



# Red Hill Public School – Bimbi Preschool

## Quality Improvement Plan 2020

**Mr. Matthew Gray – Principal, Nominated Supervisor, Educational Leader and Responsible Person**

Our Preschool is proud to be on Wiradjuri land and a part of the Wiradjuri community. We acknowledge the Wiradjuri people and recognise the strength, resilience and capacity of Aboriginal People in our community.

<b>Service number</b>	SE-00011500	<b>Approved provider</b>	NSW Department of Education
<b>Educators</b>	Matthew Gray, Tiffany Shackleton, Jessica Honeysett, Bree Bellenger, Jackie Ingram, Kellen Ristivojevic, Robyn Carruthers, Aimee Skinner	<b>Service approval number</b>	PR-00005345
<b>Service contact</b>	Tiffany Shackleton	<b>Approved provider contact</b>	Early Learning, 02 9266 8165

# Red Hill Public School - Bimbi Preschool

## 2020 QIP ACTION PLAN



*All comments and suggestions welcome.*

# Statement of Philosophy

The graphic features a background image of children's hands raised in a classroom. Overlaid on this is a semi-circular title 'Bimbi Preschool Philosophy' in a yellow, curved font. Below the title, the text 'We believe children are:' is followed by a word cloud of attributes in various colors and sizes. The attributes include: Talented, Interested, Open-minded, Inquisitive, Competant, Independent, Energetic, Imaginative, Unique, Resourceful, Confident, Capable, Creative, Social, and Curious. Below the word cloud, the text 'We Value:' is followed by a bulleted list of six points. Then, 'We Understand:' is followed by a bulleted list of six points. Finally, 'We Acknowledge:' is followed by a bulleted list of one point.

**Bimbi Preschool Philosophy**

We believe children are:

Talented  
Interested  
Open-minded Inquisitive  
Competant Independent  
Energetic Imaginative Unique  
Resourceful Confident  
Capable Creative Social  
Curious

**We Value:**

- Relationships and respectful interactions with children, families and the community.
- Collaborative partnerships for the best outcomes for our children.
- The rich backgrounds and diversity which children and families bring with them.
- A play based learning which is engaging, challenging and inclusive to all children.
- Reflective practices that are responsive to the children and families and allow us to grow as Educators.
- Supporting healthy and sustainable lifestyle choices for positive futures.

**We Understand:**

- The experience, skills and wisdom children and families bring to the preschool and recognise everyone as an Educator in the children's lives.
- Children will engage with learning in appealing environments with Educators available to support their learning and responsive to them.
- Children learn best through following their interests and offering a flexible, inclusive program that is based on the family's needs, cultures and goals.
- Educators need to be deliberate, purposeful and thoughtful to respond to the children's interests and needs to challenge and extend their learning
- Consistent routines and familiarity support children's sense of belonging, being and becoming to engage in the Educational program, to achieve learning outcomes.

**We Acknowledge:**

- The Wiradjuri people who are the traditional custodians of the land Bimbi Preschool is upon. We respect Elders both past, present and proudly support the emerging leaders of the future in the Wiradjuri community.



# QA1

## Educational Program and 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.

### Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 30.1.20**

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?	<b>YES</b>
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	<b>YES</b>
R.74	Do you document: <ul style="list-style-type: none"> <li>● An assessment of each child's development, interests and participation in the program?</li> <li>● An assessment of each child's progress towards the program outcomes?</li> </ul>	<b>YES</b>
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?	<b>YES</b>
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> <li>● Information about the content of the program and service routines and how they operate in relation to their children, including their participation?</li> <li>● A copy of their children's assessment/evaluation documentation?</li> </ul>	<b>YES</b>

**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, 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.

### Bimbi Preschool Quality Practices:

1.1.1 – At Bimbi Preschool each child has a Personalised Learning Pathway (PLP), based on the Early Years Learning Framework (EYLF) and is developed in consultation with the child's family. At the beginning of the year families are invited to 'Catch up' with the Preschool teacher to discuss their child's development and engagement in the preschool program. During this time goals are set with the family for the preschool year. Progress notes and observations are documented on the PLP throughout the year and goals are reviewed half yearly, or when appropriate after discussion with the family. Each afternoon the Bimbi Educators all sit down for our daily reflection and planning meeting where the children's interests and learning are discussed, future plans are made to extend the learning. These meetings are documented and discussion points and plans are linked to the EYLF, NQS, the Bimbi Philosophy and other guiding documents.

1.1.2 – Upon enrolment to Bimbi Preschool the Educators begin observing and collecting information about the child and family to ensure our practice is child centred. Notes and information about the child are jotted down during the enrolment interview, transition playgroups, when processing paperwork and at any visits to the preschool the child may have. This information is collated and reviewed by all educators before the preschool year commences to help us 'get to know' each child before they start. Throughout the preschool year there are many opportunities to discuss, plan for and extend each child's learning strengths, interests, cultures and abilities. Examples of these are: our daily afternoon reflection meeting, and parent / teacher catch ups where we share information to allow for implementation of child centred practice.

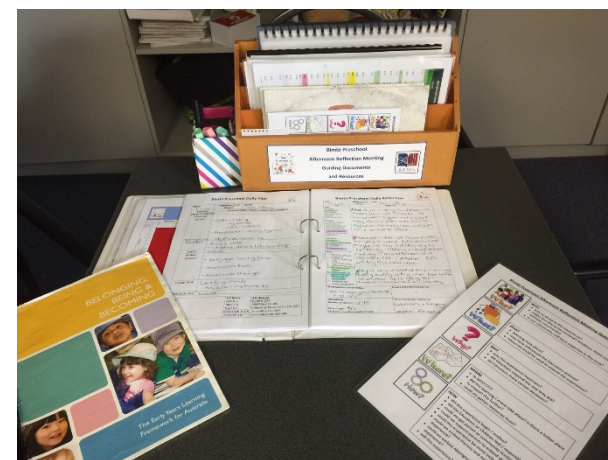


1.1.3 – The Bimbi Preschool daily routine has a general flow, which is consistent to support the children’s sense of familiarity and sense of security; however it is flexible to respond to the needs of the children and families. The daily routine is displayed around Bimbi for all educators, families and visitors to see. We also use a visual routine for the children to see what is happening throughout the day and what to expect. This visual routine is referred to often during the day for the children to feel secure in what is happening and gives educators an opportunity to explain and prepare for any changes. The visual routine is displayed in our indoor and outdoor learning environments, it supports communication with children with language and developmental delays. The preschool program and daily routine are consistently reflected upon to ensure we are maximising the learning opportunities throughout the day, week, term and year. We also use the visual routine as a tool to support children with separation anxiety.

