

# National Quality Standard

## Assessment and Rating Report

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Australian Children's  
Education & Care  
Quality Authority

Service Name Alawa Preschool

Service Approval Number SE-00002417

Provider Name Department of Education and Training

Provider Approval Number PR-00001275

Assessment & Rating  
Number ASR-00047692

Report Status Final

Date Report  
Completed 15 May 2025

# About this report

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## *Purpose*

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

The goals of the report are to provide:

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

## *The rating system*

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

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

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

# Assessment and rating visit details

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## Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor/s	Sandy Cartwright and Jed Henderson		
Educational Leader/s	Maia Mamerow		
Primary Contact (for assessment & rating)	Kelly Crawford (Assistant Principal)		
Quality Improvement Plan Date Received	28 March 2025		

## Visit

First Visit 01/04/2025	Start: 8am	End: 4pm
Second Visit 02/04/2025	Start: 8am	End: 5pm

## Authorised officers

Name 1	Georgia Cleanthous
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## Further information

The examples in this report are a selection of evidence collected during the assessment and rating visit. Not all evidence collected during the assessment and rating process can be included in the report due to the quantity of information collected. It is important to note that all information collected is considered when determining the rating.

Please note that the term, 'It was noted' has been used within the report to identify practice that was inconsistent and at times not of a high standard, however, was able to be kept at a meeting rating due to continuing work, or evidence provided after the visit. The service is encouraged to reflect on all practices in these areas and where this term has been used, to ensure that quality improvement remains at the forefront of future decision making.

# Summary comments

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Alawa Preschool (the service) operates within the Alawa Primary School (the school) within the leafy suburb of Alawa. The service was last rated as Meeting the NQS in 2019. The service was approved for a maximum of 76 spaces, however the preschool was running one preschool class with a max of 22 children in attendance at the time of the assessment and rating.

A strong governance system supported the operation of the service. The service was governed by the Preschool Parent Committee (PPC), in alignment with the school council, and laid the foundation for strong partnership with families. The early year's team valued and promoted the importance of the preschool experience and was made up of a Teacher in Charge (TIC) and Teacher's Assistant (TA). These educators provided continuity for children, in addition to key support staff from the school that covered breaks.

The service had strong links with the school and community and a strong transition process had been implemented to support children in a holistic approach. The service was strongly intertwined with the school and ensured children feel welcomed and included in all events and activities.

The service provided a caring and nurturing environment that enhanced each child's autonomy, creativity and self-worth. Children were confident and demonstrated a strong sense of belonging in their environment as educators prioritised children's voice as a key influence in the program and service decisions. Educators at the service had developed deep and responsive relationships with children.

The service is encouraged to document their valuable reflective conversations and the changes to practice that were informed by them.

## Quality Area 1 – Educational program and practice

Standard 1.1	The educational program enhances each child's learning and development.	
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

### Demonstration of Exceeding themes for Standard 1.1

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

### Standard 1.1 is rated

Meeting NQS

### Evidence for Standard 1.1

#### Element 1.1.1 - Curriculum decision making contributed to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Children's identity was displayed within the room through the provision of names and photos throughout the room. For example, displays were visible on lockers, family wall, self-portraits, artwork, projects and at a sign in activity.
- The family wall at children's height was intentionally placed for children to reference and share stories. It was observed a child telling their peer 'Yeah that's XXXX, and that is me when I was a baby', another child said 'I have two sisters' referring to their family photo.
- Educators made additional efforts to ensure children were all included and felt a sense of belonging. For example, a family shared about their child identifying that they were a different colour to the other children. The educators had conversations with the child led by 'I wonder' questions, that led to exploring differences with the whole group. Additionally, the service invited the family in to share on their culture with the class and discuss it with the children.
- Educators displayed children's current projects with photos, creations and blurb within the room. It was observed that the group explored colours, x-rays, and megalodons.
- The service was set up with areas that directly linked to the children's ideas, interests and developmental areas. Educators gather information from children daily through conversations and observations as well as written and verbal feedback from families that directly influences

the environment set up. For example the hospital dramatic play area, drawing stations, puzzle table and small worlds with animals.

- The EL discussed that the service pedagogy focused on the Cathy Walker approach where practice was child focused. Educators gathered information and responded to children's play ideas, utilising this approach.

**Element 1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests were the foundation of the program.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Children demonstrate a strong sense of belonging and sense of confidence within their space. For example:
  - the environment was responsive to children's interests and reflected children's voice
  - children engaged in long periods of uninterrupted play time
  - children engaged in discussion with educators about their ideas
  - children were observed to peruse their portfolios and add to them at their leisure
  - children accessed their water bottles and lunch boxes when needed
  - children showed an ownership over their environment.
- Families were encouraged to bring in photos of holidays for show and share.
- Educators used the smart board to research children's interest with videos, photos and facts.
- The service followed a cultural calendar where they acknowledge the different traditions and celebrations, ensuring children had a voice in this. Furthermore, the service used events like the picnic night to explore cultures and get families to bring in a cultural dish to share.
- Children's suggestions for the program that were collected for the weekly reflection included:
  - 'we need dolls in the doctors surgery as patients', this was observed at the visit.
  - 'more drawing', which was both indoors and outdoors with resources available in multiple environments; doctors dramatic play and paper with clip boards.
  - 'I learnt about megalodons'
  - 'I want to learn more about rainbow colours'
  - 'I want to learn more about alle' (the frill neck lizard)
  - 'I want to write my full name'
  - 'dentist putting diamonds in teeth'
  - 'how to cross monkey bars'
  - 'lets do more colour sorting'.

Following the child's feedback, some of educators' weekly adjustments showed:

- binoculars in the outdoor environment to look for alle
- babies added to the doctor's environment
- setting up big crayons for children interested in drawing
- researching megalodons on the smart board with a group of children
- educators discussed getting in the local dentist in for an incursion in term 2
- coloured pompom sorting activity.

**Element 1.1.3 - Some aspects of the program, including routines, were organised in ways that maximised opportunities for each child's learning.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service was very flexible in the way it allowed children to lead. It was observed that educators used the smart board to explore ideas and interests of children, resourcing clip boards and drawing tools as requested during their indoor investigations and uninterrupted free play.
- Educators were observed to be attuned to children in the environment and make changes to the routine to meet their needs, for example, during movement breaks children had the option of participating in using the smart board.
- Additionally, the smart board was used to play music for movement breaks and in group times as part of the curriculum.
- Educators shared an example of how parent feedback and reflection on the two eating times being too close together on a Wednesday that led to reviewing the routines and planning them further apart with the option for children to access their lunchbox when they need.
- Educators naturally collaborated with each other and children in regular reflections in informal conversations, for example educators reflected on the weather changes at mealtimes and the impact it had on the routines and environments for the afternoon program with the children, asking for their input on what they wanted to do.
- The service had a preschool routine displayed in the foyer for Monday, Tuesday and Wednesday.
- Families had the option to spend some time in the classroom at the beginning of the day to transition their children into the space.
- Educators provided notice before children were asked to pack away. A clean up song was used while children and educators tidied the room, educator asked, 'did we beat the song or do we need to do it again?'.
- During group time educators go through the daily rhythm and make announcements for the day, including visitors and birthdays.
- The TA prepared the next activities to ensure a smooth transition, for example sunscreen, lunch boxes, activities.
- Depending on the weather educators made an adjustment to routine in consultation with children, ensuring their needs were met.

#### **In addition:**

Practice was embedded in service operations as the program enhanced each child's learning and development. The service followed children's interest and feedback from families about a few children going to the doctors, educators set up a doctor's office dramatic play area with a Xray set up and a florist with get well cards. The practice of embedding children's voice and interests in the program was consistent across staffing, observable through programming templates and practices during the visit. This aligned with the services philosophy, in that, *'we value all children as unique individuals'*, furthermore, *'we follow children's individual interest and allow children the time and experience to know and learn about themselves and the global world around them'*. From documents sighted, discussions and observations it was evident that it was a shared understanding in the service's approach.

Practice was shaped by meaningful engagement with families as consistent methods were used to gain feedback and input into the program. Educators made every effort to ensure children's voice and interest were captured and actioned. Educators asked 'what was your favourite part of the day? What did you like about it?'. A child wanted to do drawing outside, and educators created a whole table outside with drawing tools. Additionally, conversations with families and a home observation sheet completed weekly by parents contributed to the program. Examples of parent input included weighing items, animals, drawing and colouring, puzzles, corn flour experiments and weddings.

### **Quality Improvement Plan notes for Standard 1.1**

To support continuous quality improvement, the service is encouraged to:

- consider how all educators individually and with each other reflect on the evolving knowledge, skills, strengths, cultures, abilities, ideas and interests of children at the service, and how these inform planning and decision making regarding the educational program?
- reflect on if any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately?
- consider ways all educators regularly reflect on opportunities to strengthen the educational program.

