance group times, rotational activities, range of preschool equipment, access to primary school equipment.
- Resources and equipment allow all children to experience some success and provide positive challenging opportunities.
- Activities that are on offer to children are based around self-selection to meet the needs and interests of all children and to encourage participation and enjoyment.
- Outdoor play is incorporated into flexible timetable.
- Health, wellbeing and how our bodies work is discussed through meal times or during activities. Health and wellbeing is intentionally taught through our year long 'Who we are' inquiry.
- All indoor and outdoor equipment and resources are set up in ways to promote safe play and demonstrate agreements agreed on in collaboration with educators and children.

- Indoor/outdoor investigation times to allow for children to self-select and engage in activities that are of interest to them while having the opportunity to select passive or active equipment and resources.
- The students actively plan their outdoor environments and obstacle courses with their teacher and these play spaces are documented.

2.2.1 Supervision

- Agreements made between educators and children to outline areas in the service that children cannot access due to safety reasons (e.g. outdoor sheds, teachers office, storerooms).
- Bathrooms are designed to provide children with privacy, however, allowing for supervision.
- On excursions, staff to child ratios are adhered to with educators present and parent volunteers. Parents attending excursions have current WWVP checks, which are kept on file in the office *Only if parents fulfil a certain amount of hours, otherwise not required to hold a WWVP check.
- Risk assessments are created for each excursion.
- Permission forms are collected from all families before children can participate in an excursion.
- On excursions, a backpack is taken with appropriate medical equipment for individual children if needed (including action plan), first aid kits, permission forms, class rolls, emergency contact details.
- Adequate supervision is maintained at all times and discussed throughout the day depending on the flexible timetable.
- When children are engaging in indoor /outdoor play, adequate supervision is maintained and communicated to release staff upon arrival.
- Room layout is designed to allow for adequate supervision.
- Daily indoor/outdoor safety check completed by an educator at the beginning of each day.
- Drawer/cupboard locks in place to keep chemicals and medications out of children's access.
- Signs on cupboards with chemicals stored.
- Agreements decided upon in collaboration between educators and children of safe ways to use equipment and resources, expectations at transition times.
- Anaphylaxis and asthma role plays conducted every three months.
- Health and safety policies and procedures align with Red Hill School and available online for parents.
- Sun Smart poster displayed in parent library. Sun Smart information provided to families through information evenings, term overviews, newsletters.
- Families encouraged to provide their child with a hat for outdoor activities.
- Sun Screen on offer to children throughout each day.
- Medical information is shared with educators through enrolment process.
- Medical information is shared with educators through survey handed out at the beginning of the year.
- Action plans are displayed where all educators can easily view.
- Medical information (student identification, action plan and medication) is communicated to relief/breaks staff on arrival.
- Medication is stored appropriately, out of reach from children but easily accessed by educators if required.
- Medication is clearly labelled with child's name.
- Medication is in original packaging.
- Medication is regularly checked for use by dates and returned to families just before expiry.
- Medication is regularly checked to ensure there is adequate amount.

- Allergies and dietary requirements are displayed in the kitchen for educators.
- Children are dropped off and collected by parent/guardian at preschool opening/closing hours. Alternative pick up register is filled in when required.
- Every person who enters premises must sign in and out at the front office (RH) or sign in register (Griffith).
- All unused power points are covered.
- Each child has a walking excursion form signed by parent/guardian and kept on file.
- Gardens maintained by the school.
- Soft fall is in place at swings and climbing equipment.
- Risk assessment and close supervision when children have access to animals through organised programs.
- All enrolment information is kept at the front office.