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.

**Bimbi Preschool Quality Practices:**

1.2.1 – The Bimbi Preschool Educators identify and discuss teaching moments that occurred throughout the day (planned and spontaneous) at the daily afternoon reflection meeting. The learning is recorded in the daily reflection journal, linked to the EYLF & NQS then extension experiences are planned for and recorded in the daily planning sheets. As we plan we discuss what resources and teaching strategies would be appropriate for the experiences. The afternoon reflection meeting is a structured time during the day to be deliberate, purposeful and thoughtful, however as the Bimbi Preschool philosophy embraces these qualities, the Educators follow these values in all interactions with children throughout the day in planned and spontaneous experiences. Our daily routine is flexible and often changes to reflect the needs of the children. It includes long play sessions for children to experience un-interrupted play and to have time to extend upon their play.





1.2.2 Around Bimbi Preschool we have on display open ended question prompts for Educators to quickly refer to while in play to support and encourage the use of open ended questions. During our reflection meetings and professional learning days we allow time to discuss our teaching practices and engage in professional learning to improve our interactions with children and the quality of our educational program. Our program is planned and deliberate, however, the educators are responsive to the children adapting plans in the moment to embrace responsive teaching and scaffolding children's learning.

1.2.3 - We promote children making their own choices to direct their learning by placing resources on open shelves available for the children to access. This is consistent in both our indoor and outdoor areas. The Educators choose the resources placed on the shelves based on the children's interests and current level of abilities, with the purpose to extend their learning. These resources are reviewed regularly and added to or taken away when necessary. We support children who may be overwhelmed by choice by offering them visual aids and choice boards to plan and direct their learning. If a child wishes to leave what they have been working on to complete at a later time they can use their personalised photo frame on their work which signals to other children not to pack it up as they are coming back to it. Our learning environments are arranged to support children to be independent, we have visual routines at the child's level to support them to complete tasks autonomously, for example: hand washing and nose blowing routines. Children are supported and encouraged to share events and knowledge that is important to them throughout the day in natural conversation with Educators. This is also encouraged in our daily Yarning Circle time, when we gather as a group.

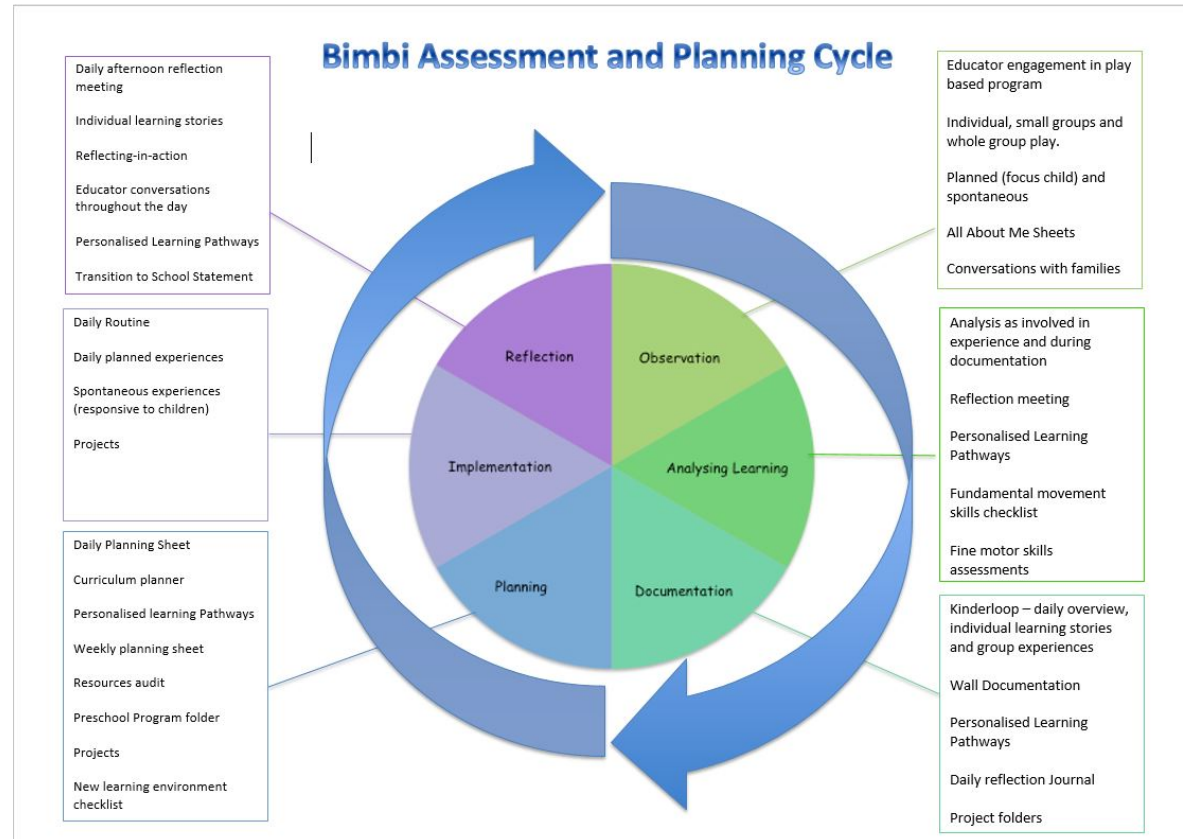




Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, 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.

**Bimbi Preschool Quality Practices:**

1.3.1- Bimbi Preschool uses a variety of ways to assess and plan the children's learning. We work through the cycle described in the NQS beginning with observation then analysing learning, documentation, planning, implementation and reflection. Then the cycle continues and is ongoing. The strategies, techniques and resources that we use are identified on the diagram below.



Tiffany Shackleton to Gilaa's  
Sent on 7 Feb at 3:24 PM



Another busy but wonderful Bimbi day! It was a little bit different from yesterday as it was raining this morning so we started inside. The children adapted well to the change and got straight into their work, playing, building and creating.

At Yarning circle we all had a turn to tell everyone what our favourite colour is, this term we will use our Yarning Circle as a time to talk and get to know each other more. Today our story was "Dear Zoo" where we looked at the pictures closely to see if we could guess what animal the zoo had sent us. Lots of good listening, looking and thinking skills!

We loved singing the "5 Cheeky Monkey's" song with the puppets, practicing our subtraction as each monkey got gobbled up!

We noticed outside the big kids playing on the school oval and were really interested in the paper planes they were flying.