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

#### **Demonstration of Exceeding themes for Standard 1.2**

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

#### **Standard 1.2 is rated**

**Exceeding NQS**

#### **Evidence for Standard 1.2**

##### **Element 1.2.1- Educators were deliberate, purposeful, and thoughtful in their decisions and actions.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Educators discussed that the dramatic play set was developed from children's ideas but that they intentionally added equipment to encourage further learning, such as clip boards for preservice writing skills, x-rays, labels and real-life signs to help children's exposure to literacy.
- Educators discussed how they included stop and crossing signs to the environment in response to children riding bikes unsafely, and this prompted conversations about safety daily.
- The service had created a detailed plan that was embedded into the program and reflected the service's intention of giving children a successful year long transition.
- Educators taught literacy and numeracy concepts naturally during group time and throughout the day to enhance children's learning. For example:



- animals from the story book used with scales to see what weights most
  - rhyming words
  - an educator encouraged children to clap out the syllables of children's names
  - counting children all together, then 'how many boys and how many girls?'
  - counting adults
  - subtracting children at pick up
  - asking children, 'what numbers do I write for 19?'
  - educators saying, 'if you have purple shoes wash your hands'
  - When reading a book an educator referenced and discussed the title, author and illustrator.
- It was discussed that educators trusted children to freely explore areas however they set boundaries and expectations with new areas and resource role modelling how to utilise the space.
  - While the service promoted children to have a choice if they want to engage in group time, it was evident that the intentional teaching group times were successfully planned as all children wanted to join in.

**Element 1.2.2- Educators responded to children's ideas and play and extended children's learning through open-ended questions, interactions and feedback.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Educator supported a child with ASD that didn't want to participate in group time were supported to engage with other activities within the room.
- Educators engaged children in discussion around vegetables leading into term 2 visits to the farm. Educators' asked questions and supported children to engage in conversation, such as asking, 'are carrots grown on trees or in the ground?', 'how do you know that?', 'what else grows underground?', and 'we might google that, I'm not sure'.
- Educators were intentional with their responses to children:
  - when a child brought a picture to an educator, they responded with the following questions: 'can you tell me about your drawing?', 'what colours have you used?', 'do you remember which are primary colours?', 'what are secondary colours?'
  - 'what do you think?'
  - 'what is the weather like? Why do you think it's windy?'
  - 'there is the lightening, lets listen for the thunder'
  - When an educator asked a child that was interested in megalodon what the difference was between that and a mosasaurus which led to looking it up on the smart board and children drawing together.
- Educators emphasised the importance of children's voice and really getting to know their thoughts and ideas. It was discussed that they had a flexible learning space and opportunities based on children's interest and feedback on what to include or change.

**Element 1.2.3- Each child's agency was promoted, enabling them to make choices and decisions that influence events and their world.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Educators arranged experiences, routines and physical environment so that children had a range of opportunities to make choices about.
- Each day children had the responsibility to sign themselves in at the sign in activity. Educators were observed reminding children to do this.

- Educators discussed that they encouraged children to have a go before they help. For example:
  - at mealtimes scissors were positioned near the bin to encourage children's autonomy in opening their snacks and their fine motor skills.
  - Educators were observed telling a child to have a go first before they helped them, saying, 'can I help you? You've done a great job!' and 'did you want another try and I can help you if you can't do it?'.

### **In addition:**

Practice was embedded in service operations as educators facilitated and extended on each child's learning and development. Practice was consistent across the service as educators reflected together and with children, embedding their philosophy '*play is the heartbeat of the program*' and '*through play we provide a wide variety of developmentally appropriate 'hands on' group and individual experiences and activities that encourage children to have a go, take risks, develop kindness and assume responsibility for their own learning*'. The service also '*provided a caring and nurturing environment that enhances each child's autonomy, creativity and self-worth*'. Fortnightly staff meetings looked into the program, practice, routines and how children's ideas were aligned the this.

Practice was informed by critical reflection as educators worked with children to test and evaluate how the program and practices was going weekly in discussion and documented in the project book. Meeting minutes demonstrated reflection on how much uninterrupted play periods should be given to children. It was observed that the educators had a balance of intentional teaching and uninterrupted play periods in practice. Educators reflected weekly on what worked and what didn't, what could be improved and what could be extended on. Educators were always observing how children interacted with the environment and if they were engaged or not.

Practice was shaped by meaningful engagement with families as educators relied on the partnership with families to implement and facilitate a program that extended on children's learning and development through: meetings with families, home observation sheets, informal conversations, and information sheets about children. The weekly home observation sheet was a chart where families contributed ideas and observations from home to inform and shape practice at the service which fostered a sense of belonging and inclusiveness for the children. Educators pride themselves in the relationships they have built and maintained with children and families. This was evident in the program delivery where feedback was implemented and then reflected on with parents in parent committee meeting, QIP questions and welcoming parents' comments on the fortnightly curriculum. Educators were able to respond to the needs of the families and children, providing a yearlong transition to the school to ensure a sense of community and belonging is formed, while meeting the current developmental outcomes of children.

<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

### **Demonstration of Exceeding themes for Standard 1.3**

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

### **Standard 1.3 is rated**

**Meeting NQS**

### **Evidence for Standard 1.3**

#### **Element 1.3.1- Each child's learning and development was assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had a simple and effective programming format that included:
  - each child had their own portfolio that documented children's learning, developmental outcomes and artwork
  - a project book with weekly reflections
  - 'Student Observations' clipboard
  - Fortnightly program
  - Termly music planning
- The service approached the assessment of children's learning by having a focus child per week.
- The service prioritised consulting children on all programming and planning, in informal discussions, and through formal discussion in group time documenting in the project book.
- The service had a group learning floor book that contained the weekly observations of the group, reflections and fortnightly plan. The weekly reflections linked into the EYLF outcomes and were an active reflection that educators had drawn over, connecting observations, children's voice and ideas to the outcomes. Children's voice was documented over the pages each week with that they learnt and what did they want to learn more about. This directly influenced the programming for the following week.

- The fortnightly program was carefully considered and linked to children's voice, interest, developmental goals. Educators used a key to identify where things had come from; child observation, child's voice, smartboard, outdoor setting. The program planned for the following intentions:
  - developmental areas; social, emotional/self-expression and awareness, physical, sensory and cognitive (literacy & numeracy)
  - focus book
  - fortnightly programming and planning meeting
  - child protection curriculum
  - reminders – toileting, drinking water and sunscreen
  - buddy class
  - group time
  - the following week at a glance.
- Children were actively involved in documenting their learning, sticking in their drawings into their portfolio, articulating their drawings for educators to write down their story or requesting to learn more about megalodons. Educators discussed that the children's portfolios were to record the growth and development of individual children.

**Element 1.3.2- Critical reflection on children's learning and development, both as individuals and in groups, drove program planning and implementation.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Additionally, educators were observed planning how dentists, bunnings and other community organisations can be incorporated into the program for term 2.
- Educators were observed taking observations of children on the clipboard while engaging with children and supervising, furthermore, passing conversations between staff captured programming ideas and decision based on their observations.
- The educators reflected on theorists Vygotsky and Reggio as a main inspiration for their practices as they scaffolded for children, believed children learnt from each other and saw the environment as the third teacher. This was seen and documented in practice on how they plan for children's goals, for example educators planned to set up a child's interest on a table with multiple chairs to meet their developmental goals of improving their social skills.
- Weekly reflections were completed on the program, practice, routine, and service operations with the following information:
  - weekly reflection on the program and environment
  - additional feedback from supporting staff was captured
  - family home observations sheets
  - conversations, feedback and comments from families on the program, their child, or the QIP in person, via email or Xuno
  - PPC meetings
  - team meetings
  - TIC and assistant principal meetings.

**Element 1.3.3- Families were informed about the program and their child's progress.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The programming book and portfolios was displayed within the room accessible to both children and their families.
- The Home Observation Sheet on the sign in tables was an opportunity for families to contribute weekly with children's ideas and interests from home that educators could bring into the program.
- The fortnightly program was displayed in the foyer and sent out to families who requested this.
- Communication occurred with families via email, Xuno and newsletters.
- In the foyer a sign displayed 'we are at' notices that shared if the children were visiting the school, such as library and art room.
- It was discussed that last year the in a PPC meeting, families opted in for hard copy documentation opposed to online, and this was implemented, and it was observed that parents and children reach for portfolios frequently.
- Families were all made aware and are welcomed to the PPC meetings.
- In Term 1 parent teacher meetings were held where information was shared with families around children's learning and development.
- In Term 3 a student led conference occurred that was focused around children's school readiness. The student led conferences are events with all families and educators with other professionals that come to discuss children's development and readiness for school.

#### **In addition:**

Practice was embedded into service operations as educators demonstrated consistent high-quality approaches to planning and reflecting on a program that was individual to each child. During group times and through informal conversations educators worked collaboratively with children to document and reflect on their experiences and learning, using children's voice to lead the program. The shared understanding to this approach was evident in practices observed and showed a direct correlation to the philosophy, where educators '*encourage children to discuss ideas and challenge thinking through play and natural experiences*' and promote children to '*...assume responsibility for their own learning*'.

Practice was shaped by meaningful engagement as planning and reflection approaches heavily involved families' input. The service was committed to working in partnership with families to ensure high-quality outcomes. It was discussed that in a PPC meeting, families suggested to move the program into the foyer to make it more accessible, which educators actioned and have found parents either writing on it or starting conversations about it more. Furthermore, same families opted in for the program to be emailed fortnightly. The service was proactive in ensuring families contributions were never missed and adapted to meeting families and children's needs was evident.

#### **Quality Improvement Plan notes for Standard 1.3**

To support continuous quality improvement, the service is encouraged to:

- consider how the service's approach to assessment and planning is reflective of robust debate, discussion, and opportunities for input by all educators, and informed by critical reflection and past incidents?
- consider how the service's approach to assessment and planning is informed by current recognised guidance, theories and/or research evidence?
- reflect on how all educators individually and with each other reflect on alternate assessment, planning and evaluation processes, including utilising different types of assessment and assessment strategies, and make changes where opportunities for improvement are identified?