2.2.2 Incident and Emergency Management

- Staff are briefed at whole school staff meetings to ensure understanding of emergency procedures
- All emergency procedures are drilled once a term with all children and educators reflect on these appropriately.
- Parents are advised when a drill has taken place and reflected upon with children.
- Phone in the classroom.
- Emergency telephone numbers displayed where phones are located.
- Fire blankets, fire extinguishers, whistles/bells are easy for educators to access.
- Emergency equipment is tested appropriately by authorised personnel and tagged.
- Medical information is shared with educators through enrolment process and as required throughout the year.
- Medical information is shared with educators through survey handed out at the beginning of the year.
- Action plans are displayed where all educators can easily view.
- Medical information (student identification, action plan and medication) is communicated to relief/breaks staff on arrival in relief folder.
- Medical and Risk Minimisation and Communication plans are written in collaboration with parents and medical professionals for children with identified needs and reviewed each term by staff.
- Medication is stored appropriately, out of reach from children but easily accessed by educators if required.
- Medication is clearly labelled with child's name.
- Medication is in original packaging.
- Medication is regularly checked for use by dates and returned to families just before expiry.
- Medication is regularly checked to ensure there is adequate amount.
- Allergies and dietary requirements are displayed in the kitchen for educators.
- Permission to administer medication folder kept on premises (this form includes authorisation from parent/guardian, name of medication being administered, details of time and dosage of medication being administered and signature of person administering medication/witness).
- Asthma and anaphylaxis role plays conducted with all children each term.
- Emergency Management Plan revised annually by school leadership team and staff. Emergency drills are practised each term (Fire, Lock In, Lock Out, Asthma and Anaphylaxis) and record kept of each drill. Parents informed of planned drills via SeeSaw.

2.2.3 Child Protection

- Educators observe and take notes of child behaviour and conversations with families if need be. These notes are filed in confidential student files and reported to designated executive staff when required.
- Current local community resources that can provide information and support to families, educators and students can be accessed through the school counsellor.
- Educators complete annual Mandatory reporting professional learning and report issues of concern to Child and Youth Protective Services.

NQS Rating and Assessment Recommendations -Improvement Plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	<ul style="list-style-type: none"> Extend children’s learning about healthy eating through intentional teaching Evidence of information about the importance of physical activity to children’s health and development is communicated to families Trial inclusion of preschool classes at K/1 athletics carnival and cross country carnival in 2017. 	<p>H</p> <p>M</p> <p>H</p>	<ul style="list-style-type: none"> Introduction of Glow, Grow and Go program in ‘Who we are’ inquiry. Use of the See Saw app Parent information sessions Parent resource library Invite nearby Early Childhood Services to join in carnival SeeSaw and permission notes Collaborate with Dan Graetz (PE teacher at primary school) 	<ul style="list-style-type: none"> Children are able to provide examples of Grow, Glow and Go foods. Use of the See Saw app Parent information sessions Parent resource library All children have opportunity to attend from each of the preschool classes Student and parent feedback recorded 	<ul style="list-style-type: none"> Ongoing Ongoing Term 4 2017, with view to carnival being annual event 	<ul style="list-style-type: none"> Inquiry planner Carnival was a huge success in 2017 and is going to be run again in 2018, with Possum Magic, French Australia Preschool and Imagine, Play, Create all invited.

	<p>Staff PL and participation in <i>Kids at Play Active Play</i> program 2017.</p> <p>Educators and assistants complete annual professional learning focussed on Mandatory Reporting and OH&S.</p>	<p>M</p> <p>M</p>		<p>All 2017 teaching staff completed PL program in 2017.</p> <p>Ongoing, completion of online PL modules provided by ACT Directorate each year for staff to complete.</p>	<p>Review in 2018</p> <p>Annually</p>	<p>Investigate availability to participate in program again in 2019 for new preschool teaching staff.</p>
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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.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Areas of strength