1.3.2 – The Bimbi Preschool Educators engage in a daily reflection meeting which is structured with questions to reflect, analyse learning then plan further experiences. These questions are kept with the daily reflection journal and displayed in the preschool office where the meeting occurs. These reflections could be based on individual children, small groups or whole group depending on the focus of the reflection. Educators also critically reflect as individuals, and time is allowed for this in the daily reflection meeting. Educators are supplied with an individual journal to record their reflections. Bimbi Educators are also reflecting consistently throughout the day to allow us to be responsive to the children. Whether it is to get out some additional resources to extend learning, to arrange small groups for experiences, or to modify the daily routine. Reflection is a teaching practice that is embedded in our daily routine. Reflections are linked to our guiding documents which are displayed in our preschool office, on display are: The Early Years Learning Framework, The National Quality Standard, The ECA code of Ethics, The Bimbi Philosophy and the UN Convention on the rights of the Child. Educators also reflect on their own practice at this meeting where they may think about particular experiences in relation to inclusion, relationships and teaching strategies.

1.3.3 – Families are informed daily about their child's engagement in the preschool program in a number of ways. We ensure educators are available to engage in conversations with families at arrival and home times. We have the additional resources of an Aboriginal Education Officer (AEO), Jackie Ingram, which we share with Red Hill Public School, to increase engagement with families. Our arrival (9.00-10.00) and end of day (2.30-3.00) routines are structured in a way to support the educator's engagement with families to discuss their child's involvement in the preschool program and how to support their child's learning. A daily overview is uploaded to our Kinderloop app each day which gives a description and photos / videos of what the child experiences during the day. Each child also has their own Kinderloop file where individual learning stories are uploaded for parents to access. At the front of the preschool we have an art easel where interesting works from that day are displayed for the families to see upon arrival to Bimbi at home time. The story that was shared during our structured group time is displayed at the sign in table for families to see the story their child enjoyed that day. Families are invited to 'Catch up' conversation with the teacher to individually discuss their child's progress in terms 1, 3 & 4. Learning goals are discussed are recorded on each child's PLP. These are updated regularly and a printed copy is supplied to the family. Information

about the preschool program is communicated through a number of methods: Preschool Handbook, Preschool Newsletters, Kinderloop app, School Website, Curriculum planner displayed in the preschool foyer and wall documentation around the preschool. The Kinderloop app and frequent conversations ensure that families with literacy challenges are equally informed of the program and their child's learning. We have an iPad available to families at the parent sign in desk to ensure ease of access to the app for all families.



### Step 3: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 1 is linked to **Strategic Direction: 1 Excellence in Teaching** in our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
1.3 Assessment and Planning	For the children's personalised learning pathways (PLP) and documentation on the Kinderloop app to be more integrated.		M
Goal or outcome (Practices) What will we do differently? What will our work achieve?	Steps or strategies (Processes) How will we achieve our goal or outcome?	Who and when? (People) Who will lead transformational change and when do we expect to achieve this?	Progress notes (Evaluation) What strategies and evidence have been used to milestone progress and when did these occur?
Combine the PLP with the Kinderloop app.	Enter the learning goals set at the PLP with the families into the Kinderloop app which will enable us to track their progress against the documentation	Tiffany Shackleton  Enter in goals Term 1, Weeks 7 & 8  Review Term 3, Week 5  Term 4	



# QA2

## Children's Health and Safety



## Quality Area 2: Children's Health and Safety

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

### Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment: 30.1.20**

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?	<b>YES</b>
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?	<b>YES</b>
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	<b>YES</b>
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?	<b>YES</b>
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	<b>YES</b>
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	<b>YES</b>
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?	<b>YES</b>
R.77	Is food stored, handled and served safely?	<b>YES</b>
S165	Have you ensured that educators are supervising children effectively?	<b>YES</b>
R.82-83 R.97 R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	<b>YES</b>
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	<b>YES</b>

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

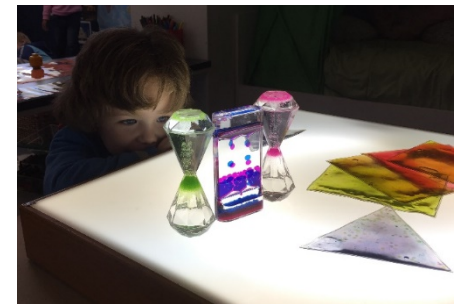
## Step 2: Identify and record your strengths

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.

### Bimbi Preschool Quality Practices:

2.1.1– The Bimbi Preschool learning environments are intentionally arranged to ensure there is a choice of experiences to support children's wellbeing. We have a 'Chill Out' zone as well as small group and individual experiences for when children choose quieter times. There are resources available which are calming and support a sense of wellbeing. We do not have a set rest time but the 'Chill Out' zone is always available to the children. The children are intentionally taught the purpose of this area and are supported to be respectful when children are choosing to use this area. Often in term 1 when the children are first experiencing preschool and may find the day tiring, Educators may respond by implementing a whole group meditation / relaxation time. We aim to be responsive to each child's needs by practicing wellbeing strategies throughout the daily routine and have learned more strategies through the Relax Kids program. The Relax Kids program gives children access to a variety of simple, yet effective techniques for relaxation, mindfulness and stress management, which we were mentored through over the past 5 years. During the afternoon reflection meeting we check the UV forecast and air quality level for the following day to plan our program in a sun safe way, ensuring we are outside when the UV rating is at a safe level and decide if the air quality is at an acceptable level. Each child at Bimbi is provided with a hat to wear at Bimbi which remains at preschool and is washed each week. Sun cream is also provided and parents are asked to apply this to their child as a part of the morning routine.



2.1.2 – The Bimbi children and Educators benefit from intentionally teaching and practicing effective hand washing routines. We engage in discussions about the purpose of hand washing and educators model and promote effective hand washing routines. Educators position themselves strategically during transition routines to engage in effective hand washing practices with the children. Each child has their own handtowel in an individual locker separated from other hand towels and 3 child friendly soap dispensers are always available to the children. Above the 3 basins a hand washing visual routine is displayed. Tissues and hand sanitiser are placed in a consistent position, both indoors and outdoors, for the children to access as required. Educators intentionally teach effective nose blowing practices and routines and demonstrate how to use hand sanitiser effectively. There is a roster to audit the first aid kit at the beginning of each term (4 times per year) and items are replaced as required. Each term all the accident, illness and injury reports are audited to check for common occurrences to determine if further action is required.

2.1.3– All of our full-time Bimbi Educators have completed ‘Munch and Move’ training through the NSW Department of Health. Healthy eating and physical activity is embedded into our daily program. The Bimbi Educators enjoy engaging in physical activity and healthy eating practices with the children and take advantage of intentional teaching moments. Each day the children bring in a piece of fruit to share for our morning fruit break, the Educators enjoy eating with the children, modelling healthy eating practices and discussing healthy choices. We also use the Munch and Move fundamentals of movement program to intentionally teach and assess the children’s gross motor skills and co-ordination. A copy of the program is kept in the outdoor shed close to the resources required each day for the program.