### Quality Area 1 summary

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

No

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

Yes

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

Yes

**Quality Area 1 is rated**

**Meeting NQS**

## Quality Area 2 – Children’s health and safety

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

### Demonstration of Exceeding themes for Standard 2.1

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

### Standard 2.1 is rated

Meeting NQS

### Evidence for Standard 2.1

#### Element 2.1.1- Each child’s wellbeing and comfort was provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Children demonstrated a sense of belonging and comfort in the environment by communicating their physical and emotional needs and seeking comfort, assistance and companionship from educators.
- Children’s needs for privacy during toileting and dressing were being respected and facilitated.
- Sleep and rest risk assessment and policy were sighted.
- The service had couches, pillows, and a book corner both indoors and outdoors set up for rest and relaxation.
- Educators were attuned to helping children settle in with routine rituals at drop off, waving at the window or pulling funny faces, checking in with parents and staying with children until they had engaged with play. The service also implemented a soft start where families could come do puzzles or read books before leaving, supporting children’s transition into care.
- Educators consistently took the time to sit with children and help comfort them when distressed until they were ready to re-engage in the group.
- Educators were observing the dynamics of children and provided opportunities throughout the day for movement breaks or resting activities to meet their needs.

### **Element 2.1.2- Effective illness and injury management and hygiene practices were promoted and implemented.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service displayed a 'Time Out' poster in the foyer and addressed health procedures in the Family Handbook regarding; sick children, health matters (allergies, asthma, health plans and intolerances), head lice, and contagious diseases.
- The service had signs prepared if there were cases of infectious disease to notify parents in the foyer. Additionally, information and online communication would occur in the event of contagious disease outbreak.
- The service had a partnership with the hospital where they provided clean towels through a laundry service and picked up dirty towels throughout the week. Dress ups were cleaned at the school laundry.
- Although the service did not have any current children with allergies at the time of the visit, the service had a poster in the foyer ready to fill out if there were.
- The service had a communication diary with cleaners to ensure any further hygiene practices were actioned, in addition to daily cleaning.
- In the bathrooms, hand washing procedure were displayed.
- It was discussed that children's families were encouraged to take home their hats to wash often, however the educators would wash hats when necessary.
- The service had communication plans and health care plans in place for children that had health conditions. Resources and information were displayed in the preschool office, such as 'signs and symptoms of an allergic reaction'.
- The service had implemented a 'sun safety in schools' permission form for families to sign, stating the sun safety procedure and to provide sunscreen from home. A parent was observed communicating with educators on arrival that a new sunscreen was in their child's bag.
- The service had implemented toileting support plans for children's individual needs.
- Educators engaged children in conversation about hygiene:
  - 'who has brushed their teeth today?'
  - 'how do you wash your hands?'
  - 'shoo the flies away'
- Additionally, educators consistently spoke about safety throughout the day:
  - 'let's not swing that way'
  - 'that's not safe when we climb up there'
  - 'slow down and watch out for your friends'
- All educators, including support staff, held first aid qualifications.

### **Element 2.1.3- Healthy eating and physical activity were promoted and appropriate for each child.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Healthy eating information was provided within the Family Handbook and on display in the foyer, further information was accessible in a resource display at the entrance.
- Children had access to a range of activities that supported their physical development:
  - bikes
  - playgrounds
  - sandpit with spades and buckets



– obstacle course

- Educators consistently encouraged children to drink water throughout the day.
- Educators were observed facilitating conversations at mealtimes, such as by asking, 'what is in your lunch box?' and led the discussion into how things are grown
- A Kitchen Garden Program will commence in Term 2.
- Educators encouraged children to take their time while eating and limited interruptions.

**In addition:**

Practice was embedded into service operations for educators to ensure that children's health and wellbeing was at the centre of decisions. All staff were observed to encourage children to listen to their body when needing rest or comfort, saying 'do you need a rest?' and 'are you full?'. Educators also used movement breaks indoors to help children move and dance. It was discussed by educators that it was an intentional practice to help release children's energy when they were getting heightened inside.

Practice is informed by critical reflection as educators reflected on children's health and wellbeing by looking at how they can improve practices, program and routine to support them. This was done through team meetings, child assessments, weekly reflections and with parents. Educators used an assessment of student competencies in Semester 2 along with KIDDO assessments in Term 2, 3 and 4 that assessed the fundamental movement skills of running, jumping, catching, balancing and kicking using an online platform. This then informed the fortnightly planning and the environment set up, for example obstacle courses, bikes, ball play, tweezer activities or drawing.

### **Quality Improvement Plan notes for Standard 2.1**

To support continuous quality improvement, the service is encouraged to:

- reflect on how educators build partnerships with families and the broader community to further enhance children's health, wellbeing and activity outcomes, for example through collaborative initiatives with health professionals and other support services?
- reflect on how the service can incorporate hands on learning experiences with healthy eating
- incorporate meaningful engagement with children, families and the community on supporting and promoting children's health and wellbeing

<b>Standard 2.2</b>	<b>Each child is protected.</b>	
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

### **Demonstration of Exceeding themes for Standard 2.2**

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

### **Standard 2.2 is rated**

**Meeting NQS**

### **Evidence for Standard 2.2**

#### **Element 2.2.1 - At times, reasonable precautions and adequate supervision protected children from harm and hazard.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- It was discussed that children had an expectation that they tell educators when they go to the bathroom, and while educators did not rely on this for supervision, children understood to communicate where they were going.
- Educators communicated clearly regarding supervision and where children were. It was observed that educators' alternated supervision areas naturally.
- Educators discussed that they decided to move the morning snack break to indoors for the TA to facilitate better supervision and support routine rituals while children were engaged in group time.
- Educators discussed that they intentionally filled the water trough halfway at the time to ensure safety of children and empty it when they leave the area.
- Personal sunscreen and mosquito protection was promoted from enrolment and outlined in the Family Handbook.
- Educators were meaningful in their approach to sun safety awareness, explaining to children that they had a choice to put it on, as it was raining, and they might not be back outside that day, but it was good practice.
- Children were prompted on arrival to sign in and educators monitored who signed in.
- At the entrance parents signed children in on a roll. Throughout the day educators conducted headcounts when moving environments and uploaded numbers to Student Administration and

Management System (SAMS) at mealtimes. It was discussed that the SAMS program required two head counts to be done after 9am and after lunch.

- The procedure for observing children outdoors was displayed on the veranda.
- Educators were consistently diligent about children wearing hats outdoors.

**Element 2.2.2- Plans to effectively manage incidents and were developed in consultation with relevant authorities, practised and implemented.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Excursion risk assessments and authorisations were sighted. Authorisations captured parents' permission to attend the excursion and their contact details. It was discussed that all permission forms were taken with the risk assessment on the excursion to have current contact details easily accessible. For excursions that were within the Alawa School premise the service had created an all-in-one permission form for the whole year with a risk assessment.
- The service had the appropriate procedures and plans for emergencies in place and displayed, emergency equipment that was tested and first aid kits that were sufficiently stocked.
- Completed daily yard checklists and emergency drills documents were sighted.
- Permission forms for authorising collection of children for other early childhood education and care services were sighted.
- The service conducted audits on first aid boxes and travel kits each term with a checklist to ensure the first aid kits were in date and sufficient in supplies.
- During conversations with children about swimming, educators discussed the safety around the pool and not to swim without parents present.

**Element 2.2.3- Management, educators and staff were aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- In the preschool office the following was displayed:
  - Professional reporters tool
  - 'Information to be provided when making a report'
  - Traffic lights resource
- Emergency numbers were displayed at the service near the phones.
- All educators were able to articulate process around child protection.
- The service had access to information and resource on child protection. The service implemented the Keeping Safe Curriculum in collaboration with the whole school.

**In addition:**

Practice is embedded in service practice as all educators are aware and trained in their responsibilities to protect children. Embedded practices ensure children are accounted for at multiple times per day, active supervision is conducted by all staff and educators ensure the privacy and dignity of children is protected. All educators share an understanding of this high-quality practices and of the service approach of 'creating an environment where everybody feels safe, accepted and know they belong'.

Practice was informed by critical reflection as educators reviewed on how they could actively and effectively supervise all children with two educators in a large outdoor space while supporting toileting practices. Educators hypothesised, tested and evaluated different approaches to doing this, for example, positioning one educator on the upper level monitoring the veranda and the bathroom area, while another monitored the lower level. Critical reflections aided these situations as educators intentionally put resources and experiences in visible areas. It was observed that educators actively monitored all children while engaging with them and communicating on children's play, behaviour and location with each other.

## Quality Improvement Plan notes for Standard 2.2

To support continuous quality improvement, the service is encouraged to:

- reflect on how all educators adopt and embed trauma-informed practice to enhance the safety and wellbeing of children who have experienced adversity?
- review in what ways does the observed and discussed approach to supporting and promoting children's safety consistently align with the design and delivery of the educational program and service philosophy and demonstrate a strong commitment to the priorities, vision, principles and practices of the approved learning framework?
- continue to reflect and review supervision practices outdoors

The following resources may be useful in supporting continuous improvement:

- ACECQA Information Sheet: Active Supervision: Ensuring safety and promoting learning  
<https://www.acecqa.gov.au/sites/default/files/2024-11/V7%20QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf>

## Quality Area 2 summary

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

No

## Quality Area 2 is rated

Meeting NQS

## Quality Area 3 – Physical environment

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

### Demonstration of Exceeding themes for Standard 3.1

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

### Standard 3.1 is rated

Meeting NQS

### Evidence for Standard 3.1

#### Element 3.1.1- Outdoor and indoor spaces, buildings, fixtures and fittings were suitable for their purpose, including supporting the access of every child.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service consisted of a foyer, large classroom with big windows giving natural lighting, a kitchen space, bathroom, and large veranda.
- The outdoor space was characterised by a leafy yard with natural grass and an abundance of trees providing shade. There were three playgrounds, sand pits, a bike track, and an open grass area
- The service had an appropriate-sized room with furniture equipped for children.
- The physical environment was safe and allowed for children to engage in solitary play or for children to play together.
- The service had identified some blind spots around the garden area and with the large layout of the outdoor space, however observations of educator's active supervision in practice demonstrated a high level of awareness of the blind spots and their ability to attune to children's behaviours.