3.1.1 - Fit for Purpose

- The environment is designed to foster children’s learning and development through inquiry
- Adequate space is given in both indoor and outdoor areas for children to play without getting too crowded. Play areas are reflected upon and changed according to the needs of children (e.g. Red Hill preschool moved block corner to allow children to spread out more).
- Children are encouraged to take appropriate risks (be risk-takers) through equipment and resources such as monkey bars, climbing equipment and obstacle courses, as well as games and activities that extend their learning (planned through observation and reflection as well as offered through self-selection).
- The physical environment is safe – enclosed yard, locks on gates, shade sails, trees and covered verandas to protect from sun, safety checks done each morning, play spaces and equipment meets regulations.
- Investigation time allows children to move freely in between the indoor and outdoor environments.
- Play areas are checked and cleaned daily.
- All furniture and resources are age appropriate and adaptable
- Garden spaces allow connection with nature – play with dirt, rocks, and natural resources. Both preschools have raised garden beds with a bush tucker garden added in 2017.
- Large accessible and transparent doors joining indoor-outdoor areas
- Children are given access to resources both indoors and outdoors and encouraged to self-select resources.
- Hand-washing and toilet facilities are available to children at all times and are appropriately sized.
- Areas are set up for children to have some space or quiet time – such as reading corner.

3.1.2 - Upkeep

- Safety checks are carried out for indoor and outdoor areas each morning and any hazards promptly removed and recorded.
- Resources are disinfected at end of each year and recorded on cleaning register.
- Play areas are cleaned daily.
- Manufacturers’ advice adhered to when using and cleaning furniture and equipment
- Buildings and infrastructure maintained by ACT Education and Training Directorate

3.2 Use

3.2.1 – Inclusive Environment

- Child sized furniture
- Self-selection means that children have equal access to all resources.
- Investigation time allows children to move freely between indoor and outdoor areas most of the day
- Flexible morning tea gives children autonomy and allows their play to be more continuous and uninterrupted.

- Educators plan based on observations of the children's current interests and needs
- Routine is flexible to allow for extended play times
- Large transparent glass doors in between indoors and outdoors for ease of access
- Ramps for accessibility (Griffith)

3.2.2 Resources support play- based learning

- Independent access to resources through self-selection
- Only cupboards with chemicals or sharp items are locked, everything else is available to the children.
- Outside there is a mixture of built and natural resources – cubby houses and equipment as well as trees, dirt, rocks.
- Inside, natural resources are used on collage trolley and in block corner
- The room is set up to allow children's play to be continuous (e.g they are able to leave it out on tables or mats) and with pathways for adults and children to walk around rather than through play areas. This is defined by positioning of low shelves and floor mats.
- Low shelves allow children to select resources safely. Photos and pictures of available resources allow them to self-select and the teacher can get down any resources out of reach of children through this system.
- Children are encouraged to investigate the outdoor environment and indoor environment and resources are based on their interests and are open ended
- Obstacle course set up with children, based on their interests
- Resources provided through self-selection, with many resources displayed on low shelving units or photo boards
- Environment frequently adapted to the needs and interests of children, as recorded in reflections and observations.
- Many sensory experiences are provided both indoors (e.g. playdough, seeds, goop etc) and outdoors (e.g. sand, water, mud, dirt)
- Recyclable items are used for design and construction
- Areas set up for dramatic play, construction, sensory play, fine motor, gross motor.
- Resources available to develop children's mathematical and literacy development.
- Teachers plan experiences to introduce new tools, technology, media etc to extend children's learning and development based on documentation (reflection/observation/learning stories).
- Play areas and resources changed to reflect planning based on children's needs and interests.

3.2.3 Environmentally Responsible

- Coloured bins and pictures to promote recycling and the sorting of rubbish and recyclable items.
- Recyclable items reused on construction trolley where appropriate
- Discussions about Reduce, Reuse, Recycle and Re-Think
- School sustainability policies followed for recycling of waste
- Parents have been included in decisions around improving sustainability practices in the preschool at P&C meetings
- Vegetable gardens and worm farms established by Preschool Parent Association in July 2015 and compost bins added in 2017.
- Bush Tucker gardens established in collaboration with Greening Australia march 2017 and staff involved in Directorate trial of Ngunnawal plant guide.
- Ongoing partnership established with Adam Shipp (Yurbury), to continue to develop and grow our Bush Tucker gardens. This includes intentional teaching sessions with children as part of the inquiry.
- Sharing the Planet inquiry with the central idea of *nature opens our hearts and minds*.
- Planned experiences teaching children to be caring towards resources and the environment