<b>Standard 2.2</b>		<b>Each child is protected.</b>
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.

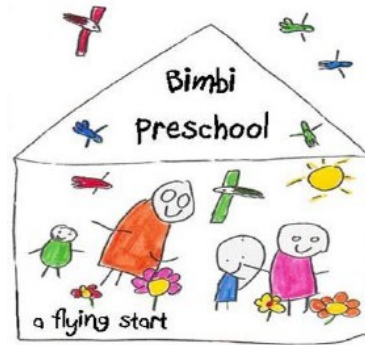
### **Bimbi Preschool Quality Practices:**

2.2.1 – All Bimbi Educators follow the Daily WHS checklist roster to ensure our learning environments are safe. We have developed consistent routines to ensure supervision of the children (e.g. transitioning to inside, hand washing etc.). All staff are maintain of child to educator ratios and consistently think about their positioning in our learning environments. We practice open communication throughout the day to arrange staff in our learning environments to ensure best practice.

2.2.2 – Emergency evacuation procedures are regularly practiced and reflected upon to note improvements required. A written record of these practices is held within the preschool and also recorded on the Departments Emergency Information App ICE (In case of Emergency) which the School Principal and Preschool Teacher have access to. These procedures are displayed in a number of locations around Bimbi and are also included in the Educators handbook. The written procedure is reviewed annually and updated. A checklist has been utilised to ensure evacuation procedures are practised from a variety of starting points, destinations and routes. This checklist also ensures different types of evacuation procedures are practiced over the year with both groups and all Educators.

2.2.3 – Educators use daily wellbeing checklists for children who have been identified at risk. These checklists and wellbeing jottings are kept in the preschool office in a secure place and shared with the schools wellbeing officer or external agencies when required. Educators may discuss wellbeing issues at our afternoon reflection meeting in a discreet manner in the preschool office. Educators have built and maintained connections with external agencies such as FACS, Mission Australia and Anglicare. We also have the support of the Red Hill Public School Child Wellbeing team & DoE Wellbeing Unit. We also have contact with the FACS representative at RivMed, which is our local Aboriginal Health Services. All Educators undergo annual child protection training with the Department of Education. All staff are aware of the Mandatory Reporters guide and Childstory site. If Educators do make a report they notify the Educational Leader (School Principal) and file the record of the report in a folder kept securely in his office. The Educator may also choose to discuss this with him at anytime that is appropriate.





# QA3

## Physical Environment



## Quality Area 3: Physical Environment

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30.1.20

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.104-115	Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none"> <li>• There is the required amount of unencumbered space for the number of children in attendance at the service</li> <li>• Arrangements for dealing with soiled clothes, linen and nappies</li> </ul>	YES
	• Do your premises have fencing that prevents children going over, under or through it?	YES
	• Are there appropriate toilet, hand washing and nappy change facilities?	YES
	• Is there space for administrative functions and consultation with families?	YES
	• Is there adequate light, ventilation and shade?	YES
	• Are all areas of the premises easily supervised?	YES
R.103	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	YES
R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	YES

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

### Bimbi Preschool Quality Practices:

3.1.1 – Our learning environments both indoors and outdoors have been arranged to support the preschool program and routine. Educators constantly reflect as a team on the arrangement of our environments to support the program. Our indoor and outdoor furniture is easy to move so that it can be arranged to support the needs and interest of the children. Flexibility in our furniture arrangements also allows us to clear the space entirely to host community events, preschool information sessions and to allow for additional room during our playgroup sessions. The veranda is used to offer shaded outdoor play and to support smooth transitions between learning environments. Children use the sitting circle under the shade as a community meeting area where we gather at times of transition, for Yarning Circle and outdoor group times.

3.1.2 – A cleaning and maintenance roster is followed and displayed at the appropriate stations around the preschool to maintain a high level of cleanliness and safety. Children are encouraged to help clean when appropriate, as we believe this helps them take pride in caring for our beautiful preschool and the special things within it. We have access to the schools general assistant who completes maintenance of the building and gardens. The DoE assets management also oversees maintenance of the property including jobs such as fire alarms, extinguishers, gutter cleaning, tree trimming etc. The premises are professionally cleaned by contract cleaners employed by the Department of Education on a daily basis.



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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.


### Bimbi Preschool Quality Practices:

3.2.1 – **Indoors** - The indoor learning environment is arranged in curriculum areas: literacy, numeracy, design studio (art & loose parts), pretend play, construction puzzles, science / discovery, rest and relaxation. These remain stable for a sense of familiarity and to encourage the children to resource their own learning. Educators are aware that although the environment is arranged in curriculum areas this is not to say, for example, that literacy cannot happen in the art area but rather if a child in the art area needs a literacy resource they know where it can be located to then take and use in the area of need. Educators are responsive to the children's interests and needs. The children are provided with a choice of resources to access and are consulted when learning environments / resources may be changed. To make changes to



learning environments Educators use a checklist which links to observations and records the consultation with children and emerging interests.

**Outdoors** – Our large outdoor learning environment has many natural features, which children are supported and encouraged to explore. We aim to spend a large portion of our time outside as this ensures children have the opportunity for long uninterrupted block of play in the natural environment. We have a nature collection area which children are encouraged to collect interesting natural objects they find in our garden or bring in what they find outside the preschool. Educators use these objects to insight wonder and encourage further exploration.

New / Changes to Learning Environment Checklist 

Curriculum area: \_\_\_\_\_

Interest / Changes: \_\_\_\_\_

Where has this interest emerged from?: \_\_\_\_\_

\_\_\_\_\_

Consultation with Children: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dates of observations: \_\_\_\_\_

\_\_\_\_\_

Perspectives to include	
Literacy / language	
Numeracy	
Aboriginal	

Resources for a mix of group sizes	
1 child	
2 children	
3 children	
4 children	
5 or more children	

Resources to support types of play	
Open-ended	
Modelled	
Intentional teaching	
Base resources → extension resources	

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.2.2 – Children are offered choice within the various learning areas. Resources often remain stable for a period of time to allow children to revisit experiences, independently or supported. New resources are often added based on the interest and needs of the children. The spaces have been arranged to support varying numbers of children for different experiences in our play based program. For example: tables for up to 6 children to play a game or be creative together, or spaces for 1-2 children to engage with fewer peers or have time for themselves. Tables and areas are set up with provocations and open ended resources, each experience is offered after it has been discussed by the educators and planned for. Resources or provocations may be modified after observations and reflective discussions between the educators. A checklist has been developed when setting up or changing a learning environment to ensure the environment is inclusive of all needs and reflects the Bimbi Philosophy.