#### Element 3.1.2- Premises, furniture and equipment were safe, clean and well maintained.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- It was observed that educators regularly cleaned and tidied between activities and before mealtimes.

- The service was cleaned daily by a cleaner and further cleaning was communicated with the cleaner in the Cleaner Communication Diary.
- Maintenance was requested through the school and environment safety checks were done daily at the service.
- It was discussed that the service repaired resources where possible to ensure they were safe and well maintained, including:
  - Fixing a doll house
  - weighted toys were sewn
  - bike handles and wheels were repaired
  - stairs of the playground were being repaired due to the rust.

### **Quality Improvement Plan notes for Standard 3.1**

To support continuous quality improvement, the service is encouraged to:

- reflect on how all educators regularly reflect on strengthening the service's engagement in environmental sustainability, and work together to implement agreed changes across the service
- how do educators support families to develop understanding and engage in environmentally responsible and sustainable practices?

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

### Demonstration of Exceeding themes for Standard 3.2

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

### Standard 3.2 is rated

Meeting NQS

### Evidence for Standard 3.2

#### Element 3.2.1- Outdoor and indoor spaces were organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service was reflective regarding the set-up of their spaces. For example:
  - it was discussed that the number of chairs provided at tables was intentional. Educators reflected around child's interest and goals to inform the environment set-up.
  - it was discussed that at the beginning of term, the playdough was popular, and they had two tables for children to engage with it. As the interest reduced the educators set up one table, to provide room for other interests.
  - it was discussed that there will be a maximum of four chairs per activity to avoid overcrowding. Educators were observed responding to a child that said 'there is no more room for me' by redirecting them to pick another activity in the meantime.
- There was a group time mat in front of the smart board, a white board and resources for group discussion and intentional teaching.
- Educators displayed words, letters and numbers throughout the room to prompt children. Additionally, photos, zones of regulation, songs and artwork at children's height were all intentional for children's participation.
- Educators discussed that if an experience could be extended straight away, they would do it. This was further observed at the visit. For example:
  - educators asking, 'did you need textas or pencils?'

- educators asking, 'would you like animals on the drawing table or would you prefer pictures of them?'
- It was discussed that activities such as campfires were set up in response to children starting to camp on the weekends.
- educators asking, 'would you like more water in the trough?'
- various children attended the doctors and educators set up a doctor's office as role play

**Element 3.2.2- Resources, materials and equipment allowed for multiple uses, were sufficient in number, and enabled every child to engage in play-based learning.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The environment was set up in a way that supported children's transitions into the space and educators were observed to sit and engage with children, moving around to meet all children's needs.
- Educators had spread out the resources and environments to support the participation of all children. It was observed that children engaged in long periods of uninterrupted play and it was evident the environment was purposeful in meeting the needs and interests of children.
- The indoor space had a wide variety of open-ended resources that included:
  - wooden blocks
  - small world – ocean and jungle
  - puzzles
  - books
  - colour sorting with pompoms
  - playdough
  - dramatic play - doctor home corner, reception and florist
  - craft trolley and table for children's free access
  - painting – water colours and
  - drawing
  - scales
  - books
  - rest and relaxation area
- the outdoor space had a wide variety of open-ended resources that included:
  - drawing
  - threading blocks
  - puzzles
  - duplo
  - painting
  - rest and relaxation area
  - bikes
  - obstacle course
  - mud kitchen
  - dinosaur world
- Educators were observed to enhance child-initiated experiences by providing additional resources and where invited participate in their play or conversations.



### **Element 3.2.3- The service cared for the environment and supports children to become environmentally responsible.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- It was discussed that when children commenced going to the farm in Term 2, they would take scraps from mealtimes along for the compost, additionally engage in caring for the animals and grow vegetables in the garden.
- The service linked with the school to implement recycling practices with the children using the buddy system with the older students to teach them.
- Educators discussed with children how much water had been used when re-filling the water trough and that they must conserve water where possible.
- Educators requested families bring recycling in for children's craft activities. This was observed and sighted in the Family Handbook.
- Educators discussed with children when drawing to use both sides of the paper, looked at what a little scribble was and practiced using all coloured paper scraps in craft.
- Children were taught from preschool and throughout the school to take care of Alle the frill neck lizard and how to keep her safe.

#### **In addition:**

Practice was embedded in service operations as all educators were intentional with the environments set ups ensuring they were inclusive, promoted competence and supported exploration and play-based learning. Educators ensured all developmental areas were being met throughout the room with the inside investigations, fine and gross motor, sensory, construction, literacy, and numeracy in alignment with the fortnightly program. A shared understanding was achieved within the team as they discussed the inclusivity of the environment and how it supported hands-on learning in team meetings, weekly reflections and in informal conversation, while linking to the philosophy of 'children learn from their surround environment and nature'. The environment was informed by the home observation sheet and children's voice that were collected weekly. Decisions were made throughout mealtimes, rest times and transition to ensure children are put at their best advantage.

### **Quality Improvement Plan notes for Standard 3.2**

The following resources may be useful in supporting continuous improvement:

- NSW Department of Education – Sustainability resources  
<https://education.nsw.gov.au/teaching-and-learning/curriculum/sustainability>
- Cool Australia – Sustainability Audit  
<https://www.coolaustralia.org/activity/sustainability-audit-early-learning/>

### **Quality Area 3 summary**

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

No

### **Quality Area 3 is rated**

**Meeting NQS**

## Quality Area 4 – Staffing arrangements

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

### Demonstration of Exceeding themes for Standard 4.1

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

### Standard 4.1 is rated

Meeting NQS

### Evidence for Standard 4.1

#### The organisation of educators across the service supported children's learning and development.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had a consistent team of educators to ensure continuity for children and to support reflective practice. The TIC and TA were consistent over the three days the service operated. The lunch cover staff were early childhood qualified and were the same each day. It was discussed that an intentional decision was made that the breaks would be covered one at a time so there was always a main educator present and that the staff covering were early childhood qualified, ensuring the qualifications were consistent as well.
- The service provided educators with non-contact time on Wednesday afternoons, where both the TIC and educators meet, reflect, program and planned together.
- Educators were observed to greet every family as they arrived, making themselves available for conversations with families as needed.
- Educators had a natural flow to the routine, supervision, implementing the program and supporting children's needs.
- The service had a display at the entrance with all staff, their hours and their roles at the preschool.
- The continuation of educators led to strong relationships with children and families, and provided the opportunity to provide consistent and ongoing feedback to informed curriculum decisions, routine improvements and environment set ups.

#### Every effort was made for children to experience continuity of educators at the service.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service implemented a range of incentives and strategies to retain staff, such as:
  - listening and advocating for staff needs and making changes to support them. For example, an educator was supported with their need to reduce hours to support their study or increase admin time. It was discussed with management that they 'wish to make the staff feel valued because they are', by actioning their ideas and supporting with their personal needs.
  - The service acknowledged staff and celebrated staff with newsletters, Facebook posts, birthday songs at Muster, gifts on their birthday, recognising duration of service at the school, and projects implemented.
- Merit awards were given at school assemblies to children, parents and teachers to showcase their achievements and contributions. The school had an incentive for the staff with the merit awards:
  - 10 merit awards > 10 honour awards > Principal for the day.
  - Educators discussed that they valued the high standards the school had and that they pushed for better. Additionally, the following was listed from educators regarding incentives to be employed at the service:
    - the farm children had access to with kitchen garden program and animals
    - great relationships with the staff and families
    - the preschool involvement within the school
    - sense of community the preschool and school have created
    - Alawa pride and the song that represents an elite school
    - zero tolerance for bullying
    - great location
    - support from the principal with personal needs and flexible arrangements for family
    - management sees the potential in staff and work with them to build their skillset
    - mornings teas and Friday hangouts amongst staff.

#### **In addition:**

Practices were embedded in service practice as the service ensured a consistent approach to staffing that enhanced children's learning. All educators were able to articulate the why behind having consistent support staff and it was evident in discussions that the practice was in line with the philosophy of *'encouraging and supporting children through building relationships with everyone within the preschool'*.

Practices was informed by critical reflection as the service was constantly looking at ways to improve and enhance children's learning with the staffing arrangements. The EL discussed how the service hypothesised, tested and evaluated different approaches to doing things in relation to programming time as it was previously identified that there was limited time to have collaborative discussions. This was reflected with service management, which resulted in decisions about increased non-contact time for preschool staff to have together. Additionally, it was evident that all staff, relevant to their roles and responsibilities, understood changes behind practice. Consistent support staff contributed to the reflections on practice, environment and routine to improve the quality of care relevant to their roles and responsibilities and support staff gave feedback on mealtime conversations, set up environments based on children's interests and contributed to progress notes of children's developmental goals.

## Quality Improvement Plan notes for Standard 4.1

To support continuous quality improvement, the service is encouraged to:

- reflect on how the organisation and continuity of educators reflect the unique geographical, cultural and community context of the service?
- consider how are opportunities for collaboration with family and community partners built into the service's approach to organisation and continuity of educators?
- reflect how the continuity of educators' welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child's learning, development and wellbeing at the service?