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1, 3.2.2	<ul style="list-style-type: none"> • Planning and documentation of outdoor learning environments that consistently enable all children to engage in quality experiences 	H	<ul style="list-style-type: none"> • Plan in weekly / fortnightly planning guided by observations and self-selection. 	<ul style="list-style-type: none"> • Outdoor plan completed by teachers each week/ fortnight as part of planning cycle. 	<ul style="list-style-type: none"> • Achieved 	<ul style="list-style-type: none"> • Weekly / fortnightly planning cycle. • Outdoor plans
3.3.1, 3.3.2	Extend children’s learning about environmental responsibility through intentional teaching and sustainable practices already embedded within the routine.	H	<ul style="list-style-type: none"> • Included in <i>Sharing the Planet</i> inquiry. • Intentional teaching planned. • Bush tucker gardens planted and cared for. 	<ul style="list-style-type: none"> • Student reflections as part of summative task in the unit of inquiry. Intentional teaching documented in planning documents. 	<ul style="list-style-type: none"> • Achieved 	<ul style="list-style-type: none"> • Bush Tucker gardens commenced in 2017 with Adam Shipp and additional plants added in 2018.

<ul style="list-style-type: none"> • Storage solutions to improve self-selection of art and craft resources for children. • Bring more natural resources indoors • Improve outdoor equipment, including obstacle course equipment. 	M	<ul style="list-style-type: none"> • Allocation of some of preschool budget to purchase new and/ or second hand storage and display furniture. 	<ul style="list-style-type: none"> • Children are accessing materials in classrooms with greater ease and access. • Physical layout of classroom improved. 	Ongoing	New furniture was purchased in 2017/18 for both preschool sites and is being used in flexible ways.
	M	<ul style="list-style-type: none"> • Natural resource selection incorporated into planning documents and physical layout of classroom. 	<ul style="list-style-type: none"> • Evident in classrooms 	Achieved	Incorporated into weekly plans, children often self- selecting resources for sensory table and art.

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Areas of strength

4.1.1 Organisation of educators

- There are regular relief educators teachers that are available and meetings held every Wednesday for teachers to discuss program, students' needs and future planning.
- Open door policy is encouraged so families feel comfortable to discuss issues, concerns with educators. Some examples of facilitating communication includes our daily SeeSaw ap posts where parents have the opportunity to comment and provide feedback. Our Program is displayed for parents to view and comment on. Welcome BBQ during first term where we had the opportunity to build relationships within the community. Daily discussions with parents / caregivers usually in the afternoons. Three way interviews held during term 1 also facilitate effective communication with families as goals are collaboratively set for each child.
- Our program and timetable allows for smooth routines throughout the day eliminating too many transition times which provides educators the opportunity to engage and adequately supervise children during set up or pack away times. Children are also given the responsibility to help set up and pack away.
- A relief folder for relief teachers and educators is accessible and can be located in the office of each preschool unit.
- Preschool educators are provided with release each Wednesday to meet with teaching team, contribute to planning and complete administrative tasks, regular release teachers work in both preschools each week to minimise disruptions.

- Staff photos and qualifications are displayed. All qualifications are filed together and easily accessible in the preschool office.

4.1.2 Continuity of Staff

- Every effort is made to ensure the continuity of staff at both preschool sites, including timetabling of the same relief staff for lunch breaks and release times.

4.2 Professionalism

4.2.1 Professional Collaboration

- Educators attend Professional development consistently throughout the year and share information with the team.
- Professional discussions take place on a regular basis to support each team member and provide opportunities to learn from each other. e.g. the use of the Managebac, Seesaw, and Kids at Play.
- PLC team building meetings also provides educators the opportunity to engage in discussion and professional development within the school.
- During team meetings agenda items are discussed, tasks and responsibilities are shared and each team member is given the opportunity to take on different roles, e.g. organising excursions, booking events, organising resources etc.
- Planning sessions are collaborative between teachers with professional discussion including experiences, reflections, future planning etc. Evidence can be found on our meeting agenda minutes.
- Pathways and annual Professional discussions ensure each team members strengths and skills are acknowledged. These discussions provide members with the opportunity to set goals for future learning and professional development which is supported by the whole team.
- Essential agreements are collaboratively made at the beginning of each year to foster respectful relationships.