3.2.3 – The Bimbi children are active participants in caring for their preschool environment and beyond. Sustainability is embedded in all our daily routines and practices. For example: children are learning to demonstrate their awareness of their impact on the environment and are learning ways to minimise it, through intentional teaching we support them children to sort their own rubbish into the corresponding bins and discuss why it is important to do this. Each day we collect our food scraps for the worm farm and compost bin. We share responsibilities of these with the primary students from Red Hill Public School. Each year we participate in Clean up Australia Day, we collect rubbish from around our preschool and discuss the effects of rubbish on our environment. This has been extended to our termly ‘Rubbish Busters Walks’. The children are supported and encouraged to care for our garden on a daily basis. The children and Educators water the garden daily using the rain water tank. During this time, the children are supported to be mindful about water conservation practices. Educators use this opportunity to be intentional in their teaching about water conservation and sustainability. Children are reminded to be careful when using taps around the preschool to not use too much water, including when hand washing. The hand washing taps are on a timer which is sufficient time to complete effective hand washing. Children are active participants in harvesting produce from our garden which is then often used in our cooking program or shared at our morning fruit break. The cooking program is planned on what is seasonally available from our garden.





# QA4

## Staffing Arrangements



## 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: 30.1.20**

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?	<b>YES</b>
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	<b>YES</b>
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	<b>YES</b>
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?	<b>YES</b>

**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

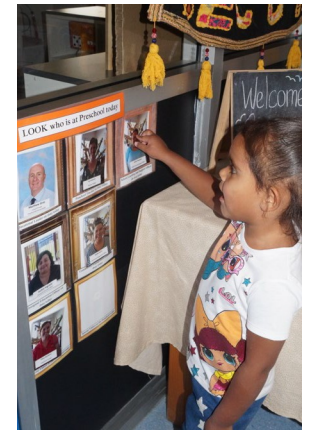
What are the practices that demonstrate quality in your preschool?

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.

### Bimbi Preschool Quality Practices:

4.1.1 - The Educator to child ratio (1:10) is maintained at all times - Teacher and SLSO. Bimbi Preschool also benefits from having an Aboriginal Education Officer (AEO) which we share with Red Hill Public School. The AEO supports the engagement of families with the school and Aboriginal perspectives in educational programs. Our roster is consistent across each day of the week with all staff available to greet and farewell the children and families as a part of our arrival and departure routines. Photos of the staff working that day are displayed in the preschool foyer for families to see any changes to the staff, along with the staff roster. Children's and staff routines are displayed around the preschool for families, visitors and casual staff to refer to. The preschool teacher is given a full day each week on a Wednesday to reflect, document and plan for the children's learning which is covered by a consistent teacher each Wednesday.

4.1.2 - We employ regular casual staff, which the children have developed relationships with. These staff are also familiar with the children, families and routines of the preschool, this creates a consistent preschool program. Upon employment at Bimbi preschool all employees complete an Educator induction and receive a copy of the Bimbi Educators guide with routines, procedures, information about the preschool program and teaching practices. We are privileged to have long standing Educators in the preschool who have worked together as a team and understand and respect each other's strengths and contributions to the program.



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.

**Bimbi Preschool Quality Practices:**

4.2.1- The Bimbi culture of collaboration and reflection is evident in our daily interactions with each other. The robust discussion at our afternoon reflection meetings and staff meetings. The desire for improvement and knowledge is evident in displays and resources available for the staff in the preschool office. Bimbi staff attend regular meetings at the preschool and also staff meetings at Red Hill Public School. Bimbi Preschool Educators are a part of local network groups such as DoE Community of Preschools, Wagga ECA branch, Wagga Yarning Circle Network, DoE Rural and Remote Education network. Bimbi preschool often hosts local network meetings at the preschool and invites local Early Childhood Educators to the preschool to observe our practices. In the preschool office there is a jar for Educators to offer some kind words or jot down what they admire about other Educators practices.

We support the children as they transition to Kindergarten. We take the children on visits to the school and support them to build relationships with the RHPS staff. Our transition program allows for information, teaching strategies and collaboration between the preschool and infants staff.

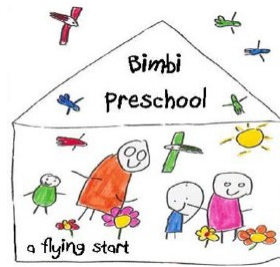
4.2.2- The professional standards that guide our practice at Bimbi preschool are displayed in the preschool and are referred to as we reflect, plan and document. These documents often outline and guide our professional development day's agenda. In 2019 we embarked on Professional development into the ECA Code of Ethics which will continue into 2020 as our understanding deepens to embed it and refer to it in our daily practice.



## Step 3: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 4 is linked to **Strategic Direction 3: Excellence in Leading** our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
4.2.2 Professional standards	Professional standards guide practice, interactions and relationships.		M
Goal or outcome (Practices) What will we do differently? What will our work achieve?	Steps or strategies (Processes) How will we achieve our goal or outcome?	Who and when? (People) Who will lead transformational change and when do we expect to achieve this?	Progress notes (Evaluation) What strategies and evidence have been used to milestone progress and when did these occur?
Staff are knowledgeable of professional standards and code of ethics and they are embedded in our practice	<ol style="list-style-type: none"> <li>1. Refer to the ECA code of Ethics in our afternoon reflection meeting, and team meetings.</li> <li>2. Ensure it is displayed and accessible.</li> <li>3. Staff professional learning on Code of Ethics.</li> <li>4. End of year reflection of our use of the code of ethics</li> </ol>	All Educators	<p><b>Carried over from 2019</b></p> <p><b>20.3.19</b> – Code of Ethics displayed in preschool office, next to where reflection meetings take place. All staff given a copy.</p> <p><b>24.7.19</b> – Tiffany identified possible P.L for all staff to complete. Need to cost and add to staff PDP's</p>



# QA5

## Relationships with Children



## Quality Area 5: Relationships with children

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30.1.19

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	<b>YES</b>
	<ul style="list-style-type: none"> <li>Encourages children to express themselves and their opinions?</li> </ul>	<b>YES</b>
	<ul style="list-style-type: none"> <li>Supports children to develop self-reliance and self-esteem?</li> </ul>	<b>YES</b>
	<ul style="list-style-type: none"> <li>Maintains the dignity and rights of each child?</li> </ul>	<b>YES</b>
	<ul style="list-style-type: none"> <li>Provides positive guidance and encourages acceptable behaviour?</li> </ul>	<b>YES</b>
	<ul style="list-style-type: none"> <li>Reflects each child's family and cultural values?</li> </ul>	<b>YES</b>
R.156	Is appropriate for the physical and intellectual development and abilities of each child?	<b>YES</b>
	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?	<b>YES</b>