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards guide practice, interactions and relationships.	Met

## Demonstration of Exceeding themes for Standard 4.2

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

Standard 4.2 is rated	Meeting NQS
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## Evidence for Standard 4.2

**Management, educators and staff worked with mutual respect and collaboratively, and challenged and learnt from each other, recognising each other's strengths and skills.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had created a culture of giving feedback. For example:
  - an educator studying their teaching degree was provided feedback from the TIC
  - support staff covering lunches often provided feedback on the children or environment with fresh eyes
  - the assistant principal provided feedback on the operations, environments, program and more through weekly meetings and when covering lunch breaks
  - families were welcomed to give feedback and share about their child.

- The EL worked with the TA and reflected on the gaps in practice that could be enhanced and explored further professional development ideas with management.
- Educator's strengths, interests and areas of expertise were used in a way the service called Peer Observations and Mentoring. It was an opportunity for the staff to two-way learn through observation and mentoring with other teachers. This involved:
  - an early years senior teacher at the school specialised in Cathy Walker Learning approach and play-based investigations and worked with the preschool staff to upskill them.
  - The wealth of knowledge that was at the school included meaningful maths, cognitive impact coach, wellbeing behaviour training, Reggio Emilia. This was shared with the preschool staff.
  - There was flow-on mentoring, as the assistant principal mentored the TIC and the TIC mentored the TA.
- The educators were connected to the early years network and the early years advisors.
- The service had actively connected with other local preschools to network and visit; such as Driver Preschool.
- The preschool staff meeting minutes were sighted and included various topics from programming, additional needs of children and routine adjustments to QIP, environment changes and PPC meeting notes.

### **Professional standards guided practice, interactions and relationships.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had engaged in a wide variety of professional development to support the standards of practice and enhance children's learning.
- Educators discussed that they referred to the EYLF, NQS, Regulations, Laws, Code of Ethics, philosophy, policy, and handbooks so often that they knew them well. They were also referenced throughout the QIP and displayed in the foyer.
- The Alawa Primary School Staff Handbook was sighted and included information on the following:
  - general information for all staff
  - the Zones of Regulations
  - communication with parents
  - duty of care
  - excursions
  - electronic rolls
  - Alawa Farm and Kitchen Garden Program
  - fire drills
  - first aid
  - maintenance officer duties
  - newsletters
  - probation and performance development
  - professional development
  - school council
  - wet weather procedure
  - staff entitlements and conditions

- code of conduct
- work, health and safety information.
- Staff meetings were held fortnightly and often involved reviewing quality areas in detail and writing over the QIP goals.
- The service reviewed documents with active reflections, for example drawing over the philosophy and seeing if it currently aligned and read to the vision, referring to it in staff meetings and PPC meetings.
- The meeting minutes for the TIC and assistance principal covered transitioning, preschool priorities, PPC, additional needs children, leading teaching and learning, QIP, Policy Review schedule, data/assessment, education adjustment plans (EAP), developing self and others, reporting, coaching, and engaging with the community.
- The service had a comprehensive induction that was sighted.

### Quality Improvement Plan notes for Standard 4.2

To support continuous quality improvement, the service is encouraged to:

- reflect on how all members of the service team consistently demonstrating collaborative leadership and teamwork, identifying and challenging bias, and supporting, affirming and learning from each other?
- how does the service critically reflect together to identify and question assumptions and unacknowledged biases about children's learning and expectations for learning, to inform professional practice?
- how does the approach to professional collaboration and standards reflect the unique geographical, cultural and community context of the service?
- reflect on how the approach to professional collaboration and standards welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?

### Quality Area 4 summary

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

No

### Quality Area 4 is rated

### Meeting NQS

## Quality Area 5 – Relationships with children

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

### Demonstration of Exceeding themes for Standard 5.1

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

### Standard 5.1 is rated

Meeting NQS

### Evidence for Standard 5.1

#### Responsive and meaningful interactions built trusting relationships which engaged and supported each child to feel secure, confident and included.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- It was observed that when educators interacted with children, they referenced their knowledge of children, encouraged them, included others in conversations and asked open ended questions, such as:
  - a child asked an educator 'is Alle a girl or a boy?', and the educator responded with, 'what do you want it to be?'
  - an educator asked, 'how do you get to school?'
  - a child engaged in discussion with an educator about planting Daisies after her name
  - an educator asked children, 'who was talking about the blue tongue lizard? What book had the blue tongue lizard?'
  - an educator asked, 'what are you drawing? Your house?' and the educators listed off their family members.
  - an educator commented, 'that's so cool, are you proud?'
  - an educator asked, 'how is your baby sister? Is that why you are tired? You were grumpy yesterday'
  - an educator said, 'hi XXXX, XXXX is over here and he's been waiting for you all morning!'

- a child was talking to an educator about their family and an educator retrieved their family photo for them to reference it.
  - An educator said, 'I know a blue dog, his name is Bluey. He looks like his dad; you look like your dad too'
- An educator was observed to attune to a child that had just been dropped off and was walking around the room. They asked the child, 'would you like to be a patient in our hospital?' and facilitated a social interaction of including the child in play with peers.
- Educators acknowledged every child as they arrived for the day.
- Thank you and please was used in every sentence by educators, with a soft tone.
- Educators had created a relaxed and calm atmosphere with their interactions and intentional environments that engaged every child.
- Educators were encouraging towards children and shared enthusiasm for them, saying:
  - 'I can't wait to see what you draw'
  - 'thank you for joining us'
  - 'you put a lot of work into that! Well done'
  - 'I'm really proud of you all for all your ideas you want for next term'
  - 'what is your favourite part of the day?'

### **The dignity and rights of every child were maintained.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Educators ensured that children's dignity was maintained at all times. For example:
  - it was discussed that all accidents were changed in private and educators shut the door or covered the area with a towel
  - educators encouraged children to use the cubicle when changing and letting them choose between a cubicle with or without a door
  - children always had a choice in everything from activities to the support they needed
  - educators encouraged children to listen to their bodies – when eating, when children needed to a relaxation break, and more
  - educators use communication cards to discreetly remind children about toileting
  - educators reminded other children, 'you don't need to be here while they're getting changed'
- Educators role modelled language for children to use in the program:
  - 'please don't touch your friend'
  - 'if we don't like someone touching us, what do we say? Let's practice our no'
  - 'if they didn't stop what should you do? That is a very good idea, tell the teacher'
- Within the program there was Child Protection Curriculum, where educators covered a range of topics including personal space, parts of the body, what to do if someone was touching your body, and using the word 'stop'.
- Children were given a choice if they wanted to join group time, play a game, pass on their turns or have a go without assistance.
- Educators encouraged children to have soft hands, feet and voices to protect the rights of all children.
- Educators consistently encouraged children to listen to their bodies in regard to: eating, feeling unwell, toileting, thirst and need for rest.



**In addition:**

Practice was embedded in service operations as all educators seen children as 'unique individuals' and had demonstrated their value of understanding and knowing each child. All educators demonstrated high-quality practices that were in line with the philosophy, in that they *'encourage and support children by being their positive role model at all times in how we behave and interact with children and the environment'*. The service has a shared understanding of the expectations around interactions with children and an embedded approach to ensuring children's voices are heard.

Practice was shaped by meaningful engagement with families as educators prioritised connecting with families to continue to grow their knowledge of each individual child. Educators engaged families in a wide range of events to build partnerships and actively seek family feedback to work collectively to a common goal, for example picnic nights, book parades, family events. The close relationships developed with families made families more comfortable to disclose concerns or share children's behaviours and educators used their relationships with children to support children holistic development. Additionally, the feedback gathered for the program on children's interest and ideas that is implemented creates a sense of belonging, trust and value for the children as their voices are heard.

**Quality Improvement Plan notes for Standard 5.1**

To support continuous quality improvement, the service is encouraged to:

- consider how practice is informed through educators critically reflecting on their interactions with children and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world
- reflect on how all educators demonstrating self-awareness and purposeful in the consideration of the theoretical perspectives and understandings that inform their pedagogy and the practice across the service?
- consider how as a team you identify and challenge stereotypes, biases and inequities in promoting and maintaining a culture of inclusiveness and sense of belonging and connectedness for each child?
- reflect on how the team engages in robust debates and discuss in which personal, professional and organisation values that influence relationships between educators and children are identified and discussed?

The following resources may be useful in supporting continuous improvement:

- No limitations: Breaking down gender stereotypes in the early years. A resource guide for early years educators.  
[https://whe.org.au/wp-content/uploads/2017/11/No-limitations-guide\\_FINAL.pdf](https://whe.org.au/wp-content/uploads/2017/11/No-limitations-guide_FINAL.pdf)

<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

### **Demonstration of Exceeding themes for Standard 5.2**

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

### **Standard 5.2 is rated**

**Meeting NQS**

### **Evidence for Standard 5.2**

#### **Children were supported to collaborate, learn from and help each other.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- An educator discussed that a child liked to teach his peers to eat green ants. The child would often be surrounded by peers leading them to find them and eat them properly, 'want me to show you where the green ants are'.
- Educators consistently took a curious approach and asked questions to understand children's thinking. They facilitated conversations that led to supporting children to build relationships with peers.
- Children had close friendships with each other, as they wondered around the yard or sat talking about their family, weekends or ideas for games.
- Educators facilitated group games where children had to share, listen and wait for each other.
- Educators supported children to understand friendship dynamics and work through emotions when things didn't go the way they wanted to with their friendships.
- Educators often shared with children about their peers and drew on their knowledge of children to help make connections between them. For example, an educator responded to a child with 'did you know XXXX played with her shadow yesterday', and the child responded, 'I just waved at my shadow'. The educator asked, 'does it wave back?', and the child said, 'yeah'
- It was discussed that the following opportunities were provided to children to take on leadership roles, through the provision of:
  - line leaders on excursions
  - star helpers
  - getting a child to select a book to read
  - group game helpers

- engaging with the smart board for interactive group games
- supporting their peers.