4.2.2 Professional standards guide practice, interactions and relationships.

- All relevant documents (NQS, EYLF, philosophy and policies and procedures) are labelled and can be accessed/ found in the educators office, on G drive, Google drive and policies and procedures on the Red Hill School website
- Daily conversations/ reflections occur between educators to enhance collaborative practice, this usually happens at the end of each day.
- Meeting agendas are consistently updated by teachers with items added each week as needed. This provides the team with a focus each week and facilitates professionalism and responsibility.
- The IB philosophy and learner profiles are the core of our communication with families, children and staff members.
- Relational Practice Policy is implemented between staff members when conflicts arise.

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

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.

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Links to Red Hill School Annual Action Plan

Priority 3: A safe, inclusive and respectful school culture	Key improvement strategy 1.1 , 1.2, 1.3, 1.4
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Areas of strength
<p>5.1.1 Positive educator to child interactions</p> <ul style="list-style-type: none"> • Relational practice - Our main aim is to promote a positive relationship with all stakeholders and encourage children to develop positive relationships with families, friends and educators. When conflicts arise we look at restoring the harm and moving forward in a positive manner. This means inclusion of all children and supporting participation. • Social lunch time where children and educators are able to sit and engage in sustained periods of conversation initiated by both children and educators. • Educators aim to provide children with positive relationships by engaging in sustained periods of conversation, providing assistance when needed and responding sensitively and appropriately to children’s efforts, achievements and challenges. • Flexible and predictable routine is in place each day where children are aware of happenings and are included in creating daily timetable throughout morning meeting

- All children are given equal opportunity to voice opinions, share ideas/experiences and ask questions throughout group times. This is done by question sticks, objects being passed around a group circle and children are encouraged to raise their hand. Many conversations and ideas are recorded, allowing educators to keep track of who is participating and who needs gentle encouragement. Evidence of meaningful conversation can be seen in learning stories, on Seesaw, and inquiry board displays.
- At Red Hill preschool unit, the children are involved in making a belonging tree where each preschool member has a picture of their family to view daily.
- Parents are invited to stay when they drop off their child at Preschool to ensure a smooth transition. During afternoon pick up parents are encouraged to enter the preschool room and are invited to complete an activity with their child.
- Children are greeted warmly and enthusiastically by educators when they arrive at Preschool each day. Throughout morning transition, educators roam the Preschool room, engaging in play and sustained conversations with children as they settle into the Preschool environment
- Effective daily communication with families via Seesaw, email, phone calls, hard copy notes, and newsletters and educators being available before and after school.
- Maintaining an open-door policy where parents are invited to share knowledge and experience within the Preschool through guest speaking or assisting with learning experiences and volunteering on excursions.
- Visual cues are employed to assist some children to communicate particular needs and to make the program predictable.
- Educators support children in achievements and challenges, comfort children in times of distress and show genuine interest in children's lives and learning through conversations and intentional teaching
- Educators gain more of an awareness and understanding of all individual children and their families histories, cultures, languages, traditions, child-rearing practices and lifestyle choices through surveys, formal and informal conversations with families, three-way-interviews and inviting children to share experiences and set home learning tasks (e.g.
- All children are encouraged to engage in learning experiences/activities and invitation is always open for families to suggest activities to extend on learning and support diversity and experiences from home and to share this with the Preschool community.