**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 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.

### Bimbi Preschool Quality Practices:

5.11 - At Bimbi Preschool the importance of relationships is evident in our daily interactions and practices. Through getting to know the children and building relationships we are able to implement strategies to make our program and environments responsive and inclusive. Our daily Yarning Circle with the children is a good example of how we foster the relationships on a daily basis as this is an open responsive time for children to share with the whole group. Each child checks in to Yarning Circle to embrace a sense of belonging. From the enrolment procedure through to transitioning to Primary School, positive relationships are the foundation of our practice. We allocate time for Educators to be available to nurture relationships with families. We also have access to the schools Aboriginal Education Officer (AEO) to support relationships with our Aboriginal and Torres Strait Islander families. Two of our Educators identify as Aboriginal and are a great asset to the preschool when welcoming Aboriginal families.

5.12 - The importance on which Bimbi Educators place on the dignity and rights of the children is evident in our preschool program and day to day practices. We are mindful of planning experiences where children may have to wait to take turns and will plan procedures and discuss how to support children through this process. We support children to make choices and acknowledge the positive choices they have made. We intentionally teach strategies for peer interaction through using our 'Solutions Kit' where children have access to visuals to support them to solve problems in their play. We encourage independence and autonomy by teaching and supporting children to complete daily routines on their own. If children are finding settling into preschool challenging we work with the family to support this transition. Educators are flexible in routines to support children to feel welcome and safe. Educators are responsive when observing a child who would like privacy and have procedures to accommodate for this without drawing unnecessary attention. The UN rights of the child is on display in the preschool office to refer to it reflection and planning meetings and also on display in the 'chill out zone' as a provocation for discussions with children.



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.

### Bimbi Preschool Quality Practices:

5.2.1 - At Bimbi Preschool we nurture collaborative learning in our daily play based program and also through project based learning responsive to the children's interests. The children have access to open ended play resources that support collaboration. We allow children to leave their work unfinished to return to and complete later. We also provide space in our learning environments to support collaborative learning. The Bimbi educators are aware of the children's strengths and program experiences to support other children to notice these skills and strengths to support peer learning. We document and display children's learning as provocations for all children to extend upon.

5.2.2 - The Bimbi Educators pride ourselves on modelling behaviour we would like to encourage. We are caring in nature and as such provide opportunities for the children to practice negotiating, communicating and mediating. We practice positive behaviour guidance and have all attended professional development to further our practices. As a part of Red Hill Public School we follow the Positive Behaviour for Learning (PBL) program. We embrace the three core values:

- Be Respectful
- Be Responsible
- Be Caring and Cooperative

Educators and children often refer to these values in interactions and as a provocation to discuss and support positive relationships. They are also used to involve children in determining rules and expectations. Bimbi Educators aim to use consistent language and guidelines to encourage positive behaviour and to support the transition into the primary school where the PBL program plays a large role. Social skills are modelled and discussed throughout the day and intentional teaching of these are programmed for using resources such as books, games and visual aids. We often refer to our 'Solutions Kit' when teaching and modelling conflict resolution with the children. In our 'chill out zone' we have visuals and resources for the children to access to help them identify their emotions and use calming strategies



### Step 3: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 5 is linked to **Strategic Direction 2: Excellence in Learning** in our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
5.1.1 Positive educator to child interactions	Strategies to support children with separation anxiety		M
Goal or outcome (Practices) What will we do differently? What will our work achieve?	Steps or strategies (Processes) How will we achieve our goal or outcome?	Who and when? (People) Who will lead transformational change and when do we expect to achieve this?	Progress notes (Evaluation) What strategies and evidence have been used to milestone progress and when did these occur?
For educators to explore, discuss and develop a range of strategies to effectively support children experiencing separation anxiety	<ol style="list-style-type: none"> <li>1. Staff to discuss current strategies used. Are they effective? Does the staff feel comfortable with them? Parent involvement?</li> <li>2. Research and professional development</li> <li>3. Develop a procedure for staff to follow with a range of strategies which includes support for parents</li> </ol>		<p><b>Carried over from 2019</b></p> <p><b>29.5.19</b> – Tiffany and Maddie researched current articles / information in supporting children with separation anxiety. Identified strategies that would work in our context and drafted a handout sheet to offer parents. Draft to be shared with Educators, families and school counsellor for feedback.</p>





# QA6

## Collaborative Partnerships with families and communities



## Quality Area 6: Collaborative partnerships with families and communities

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30.1.20

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	<p>Do you respect the right of parents to enter the service when their child is in attendance unless</p> <ul style="list-style-type: none"><li>• Allowing the parent to come into the service poses a risk to the safety of children or staff?</li><li>• 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</li><li>• You reasonably believe that allowing them entry would contravene a court order?</li></ul>	<b>YES</b>

**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 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.

### Bimbi Preschool Quality Practices:

6.1.1- Families are invited both formally and informally to visit the preschool throughout the school year. Some examples are: Easter Hat Parade, NAIDOC Week celebrations, Book Week and cooking experiences. When enrolling in the preschool, families are invited to come into the preschool to see the learning environments, learn about our program and meet the Educators. If they choose to enrol at Bimbi and are offered at position by the placement panel they are invited to attend an enrolment interview with the Preschool Teacher where the enrolment paperwork is completed. This is also when information is noted to help the Educators get to know the child and family. Future Bimbi children and families are invited to playgroups



as a part of the transition to preschool program. Families are consulted when updating or making changes to the Preschool Philosophy, the Preschool handbook, Preschool Procedures and any other relevant documents. There is space in the preschool for families to provide comment, complaints, compliments or feedback on the preschool program. Our Educators ensure they are available for families to approach them if they have any concerns or comments. Educators ensure families are greeted each day during pick up and drop off times to support reciprocal relationships.

 **Tiffany Shackleton** to  
Gilaa's Gugubarra's  
Sent on 15 Sep 19 at 7:49 PM

**BIMBI  
BREAKFAST**


FREE BREAKFAST! Please join us on Wednesday the 25th of September at 9.00am for an interactive demonstration of how to prepare easy, healthy breakfasts. Then join us to eat the yummy healthy food you helped prepare. This is a celebration as term 3 comes to an end and also an opportunity to share information about healthy eating. All costs are covered by NSW Health Munch and Move Program.

**EYLF Principle 2: Partnerships**

**NQS2018Feb QA2.1.3 Healthy lifestyle -** Healthy eating and physical activity are promoted and appropriate for each child.