**Each child was supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- Educators approach to altercations with their peers was to separate them, calm them down, speak to them then bring them back together to model checking on each other.
- It was discussed that in Term 1 children were exposed to different feelings and learnt to identifying their emotions as a foundation for learning the Zones of Regulations in Term 2.
- Educator's lanyards displayed the zones on them for easy reference for children.
- A child was observed to announce 'I don't like thunder, it hurts my hears' then pack away his lunch and go inside to regulate.
- Educators were attuned to children's behaviour and pre-emptively made adjustments such as movement breaks to re-direct behaviour and meet children's needs.
- Children were encouraged to reflect upon their own actions to support becoming mindful and compassionate participants in the community.
- Interactive emotions posters were displayed with all children's names on it. Children were able to move their name to match their emotion; angry, worries, happy or sadness. All children's names were at happy.
- It was discussed that the 5 Ls were taught to children in preparation for group times in transition:
  1. Looking eyes
  2. hands in Laps
  3. close your Lips
  4. cross your Legs
  5. ready to Learn
- When they are redirecting behaviour, it is always at children's level in a calm and responsive tone giving positive reinforcements.

#### **In addition:**

Practice was embedded in service operations as all educators' responses to children and approach to supporting children to build and maintain relationships were consistent and in alignment with the philosophy, *'children are encourages to reflect upon their own actions, becoming mindful and compassionate participants in their community'*. All educators have a shared understanding of the school values and school approach on how to facilitate collaboration between children and how to regulate emotions.

### **Quality Improvement Plan notes for Standard 5.2**

To support continuous quality improvement, the service is encouraged to:

- reflect on how all educators demonstrate self-awareness of the theoretical perspectives and understanding that inform their pedagogy and the practice across the service
- reflect on any changes to the service's approach to supporting children to build and maintain sensitive and responsive relationships understood by all and implemented appropriately?

The following resources may be useful in supporting continuous improvement:

- AEDC Supporting children to develop social competence  
[AEDC domains supporting development-SC.pdf](#)

- AEDC – Supporting children to develop emotional maturity  
[AEDC domains supporting development-EM.pdf](#)

### Quality Area 5 summary

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

No

**Quality Area 5 is rated**

**Meeting NQS**

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

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

### Demonstration of Exceeding themes for Standard 6.1

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

### Standard 6.1 is rated

Meeting NQS

### Evidence for Standard 6.1

#### Families were supported from enrolment to be involved in the service and contribute to service decisions.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The enrolment process involved a lot of collaboration with families, in that, educators encouraged families to provide them with lots of information about their child from the beginning and throughout attendance.
- An interview was held with the assistant principal to support the enrolment process and getting to know the children and families. Enrolment documents were supplied at this stage and families were supported to fill these in.
- A tour was conducted with families around the preschool and school including the kitchen garden and farm.
- The service encouraged families and children to attend to preschool session so the preschool teacher could meet the child and show them the environment.
- A Preschool Open Day occurred late in the year to support families and children learning about the service and start a transition in.
- From semester 2, there was a playgroup on Fridays to support engagement, build community and foster a sense of belonging.

- Some children needed extra support during their enrolment and the service offered Soft Starts which involved families having the option for children to have an earlier finish, flexible start time or have parents stay for longer during the session.
- The service supported children who had done half a year of preschool to redo and complete a full year before transitioning up.
- The service was committed to engaging families in contributing to operational decisions, for example:
  - questions were displayed on a whiteboard to encourage families to provide QIP responses
  - the philosophy review was sent to every parent for feedback, this led to families making changes and signing off on it. Parents added social skills and community feeling to the philosophy.
  - members of the PPC were also members on the school council board
  - A committee made up of parents for school events that contributed to how events were organised
  - the program was displayed and parents could put suggestions on it
  - parents had a say in policies changes
- The service was working with a software called Xuno to translate documents and ensure they were legible before sending them out.
- The service was closely linked with the primary school where there were many staff members that spoke another language that had supported communication at the service. Furthermore, the service had access to a translation service when it was necessary, however google translate had helped to bridge the gaps in understanding.
- Family feedback was mainly sought through verbal conversations in the morning and at the end of the day, in addition to this, educators use Xuno, the Home Observation Sheet, EAP meetings, information collected at enrolment and Student Led Conferences to obtain information from parents.
- All families were notified on enrolment of the PPC and further information could be found in the Family Handbook.
- A poster in the foyer to reminded families of what needs to be done on arrival, that was, to sign in, bag in tray, and their water bottle and lunch box on trolley.
- It was observed that educators and parents had a close relationship and were consistent in guiding behaviour and supporting children to self-regulate. For example, a child disclosed that he and his sister got into a fight, and he hurt her. Educators had discussed this previously with parents, but as the child spoke the educator just listened and asked open-ended promoting questions, 'I wonder what you could have done instead?' and 'what could we say?'.

**The expertise, culture, values and beliefs of families were respected, and families shared in decision-making about their child's learning and wellbeing.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- A PPC contributed to the service decisions; for example the method of how the service documented children's learning, the philosophy review and the display of the fortnightly program.
- Families were encouraged to share their expertise and cultures with the class, from music and insects, to experiments there had been parents that were musically talented come in to play instruments with children,
  - a parent who worked with insects explore them with children, and

- a technician, who blew things up as a job, shared their videos with children and planned on doing experiments with them.
- The service encouraged families to complete a 'learning profile', 'all about me' and 'transitioning information to ensure the educators obtained a holistic understanding of the child.
- Educators and families had a strong relationship and united front, in that, when families provided feedback regarding their concerns of children's behaviour, the educators would follow it up. It was observed that parents shared concerns with sibling dynamics and educators were able to leverage their strong relationship and connection with children to discuss it and redirect behaviour in alignment with parents' values, resulting in practice that was tailored and responsive to the needs of the children, families and the community.

**Current information was available to families about the service and relevant community services and resources to support parenting and family wellbeing.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had a display in the foyer that contained the following resources:
  - Sleep Health Foundation – Bedwetting in Children
  - Sleep Health Foundation – How much sleep do you really need?
  - Sleep Health Foundation – Facts about sleep for parents and school staff
  - Typical Development of Speech Sounds
  - Pick & Mix – healthy lunch box information
  - Poison information centre magnets
  - Raising Children Network - Language Development: 3-4 years
  - Family Handbook.
- Additionally, the service shared information about community services through:
  - the website
  - the newsletter
  - the school
  - Sharing brochures of the incursion visits; Boof the Bara story time, Sid the seagull for sun safety, vision screening and Hector the Cat road safety
  - information sessions for parents where the service distributed links and information
  - the Special education teacher from the school followed up with parents with additional resources.
- The service used emails, Xuno and newsletters to mainly communicate events and information about the program to families. The weekly newsletters was in collaboration with the school and incorporated noticeboard announcements, Alawa news, weekly house points, weekly attendance stats, honour awards and community notices.
- It was discussed in a PPC meeting it was suggested by parents to put the program out in the foyer to have access to the information that was more convenient for them. Educators discussed that having space to add to it had shown families contributed to children's learning and the program outcomes more and could see their suggestions and discussions from the weeks before being actioned into the curriculum.
- The service's handbook was provided on enrolment and copies were available in the foyer of the preschool. The handbook included information on:
  - Alawa Preschool Philosophy
  - Group organisation and Daily Rhythm
  - 'What your child needs to be to preschool everyday'

- Picking up your child from preschool
- Parent Contribution
- Change of details
- Absences
- Preschool policies and procedures
- The learning program for Alawa Preschool
- Wellbeing and Catering for individual needs
- Books – preschool have their own library
- Preschool Parent Committee and the School Council
- Communication methods
- Farm Visits and Swimming
- Moving to 'big school'
- Sick Children, Health Matters, Head Lice, Contagious Disease, Mosquito protection and sunscreen.

### **In addition:**

Practices were embedded into service operations that demonstrated respectful relationships with families that supported their parenting role. The service believed that relationships with families are pivotal in the success of children. Educators supported families with children's toileting journey including adjusting supervision practices, safe sleep practices and ensuring children's needs were met and followed up behaviour concerns ensuring that the service and families were consistent with conversations of 'we've done this, can you reinforce this'. The practice observed direct links to service philosophy of *'providing a caring and nurturing environment...that enables children to have...a true sense of belonging to their wider community'*.