5.1.2 Dignity and Rights of the Child

- Our weekly / fortnightly planning cycle reflects children's interests.
- Implementation of visual cues, Individual Learning Plans and techniques to maximise learning and development to support children with additional needs. This includes creating and maintaining adjustment matrices and engaging the Directorate's Support at Preschool/ NSET team.
- The weekly / fortnightly planner and highlights teachers and children collaborating to plan experiences and daily activities
- At the beginning of each day, educators create flexible daily timetable, maintaining predictable routine, which allows for children's investigations and is altered appropriately depending on needs and interests of the children
- Observations are taken daily and record individual or group interests whereby learning can be extended, areas which need to be revised or areas that call for intentional teaching (e.g. social and emotional learning)
- Many languages are being incorporated into daily preschool life through our good morning song, and by children showing an interest in bringing their mother tongue language to group times and through play
- All children are given equal opportunity to voice opinions, share ideas/experiences and ask questions throughout group times. This is done by question sticks, objects being passed around a group circle and children are encouraged to raise their hand.
- Morning meeting is a time where educators and children collaboratively plan for the day, including indoor and outdoor arrangements and learning experiences that

require educators setting up for. This is recorded in observations in the planning cycle.

- Children are recognised for positive choices and managing behaviour
- Observations are recorded, discussed and strategies implemented to reduce potential conflicts or challenging behaviours
- Educators model appropriate tone of voice, facial expressions and body language at all times with a calm, gentle and reassuring voice
- Use of SEL, restorative practices and IB learner profile as a resource to support intentional teaching when conflicts arise
- Essential agreements are formed in collaboration with children and used to foster positive choices. These are referred to when managing particular situations in a discrete manner.

5.2 Relationships between Children

5.2.1 Collaborative Learning

- Flexible routine and indoor/outdoor choice to ensure children are engaging with a range of peers and environments to extend their learning opportunities.
- Implementation of Social and Emotional Learning (SEL) into group times through the term to foster positive relationships.
- Open door policy where parents are invited to stay and assist at Preschool
- Preschool community events such as BBQ's, learning journey, excursions and guest speakers to highlight celebrations and traditions in various cultures or of a topic of interest in response to a child's question or interest
- Weekly / fortnightly planning cycle and self-selection program creates opportunities for children to engage in social play, collaborate with peers and utilise strategies learnt to resolve conflicts
- Families are invited to share ideas with educators on learning experiences/activities to add to the weekly / fortnightly planning cycle.
- Onsite incursions and excursions are planned for each term, whereby classes spend the day at the other preschool unit.
- Weekly year 5 buddies visit each preschool throughout the year.

5.2.2 Self-regulation

- Discussions, visual cues and implementation of SEL program, IB learner profiles and Restorative Practices to discuss emotions, feelings, developing empathy, care and respect, varying points of view, effective communication and resolution strategies
- Evidence in planning cycle and meeting agenda of when a SEL lesson was conducted. It is also implemented in our 'Who we are' inquiry planner and reflected upon appropriately.
- Educators are constantly in contact with parents and other professionals of children who have been diagnosed with behavioural or social difficulties to maintain consistent strategies at home and at Preschool
- Children's social skills and peer relationship preferences are discussed formally at three-way-interviews and informally at drop off or collection daily. Information is also passed onto educators through surveys
- Individual observations are recorded on social groupings and developing friendship groups, social situations and conflicts
- Embedded mindfulness activities throughout the day to encourage self-regulation (e.g meditation, Zen Den)

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	<ul style="list-style-type: none"> Planning and implementation of Social and Emotional Learning program 	Flexibility with SEL program to allow teaching staff to address issues at point of need/ in time teaching.	H	In collaborative planning, review scope and sequence of current SEL program to allow for a more flexible sequence of lessons to address current student needs		Semester 2 2018	
	<ul style="list-style-type: none"> All staff to be trained or made aware of restorative practices to ensure consistency of approach with children. 	Consistency across the school P-6.	H	Staffing provisions to allow teaching staff to attend PL offered in the school.	Consistent use of RP language, questions etc in both preschool for addressing behaviour and issues between children.	Ongoing	PL offered to new staff each year by school leadership team, Term 3 2018.

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.