**NQS2018Feb QA6.1.3 Families are supported -** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

**NQS2018Feb QA6.2.3 Community engagement -** The service builds relationships and engages with its community.

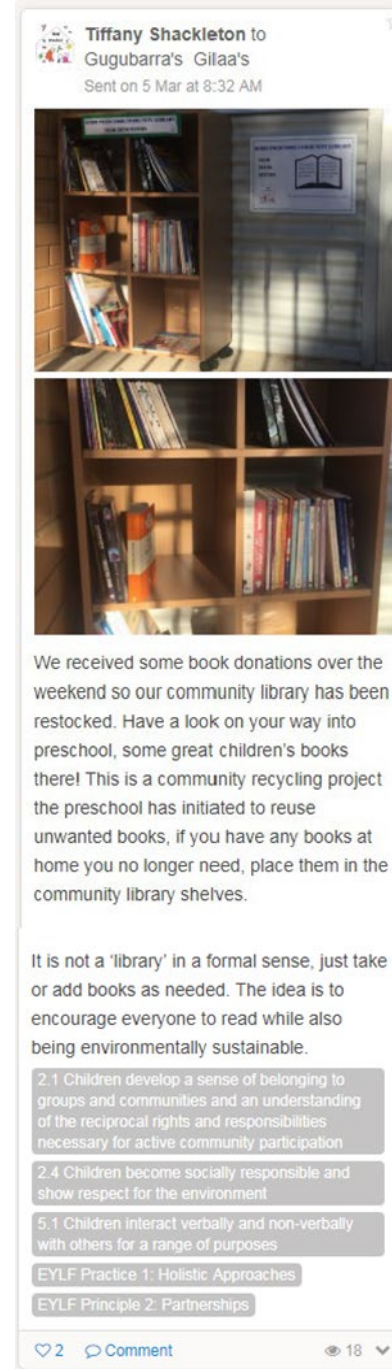
 **Kylie Johnson** Ill see how I go it sounds like fun 😊

6.1.1 - From enrolment, the Educators prioritise getting to know the child and family to be respectful and inclusive supporting their involvement in decision making about their child's learning at Bimbi Preschool. Families are invited to set learning goals with the Preschool teacher for their child's Personalised Learning Pathway (PLP). The PLP meeting begins with the teacher and family getting to know each other sharing about their cultures, families and talking about what is important to their child and family. Each child's learning is reviewed both informally and formally and is documented in a number of ways for the family to access. Families are invited into the preschool to share their culture in a number of ways which are responsive to individual people. We include a cultural artefacts and resources in the preschool which all families are invited to contribute to. Bimbi Preschool participates in multicultural days and often joins in with Red Hill Public to celebrate our diversity-

6.1.2 Information about the Preschool, school and community programs are available through, the school website, the Kinderloop app and brochures in the preschool foyer. Bimbi Preschool has a unique page on the school website, accessed through selecting the Bimbi Preschool Tab. Community services are often invited into the preschool to liaise with families and to be more accessible to families. For Example: NSW Health Dental services come to the preschool annually to complete screenings and offer an educational program. At the entrance of Bimbi Preschool we have a community library for families to take books home or donate books for others to enjoy, this is a part of our focus on sustainability. Local agencies are invited to contribute to our family Information Hub. Links to these organisations are maintained through direct contact or through the local ECA network branch meetings. We often have visits from or include information from Rivmed, Kurrajong Therapy Plus, ASPECT, Tolland Community Centre, Multicultural council.



Bimbi Preschool facilitates a 'Transition to School' information session for families to meet Kindergarten teachers and the Infants Assistant Principal. Bimbi Preschool also holds an annual information session for new enrolments into the preschool. At these sessions external agencies are invited to come and share information and are on hand to answer questions. In the past we have had Rivmed, Community Health and Munch and Move representatives attend.



Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Standard 6.2		
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.

### Bimbi Preschool Quality Practices:

6.2.1 - As Bimbi Preschool is located within Red Hill Public school it supports the transition to school and sense of belonging to the school community in the early years. The Bimbi children use the whole school as an extension of their preschool and reciprocal arrangements with the school community are encouraged, promoted and welcomed. We have early intervention and special education classes within the school, which help facilitate links to additional support where necessary. We provide each family with a DVD produced by Bimbi preschool and Red Hill Public, which outline the benefits of attending preschool and the transition program. All children, once enrolled are provided with a storybook about Bimbi preschool and what to expect to share with their families at home to prepare for their time at Bimbi. Every family is provided with an information pack as they enrol which includes a preschool handbook. In term 4, the transition to school program becomes more structured to include visits to the kindergarten rooms, the infant's playground, the library, and other areas of the school which kindergarten access. We also meet teachers and support staff to begin to build positive relationships and experience what Kinder will be like. If a child is not attending Red Hill Public school they are still included in this experience and the educators support the child and family to attend the transition days unique to their receiving school. Contact is made with these receiving schools by the preschool teacher to support transition and a transition to school statement is provided for all children and copies are given to the families and receiving schools. The Bimbi Educators are consulted when Red Hill Public School class lists for Kindergarten are created to support connections and relationships to continue from preschool.



6.2.2 - Bimbi Preschool facilitates community health screenings for the preschool children including hearing, vision and dental. The school also employs a speech pathologist to assess the children's language skills and provide some skills / strategies to the preschool teacher if required. We closely liaise with school and outside agencies such as FACS, Kurrajong Therapy Plus, Community Health, Rivmed, and ASPECT to support children and their families to access service they may require and implement support in the preschool. Communication strategies with particular families are reflected on and are adapted if required. Communication books between Early Intervention and therapists are maintained to support communication between all agencies supporting the family. A speech pathologist from community health works in conjunction with the preschool teacher and school speech pathologist to offer a weekly speech and language group session at Bimbi for targeted children, either identified through screenings or by assessment.

6.2.3 - A relationship with our local community is highly valued; we maintain connections with past parents, grandparents, teachers and the Red Hill Public School community. Our school AEO is a great support in maintaining these relationships. Being located within the school builds and maintains the link between preschool and school. We have formed close relationships with local Aboriginal elders and continue to consult with them about Aboriginal perspectives in the preschool program and our Wiradjuri language program. We visit the Tolland Community Hub and often share resources with them. We enjoy visits from 'Girls at the Centre' from Mount Austin High School. The children and families are supported to engage in Literacy and Numeracy experiences through our "Lets Read and Lets Count" programs funded through The Smith Family. The preschool teacher attends ECA Wagga branch meetings and are a part of a local Yarning Circle group for Educators to discuss Aboriginal perspectives in the program.