## **Quality Improvement Notes for Standard 6.1**

To support continuous quality improvement, the service is encouraged to:

- Reflect how the service's approach to supporting relationships with families reflective of robust debate, discussion, and opportunities for input by all educators, and informed by critical reflection and past incidents
- How the approach is informed by current recognise guidance and/or research evidence on supporting relationships with families?
- Review how educators, co-ordinators and the educational leader intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified?
- consider how the service can further embed collaborative partnerships with the local community and those of Aboriginal and Torres Strait Islander background, with particular consideration to reflecting the local community context of the service

The following resources may be useful in supporting continuous improvement:

- Innovative governance in schools and preschools  
[innovative governance - wudinna.pdf \(education.sa.gov.au\)](https://www.wudinna.pdf(education.sa.gov.au))
- Welcoming cultural diversity  
<https://www.acecqa.gov.au/sites/default/files/2020-11/WelcomingCulturalDiversity.pdf>



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

### **Demonstration of Exceeding themes for Standard 6.2**

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

### **Standard 6.2 is rated**

**Meeting NQS**

### **Evidence for Standard 6.2**

#### **Continuity of learning and transitions for each child were supported by sharing information and clarifying responsibilities.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had embedded a full year program that focused on transitioning children into 'big school'. Throughout the year different excursions and rituals would be added to the curriculum to foster predictability, relationships and school readiness. This is outlined by:
  - Term 1: focus was on settling children and weekly visits to the art room. The aim was to ensure students were feeling comfortable in preschool and to familiarise themselves with the greater school environment.
  - Term 2: weekly visits were held to the library and farm and the school's transition class visited the service and buddies were created. Additionally, the service took turns visiting Namarluk School. The aim was to develop relationships with the teachers and students in transition and continue to familiarise the children with the greater school environment.
  - Term 3: While the library and farm visits continued, children started to visit the transition learning area with their buddies. Parent information session will be hosted with the collaboration of an OT and speech therapist on school readiness. The aim was to further develop familiarity with the learning spaces and routines of the transition class.
  - Term 4: Weekly visits to the library, farm and visit with buddies continued, children will join the school at muster (where everyone met after recess and lunch breaks), for assembly, visit other locations of the school, commence swimming lessons and join the transition class to eat lunch. Parent information session hosted by transition teachers

on routines and expectations and two open sessions were held at the preschool for perspective parents for the following year. The aim was to continue to develop familiarity with the learning spaces, routines of transition and school, to effectively transition children into the school.

- It was observed that educators made consistent efforts to check in with all families at drop off and pick up.
- In the Family Handbook, in discussion and on a posters on the wall, it was clear families were welcome to come transition children into care with a soft start.
- It was discussed that the whole preschool year was a long transition to the primary school as each term various excursions, events or talks were prepared by the service to support children and families.

### **Effective partnerships supported children's access, inclusion and participation in the program.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The EL discussed a child who had additional needs and the service response to roster on an additional support educator for some time before receiving funding to support the child.
- It was discussed that children with higher needs were supported at the service through collaboration between families and educators. For example, children with additional needs at the service had been climbing and throwing equipment and after critically reflecting with the families, strategies were put into place including seeking funding to hire another employee, putting furniture against the wall to reduce risk of it falling, and adjusting fine motor activities to be placed where there was greater supervision to not limit others from playing.
- It was discussed that a parent said, 'I feel like the school has wrapped their arms around the whole family' with all the initiatives.
- The service had a partnership with La Trobe Occupational and Speech Therapist students in the final stages of their study. With supervision of Early Start Australia, six students attend the service and support children with additional needs with gross motor, fine motor and social development from term 2.
- The service had Individual Learning Plans that included background information, strength, concerns, consultation with parents, intervention, goals, and notes and outcomes from Student Led Conference. The service actively worked with families on children's referrals.
- The preschool service and Nemarluk Preschool take turns visiting each other to engage in a variety of outdoor learning experiences.
- Educators made adjustments for children during group time to ensure their needs were met. It was observed that an educator provided a child with autism spectrum disorder (ASD) sensory toys during group time to engage with when noticing they were fidgeting.
- The service had student wellbeing, inclusion and program service (SWIPS), the Occupational Therapists (OT) and a speech pathologist come to the preschool to support children and families
- It was discussed that through consultation with parents it was determined that a family believed their child might have attention deficit hyperactivity disorder (ADHD) and additionally to that needed to learn fine motor skills. Drawing on the child's interest of lizards drawing was offered in the service. The child begun requesting drawing at home and families reflected that the child had never been interested in drawing before and that they were appreciative to see he no longer only interested in the 'crash, tackle, kill' games. Educators observed that the child had been taking little breaks during outdoor play to draw and regulate himself.

### **The service built relationships and engaged with its community.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had multiple events that promoted a sense of community and belonging, such as through:
  - picnic nights
  - preschool class party where families were encouraged to bring a plate
  - preschool graduation evening
  - swimming lessons
  - whole school performances
  - Mother's Day morning tea
  - Father's Day breakfast
  - ALLE-Olympics ceremony an event with food stalls, activities, fundraisers, and performance.
- The service facilitated community incursions with the following:
  - Fire truck came to preschool
  - Hector the Cat
  - Dance teacher – singing, acrobatics, dance taught in alignment to the curriculum
  - Gardens for Wildlife – bird watching, binoculars and birds that are native and plants.
- The service has a close partnership with the school, where they made adjustments with school initiatives to include the preschool. For example:
  - school points were awarded for wearing house team shirts
  - Buddy program occurred with children and school students
  - Preschoolers visiting the investigations area (loose parts) at the school
  - the service attended school assemblies and were welcome to join the school events on Fridays
  - Book parade
  - School Photos
  - The principal and assistant principal came to read the children stories to build rapport for when they transition up to school.
- The school had a mascot called Alle the frill neck lizard. Frill neck lizards were very common throughout the school, and it was discussed that children refer to all the lizards as Alle. In the outdoor play environment, the children would say 'where's Alle?' while looking up the trees. Children were observed waving at Alle on the way past on a bike. Additionally at group time the children engage in the school song and the educators used a frill neck lizard puppet.
- The service engaged in an acknowledgment to country, had a wide variety of Aboriginal and Torres Strait Islander books and engaged form Term 2 in the farm. At the farm there was a focus on the Gulmoerrgin Season Calendar.

### **In addition:**

Practice was embedded in service operations as there was value placed on collaborative partnerships that enhanced children's inclusion, learning and wellbeing. Educators were responsive to parents' concerns, questions and ideas, for example a parent discussed their child's curiosity about their skin colour and how it was different. Educators used this as an opportunity to explore differences, various backgrounds and celebrate culture, linking with their philosophy of '*enabling children to appreciate their own identity*' and '*encouraging a strong sense of wellbeing and respect and celebrate each child's cultural background, family, lifestyle and traditional belief*'.

Practice was shaped by meaningful engagement as it was evident that the service was an important part of the whole school. The service consistently reflected in discussions, meetings, conversations with children and with families on how they could incorporate the community, professionals, the school, or events to enhance children's inclusion, learning and wellbeing. For example, the service supported families with all children's needs and connected link in with NT Vision, hearing checks, child

development team, and therapists. Educators worked with families to follow up on all visits and progress notes documenting them in children's EAP.

### Quality Improvement Notes for Standard 6.2

To support continuous quality improvement, the service is encouraged to:

- reflect on how the approach to building collaborative partnerships with the community display a strong commitment to the vision, principles and practices of the approved learning framework/s, and align with the educational program and with resources that support community engagement and inclusion?
- reflect how the service critically reflects, and documents changes informed by this in regards to the collaborative partnerships that enhance children's inclusion, learning and wellbeing.
- reflect on how genuine and ongoing engagement with community groups, including Aboriginal and Torres Strait Islander communities, is reflected on and how this informs the design and delivery of the educational program, supports each child's learning, development and wellbeing, and enables full participation in the program for every child?

The following resources may be useful in supporting continuous improvement:

- ACECQA Quest for Quality – Inclusion  
[https://www.acecqa.gov.au/sites/default/files/2018-03/TheQuestforQuality\\_Inclusion.pdf](https://www.acecqa.gov.au/sites/default/files/2018-03/TheQuestforQuality_Inclusion.pdf)
- CSRIO – Indigenous seasons calendars  
<https://www.csiro.au/en/research/indigenous-science/Indigenous-knowledge/Calendars>
- Always Be You eBook - Learning on Country – What do ya know?  
<https://beyou.edu.au/resources/always-be-you>

### Quality Area 6 summary

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

No

**Quality Area 6 is rated**

**Meeting NQS**

## Quality Area 7 – Governance and leadership

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

### Demonstration of Exceeding themes for Standard 7.1

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

### Standard 7.1 is rated

Meeting NQS

### Evidence for Standard 7.1

#### A statement of philosophy guided all aspects of the service's operations

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The philosophy was understood by all members of the service. The philosophy was sent to the families asking for feedback and in the PPC The revision of the philosophy was done. The philosophy was displayed in the service and was presented at School Council.
- In PPC meeting minutes, the feedback from families on the philosophy was to add social skills that children were building while at preschool and families becoming a part of the preschool community.
- The educators' practices and interactions with children aligned with the philosophy.

#### At times, systems were in place to manage risk and enable the effective management and operation of a quality service.

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- It was discussed that the outdoor checklist was reviewed and updated as needed with additional tasks.
- Educators reflected on a recent incident and created risk assessments for bikes demonstrating the services prompt response to effective management of spontaneous risks.

- DET Policy on recording and reporting student injuries guidelines and procedure was displayed in the preschool office to support educators role.
- The service had procedures displayed on walls where relevant which included supervision outdoors, first aid, incident and illness to support educators and support staff access to policies and procedures during the day.
- Reception followed up if headcounts are not done and if there are any absences as part of the procedure for accounting for all children.
- The service implemented an odd and even cycle of reviewing and updating records in meetings. The following were listed on the cycle; policy, procedure, handbooks, risk assessment, QIP review, forms, and checklists. These were reviewed in collaboration with families, school council, TIC, educators and management.