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

Links to *Red Hill School Annual Action Plan*

Priority 3: A safe, inclusive and respectful school culture	Key improvement strategy 3.1, 3.2, 3.4
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Areas of strength

6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

- Enrolment procedures take place through the front office of the primary school.
- Parents and caregivers encouraged to settle their children in at the start of the day, staying for at least an hour on the first day to become familiar with the preschool environment with their child.
- Form filled in at beginning of year including information on child's background, family, experiences, interests and parent expectations for the preschool year.
- Three way interviews in Term 1 provide parents with an opportunity to set a common goal for their child with educators. Further interviews are collaboratively scheduled in consultation that supports families.
- Children who are anxious to separate are comforted and given one on one attention from an educator (e.g. read a story together or sit at an activity of interest to the child).
- Parents are encouraged to develop a routine for saying goodbye (e.g. settling their child at an activity, then saying goodbye and giving them a cuddle before leaving). In the event of a child being upset, educators will call parents to reassure or discuss their child's separation anxiety.
- Educators communicate regularly with parents at drop off and pick up regarding how their child has settled and/or their experiences through the day.
- All educators use the SeeSaw app to communicate with families in "real time" throughout the day. App notices are used to share whole class information and learning as well as serve as an electronic portfolio whereby individual achievements and accomplishments of goals are uploaded.

6.1.2 Parents views are respected.

- Parents are welcomed into the preschool at any time and friendly conversations take place between educators and parents often at drop off or pick up.
- Parents are encouraged to come in for as long or short a time as they are able to view and participate in the program with their child.
- Parents are given opportunity to attend excursions as helpers, which is communicated through SeeSaw, notes home and a display board at the preschool entrance.
- The program is displayed and parent feedback invited.
- The thinking and talking floor book is on display to communicate what the children have been doing that week (or the previous week) and inviting comments, suggestions and feedback from parents. Seesaw also provides parents with photos and information about daily / weekly events.
- Parent involvement is encouraged explicitly at the beginning of the year information session.
- All parents are invited to be a part of the Parent Committee, who meet twice a term and are in regular communication with educators regarding many aspects of the preschool, including fundraising goals, excursions, points to note in the program etc.
- The QIP provided to P&C for input and feedback.

6.1.3 Families are supported

- Overviews are sent home at the beginning of each term to advise parents on the happenings for that term – dates, excursions, general reminders and information.
- Preschool information pack is handed out at orientation.
- Service documentation on display for parents

- Parent library of community resources is on display in a prominent position where parents will see it at drop off and pick up
- Educators have access to allied health services and early intervention professionals through the Directorate's Support at Preschool team, as well as other government providers including ACT Child Development Service.

6.2 Collaborative Partnerships

6.2.1 Transitions

- Discussions take place between educators and parents regularly at pick up and drop off times.
- Incidents, concerns or general information about a child's day are communicated at the end of a day through conversations and incident/injury forms.
- Seesaw invites feedback from parents into program and comments about their experiences.
- Any new information given to educators about children's health, wellbeing, interests or concerns is noted in observations (if not recorded in writing by parents) and displays updated where appropriate (e.g. health action plans).
- Portfolios on display and available for parents to view at any time.
- Risk assessments are conducted for all excursions and parent helpers with WWVP cards attend to ensure the experience is safe and positive for children.
- Excursion notes include details or ratios, transport, destination etc. And children only attend excursions with written permission from parents.
- Signing in and out book is required to be filled in by parents if their child is being picked up early or by a different caregiver.
- Transition visits to Kindergarten in term 4 to familiarise them with the school environment. The preschool teachers provide the school with transition information for children with Individual Learning Plans (ILP's).
- Excursion risk assessments are available for families to view prior to their children attending the excursion.

6.2.2 Access and participation

- When appropriate, families are referred to community and support agencies (e.g. Speech drop in clinic)
- Educators liaise with support agencies regarding children with additional needs and development of inclusions to support them.

Individual Learning Plans are developed to support the inclusion of children with additional needs, developed in conjunction with the school's student support officer.

- Educators liaise with support agencies about the inclusion of children with additional needs
- Regular communication in person and via email is maintained between all stakeholders to support the inclusion of children with additional needs.