Tiffany Shackleton to Gilaa's  
Sent on 26 Jun at 12:51 PM

**What's Going on in Your Child's Brain When You**

Tomorrow is library day. Bring in your library bag and book so you can borrow another.

Here is a link to an interesting article about how reading with your child supports brain development.

"What's going on in your child's brain when you read them a story."

[npr.org/sections/ed/2011...](http://npr.org/sections/ed/2011...)

5.2 Children engage with a range of texts and gain meaning from texts

EYLF Practice 4: Intentional Teaching

EYLF Principle 1: Secure, Respectful and Reciprocal Relationships

EYLF Principle 2: Partnerships

3 Comment 11

## Step 3: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 6 is linked to **Strategic Direction 4: Excellence in Learning** in our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.	To build the capacity of Educators in the quality teaching and learning of Aboriginal learners in areas of additional language and literacy.		M
Goal or outcome (Practices) What will we do differently? What will our work achieve?	Steps or strategies (Processes) How will we achieve our goal or outcome?	Who and when? (People) Who will lead transformational change and when do we expect to achieve this?	Progress notes (Evaluation) What strategies and evidence have been used to milestone progress and when did these occur?
Deadly Dialects is a professional learning program. Topics include understanding of Aboriginal English, developing proficiency in Standard Australian English (SAE) and developing culturally responsive teaching and learning through oral language and reading in the early years of school	Complete Deadly Dialects Professional Learning Program and participate in the school discussion group around this Professional Learning.	Tiffany, Jessica & Jackie  (in consultation with Laura Holder - RHPS AP - leader of the school Aboriginal Education committee)	29.1.20 – Tiffany and Jessica enrolled in the course and set dates to complete the modules.  11.2.20 – Module 1 completed



# QA7

## Governance and Leadership





## 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: 30.1.20

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"> <li>• Contains a statement of the service philosophy?</li> </ul>	YES
	<ul style="list-style-type: none"> <li>• Is reviewed and revised at least annually?</li> </ul>	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"> <li>• Working with Children Checks</li> <li>• Educational qualifications</li> <li>• ACECQA approved training, including first aid</li> </ul>	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?	<b>YES</b>
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	<b>YES</b>
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?	<b>YES</b>
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?	<b>YES</b>
R. 170	Do you ensure that your departmental policies and local procedures are followed?	<b>YES</b>
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?	<b>YES</b>
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?	<b>YES</b>

**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.

### Bimbi Preschool Quality Practices:

7.1.1 -Our statement of philosophy is displayed in the preschool foyer, not only in written form but also presented as a tree in which children and families are encouraged be a part of creating each year. As 'Bimbi' means birds in Wiradjuri each child creates a bird, which they place on the tree to symbolise their belonging to Bimbi preschool. Families are encouraged to write words that they feel reflects the Bimbi philosophy and place these on the tree. The words are reflected upon when the written form of the philosophy is updated. The philosophy is also referred to in our weekly reflection meetings, it is on display where these meetings occur and is also on each page of our weekly reflection journal to be linked to each reflection documented.



7.1.2 - Bimbi preschool operates as part of Red Hill Public School, which is governed by The NSW Department of Education (DoE). We are supported with policy making and have access to State Officers who specialise in the Early Years. A regional 'P-2 Initiatives Officer' has been employed to provide direct assistance to our preschool at a local level. We also have an Instructional Leader on the school premises who is available for professional learning for preschool staff focusing on literacy and numeracy in the early years. We are supported by School Administration Manager and School Administration Officers who complete the preschool administrative tasks as required. They also play a large part in the enrolment process. Strong reciprocal relationships drive a positive and welcoming preschool environment. The Preschool is allocated an administrative assistant to follow the Departments record management systems and support the Educators to complete annual updates of the preschool procedures. A roster has been developed as is on display to ensure the procedures are continually updated. We follow the Departments complaints policy which is available to all in the preschool foyer with a copy of the policy and procedure. A staff complaints policy is available in the preschool office.

7.1.3 - Upon employment and during a yearly staff review the DoE provides a job description, which clearly outlines roles and responsibilities. Time is allocated to address and discuss any concerns. New and casual staff are supplied with an Educators Handbook and an induction checklist is followed with opportunity for feedback for quality improvement. A daily overview of Educator duties has been developed to ensure the preschool runs efficiently and to support casual Educators.

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.

### **Bimbi Preschool Quality Practices:**

7.2.1- As a part of Red Hill Public School and the NSW Department of Education (DoE) we access a unique learning community, facilitating strong collegial networking and professional dialogue within educational frameworks. Our preschool has direct access to a wide range of specialised resources. Bimbi Preschool takes advantage of the expertise of specialised staff such as teacher librarian, Early Intervention and Special Education teachers, and Aboriginal Education Officer and School leaders. Through the DoE we access quality professional learning on a range of educational aspects. Our school Principal and Educational Leader is part of a network of preschool Principals that communicates via videoconference 3 times per quarter. The preschool teacher is part of a network of local early childhood teachers meeting monthly supported by Early Childhood Australia (ECA). All key preschool Educator's attend a Preschool Learning Community once a quarter. The purpose of all meetings is to allow staff to discuss specific items collaboratively as well as to demonstrate an ongoing commitment to improvement. Bimbi Preschool is also a part of the Gowrie supported Yarning Circle – Wagga group, to support our engagement with Aboriginal families and to implement Aboriginal perspectives into the preschool program



7.2.2– As the Educational Leader, the School Principal provides valuable expertise regarding the educational program and has supported the teacher, and SLSO to attend professional development. The current focus for professional development as lead by the Educational Leader and the schools Instructional Leader is linked to a research project the school is involved in with Charles Sturt University (CSU) – “Improving student’s oracy and writing through the use of dialogic pedagogies in disadvantaged contexts.” Through this project Educators assess their current teaching practices and receive professional learning through CSU and the school speech pathologist – Jackie Stening. The link between oral speech and writing is closely assessed as the Bimbi Preschool children transition to Kindergarten at Red Hill Public School. The Educational Leader collaborates with all Educators to lead the Professional Development Plan (PDP) process. He also has access to all programming and assessments via Kinderloop providing an opportunity to view and comment. The Educational Leader meets regularly in the preschool to discuss the program or any other issues. These meetings are documented in the preschool meetings minutes book.

7.2.3- Each staff member completes a Professional Development Plan (PDP) individually and is assigned a supervisor (a school executive) to support them to meet their goals. Educators set their own goals but are encouraged to include one, which relates to the preschool QIP and school plan. These are reviewed half yearly and at the end of the year, supported by their supervisor. A part of the PDP process includes teaching practice observations where teachers observe each other to provide feedback and discuss the teaching standards in relation to their own practice.