6.2.3 Community Engagement

- Diversity celebrated by experiences that highlight our differences (e.g. "It's Okay to be Different" book and self-portrait)
 - Celebration of Harmony day and the significance of the day.
- Relationship developed with our local emergency services during the 'How we organise ourselves' inquiry
- Adam Shipp from Greening Australia invited to speak with the pre-schoolers about native plants and establishing a bush tucker garden at each site.
- Long established relationship with Griffith Butcher (20 plus years)
- Focus on building reciprocal relationships with neighbouring child care providers (Possum Magic, French Australia Preschool).

Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	<ul style="list-style-type: none"> Continue to build relationships with Indigenous Elders within the community and use intentional teaching to extend awareness of the A&TSI people as the traditional owners of the land. Resources that embrace multiculturalism and ATSI communities 	H	<ul style="list-style-type: none"> Planned for throughout the year. Through our 'How we express ourselves' inquiry planned guest speakers Larry Brandy. 'How the world works' inquiry, relationship built with Adam Sharp. Introduction of the bush tucker garden and shared knowledge of the local Ngunnawal community. 		<ul style="list-style-type: none"> Ongoing 	The Preschool team have actioned and achieved many of the initiatives identified over the past three years and now regard A&TSI perspectives to be a strength within the programme of inquiry.

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Related sections of Red Hill School Annual Action Plan

Priority 1: Improve learning and achievement for all students	Key improvement strategy 1.1 , 1.2, 1.3, 1.4
Priority 2: Develop an expert teaching team	Key improvement strategy 2.1,2.2,2.3

Areas of strength

7.1.1 Service Philosophy and Purpose

- The preschool program is driven by the schools commitment to the International Baccalaureate's Primary Years Programme and is reflected in the schools philosophy and policy documents.

7.1.2. Management Systems

- School and ACT Education and Training Directorate's policies cover governance and management of preschool sites. These documents can be accessed on site and online.

7.1.3 Roles and Responsibilities

- The School Board and P and C meeting minutes document governing decisions made for both preschools.
- Staff responsibilities are clarified at the beginning of each year, including leadership team.
- Annual professional discussions with Principal, identify staff needs and allow for appropriate staffing plans to be scoped out for the following year.
- Continued capacity building and future planning for staffing is identified in the school's annual operational plan.

7.2.1 Continuous Improvement

- The Preschool's Quality Improvement Plan is formally reviewed bi-annually with teaching staff, leadership and families. Progress reported to School Board and Network Leader
- The QIP is also reflected in the School's Annual Action Plan
- IB evaluation visit March 2015, ACT external validation July 2015, and NQS Accreditation and Rating visit August 2015 reports all inform our action plan for the next five years.

7.2.2 Educational Leadership

- Both the Curriculum Coordinator, who is also a member of the school's leadership team, as well as the Educational Leader are present at Preschool collaborative planning meetings to ensure the program is both comprehensive and rigorous.
- Portfolios, reflections books, newsletters, semester reports, three way interviews, learning journeys all promote children's learning to families.
- Experience planners and weekly team meetings ensure development and implementation of the curriculum is current and consistent.

7.2.3 Development of professionals

- Professional pathways for preschool teacher, based on SMART goals are written each year and identify staff member's professional learning needs. Progress and achievement against these goals are discussed with a member of the leadership team and reported on throughout the year. Progress and achievement against these goals are discussed and reported on throughout the year with the business manager.
- Preschool assistants complete an annual Professional Development Plan with the school's business manager.
- TQI – addressing National professional standards in teaching to improve pedagogy for registered teachers.
- Annual professional discussions with principal to review progress against identified professional pathways and teacher professional standards.
- Continued capacity building and future planning for staffing through professional learning for teachers and assistants.

- All staff are guided by the Directorate's code of conduct / code of ethics and professional learning completed annually
- IB induction ensures all educators practice and implement the statement of philosophy. Through the ACT PYP Network, Early Childhood educators have opportunities to meet and share best practice once a term.
- Members of the leadership team conduct classroom observations and provide feedback based on the National Teacher Standards
- Peer Coaching rounds are conducted each term and each preschool teacher is a member of a Professional Learning Community (PLC) and are involved in observing lessons as well as facilitating observations in the preschools.
- Supervisory panels are established for provisional and contract teachers. Performance reports are completed twice a year.