**Roles and responsibilities were clearly defined, and understood, and supported effective decision making and operation of the service.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had a comprehensive induction process for educators, there was a folder that the TIC was utilising with all procedures, programs and school initiatives to reference. All documents within the folder were seen in practice by all educators.
- The school pride is as much in the preschool practice and community and performances for the educators reflected this. It was discussed that the preschool had a good reputation because of the community feel and the partnerships that have been built to foster a positive organisational culture and professional learning community.
- From recruitment roles were clearly defined, and the expectations were communicated.
- The EL ensured that the National Quality Framework (NQF) was understood at fortnightly team meetings with educators. Items that were discussed in meetings included:
  - highlights from meetings between the EL and the Assistant Principal
  - cycle of review - policies and procedures
  - feedback on changes
  - QIP notes
  - Programming linking the EYLF
  - Updates to the laws and regulations
  - Practices in alignment with Rights of a Child and Code of Ethics.
- It was discussed that the service recruited via the following methods:
  - Families and teacher's word of mouth
  - Teacher in the Territory platform
  - Seek
  - Reputation in Darwin
  - Teachers of Darwin Facebook group
  - Alawa Primary School Facebook page and website.
- The comprehensive Alawa Primary School Teacher in Charge Preschool Handbook was sighted, and from observation it was evident that this was used and embedded to ensure operations and of a quality service. Some topics consisted of:
  - Preschool staffing documentation
  - Policies and procedures
  - Regulatory requirements for the preschool

- Programming guidelines – programming, portfolios, assessments numeracy, literacy, fine motor, gross motor, and wellbeing.
- Behaviour management
- Child safe practices
- QIP
- Preschool communication and events
- Parent involvements
- Preschool meetings
- Transitioning
- The 2025 induction sessions for new staff was sighted that included dates, task and topics to cover over term 1.

### Quality Improvement Notes for Standard 7.1

To support continuous quality improvement, the service is encouraged to:

- reflect on how do well established governance arrangements and administrative systems consistently support the operation of a high-quality service and drive continuous quality improvement?
- discuss how educators, co-ordinators and those with management responsibilities discuss and demonstrate how their daily practice is underpinned by the service's statement of philosophy and how they are involved in reviewing the statement regularly?
- review how the service supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and is this feedback respectfully considered? how is this documented?
- how are governance and administrative arrangements contributing to a culture of inclusiveness and a sense of belonging at the service and how do they suit the unique context of the service?

The following resources may be useful in supporting continuous improvement:

- does your service vision lead the way?  
<https://www.acecqa.gov.au/latest-news/blog/does-your-service-vision-lead-way>

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

### **Demonstration of Exceeding themes for Standard 7.2**

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

### **Standard 7.2 is rated**

**Meeting NQS**

### **Evidence for Standard 7.2**

#### **There was an effective self-assessment and quality improvement process in place.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service had an active QIP that reflected the current service goals, philosophy and strengths.
- It was discussed that all events had a document to complete by staff and families on 'keep, try, and change', which then informed the following events and QIP goals.
- Educators posted questions on the whiteboard for parents to contribute to QIP goals and feedback.
- All meeting minutes from the service supported informing the QIP.

#### **The educational leader was supported and lead the development and implementation of the educational program and assessment and planning cycle.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The EL discussed that to embed an effective program within the service, they:
  - ensured children's voices were heard and actioned
  - conduct observations
  - changed the environment in alignment with children's voice and the EYLF outcomes
  - ensured collaborative reflections were occurring
  - Fostered strong communication within the team



- Collaborated with families.
- The EL had programming time that was dedicated to ensuring the program and practices of the service were of high quality.
- It was discussed that the programming documentation was changed to ensure the quality and effectiveness of the curriculum was met and it was convenient for families to access.
- The EL met with the assistant principal weekly and during this time had the opportunity to discuss the program with another early childhood qualified teacher and reflect on practices.

**Educators, co-ordinators and staff members' performance was regularly evaluated and individual plans were in place to support learning and development.**

This was evident in the following examples of practice observed, sighted or discussed during the assessment.

- The service conducted performance developments differently depending on if the staff had past probation or not. The TIC at the time of the visit was still on probation and meeting with the assistant principal weekly. The TA met with the assistant principal 4 times a year.
- The Performance Development templates were sighted and were laid out with 3 conversations per year.
- The service used Professional Growth Plans that followed the following headings: assess and align, engage: identify goals and behaviours, grow: acquire and apply new learning, and achieve: reflect on evidence of impact.
- Professional Performance and Development cycle was sighted that encompassed tasks to do over each term.
- The service had a growth mentality and all staff were opened to feedback as the culture set for the service encouraged continuous improvement.

## Quality Improvement Notes for Standard 7.2

To support continuous quality improvement, the service is encouraged to:

- document the critical reflection happening between educators and demonstrate the changes made to practice
- reflect on the level of cultural responsiveness and how the service can build their commitment to embedded Aboriginal and Torres Strait Islander perspectives and knowledge in all aspects of the curriculum

The following resources may be useful in supporting continuous improvement:

- ACECQA information sheet – Developing and reviewing your quality improvement plan  
<https://www.acecqa.gov.au/sites/default/files/2020-09/DevelopingandReviewingYourQualityImprovementPlan.pdf>
- ACECQA – NQS Knowledge Games  
[https://www.acecqa.gov.au/resources/supporting-materials/games?fbclid=IwAR3wmC9el9hVMBqziRiP7D6tHcEgskGcESjDTo6X3qdgTPzScksHOUv-pss&utm\\_medium=email&utm\\_campaign=NEL%20Update%20%20March%202019&utm\\_content=NEL%20Update%20%20March%202019+CID\\_09712272d1f29903eca61ba1504169ad&utm\\_source=Email%20Marketing%20Software&utm\\_term=ACECQA%20website](https://www.acecqa.gov.au/resources/supporting-materials/games?fbclid=IwAR3wmC9el9hVMBqziRiP7D6tHcEgskGcESjDTo6X3qdgTPzScksHOUv-pss&utm_medium=email&utm_campaign=NEL%20Update%20%20March%202019&utm_content=NEL%20Update%20%20March%202019+CID_09712272d1f29903eca61ba1504169ad&utm_source=Email%20Marketing%20Software&utm_term=ACECQA%20website)
- ACECQA - Guidance on Exceeding themes (2018)  
<https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-4-2018>

## Quality Area 7 summary

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

No

**Quality Area 7 is rated**

**Meeting NQS**

# Assessment and rating summary

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

## Quality improvement plan notes summary

### Quality Area 1

#### Standard 1.1

To support continuous quality improvement, the service is encouraged to:

- consider how all educators individually and with each other reflect on the evolving knowledge, skills, strengths, cultures, abilities, ideas and interests of children at the service, and how these inform planning and decision making regarding the educational program?
- reflect on if any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately?
- consider ways all educators regularly reflect on opportunities to strengthen the educational program.

#### Standard 1.3

To support continuous quality improvement, the service is encouraged to:

- reflect on how the service's approach to assessment and planning is reflective of robust debate, discussion, and opportunities for input by all educators, and informed by critical reflection and past incidents?
- consider how the service's approach to assessment and planning is informed by current recognised guidance, theories and/or research evidence?
- reflect on how all educators individually and with each other reflect on alternate assessment, planning and evaluation processes, including utilising different types of assessment and assessment strategies, and make changes where opportunities for improvement are identified?

### Quality Area 2

#### Standard 2.1

To support continuous quality improvement, the service is encouraged to:

- reflect on how educators build partnerships with families and the broader community to further enhance children's health, wellbeing and activity outcomes, for example through collaborative initiatives with health professionals and other support services?
- reflect on how the service can incorporate hands on learning experiences with healthy eating
- incorporate meaningful engagement with children, families and the community on

	supporting and promoting children's health and wellbeing
<b>Standard 2.2</b>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how all educators adopt and embed trauma-informed practice to enhance the safety and wellbeing of children who have experienced adversity?</li> <li>○ review in what ways does the observed and discussed approach to supporting and promoting children's safety consistently align with the design and delivery of the educational program and service philosophy and demonstrate a strong commitment to the priorities, vision, principles and practices of the approved learning framework?</li> <li>○ continue to reflect and review supervision practices outdoors</li> </ul> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ ACECQA Information Sheet: Active Supervision: Ensuring safety and promoting learning  <a href="https://www.acecqa.gov.au/sites/default/files/2024-11/V7%20QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf">https://www.acecqa.gov.au/sites/default/files/2024-11/V7%20QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf</a></li> </ul>
<b>Quality Area 3</b>	
<b>Standard 3.1</b>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how all educators regularly reflect on strengthening the service's engagement in environmental sustainability, and work together to implement agreed changes across the service</li> <li>○ how do educators support families to develop understanding and engage in environmentally responsible and sustainable practices?</li> </ul>
<b>Standard 3.2</b>	<p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ NSW Department of Education – Sustainability resources <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/sustainability">https://education.nsw.gov.au/teaching-and-learning/curriculum/sustainability</a></li> <li>○ Cool Australia – Sustainability Audit <a href="https://www.coolaustralia.org/activity/sustainability-audit-early-learning/">https://www.coolaustralia.org/activity/sustainability-audit-early-learning/</a></li> </ul>
<b>Quality Area 4</b>	
<b>Standard 4.1</b>	<p>To support continuous quality improvement, the service is encouraged to:</p>

	<ul style="list-style-type: none"> <li>○ reflect on how the organisation and continuity of educators reflect the unique geographical, cultural and community context of the service?</li> <li>○ consider how are opportunities for collaboration with family and community partners built into the service's approach to organisation and continuity of educators?</li> <li>○ reflect how the continuity of educators' welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child's learning, development and wellbeing at the service?</li> </ul>
<b>Standard 4.2</b>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how all members of the service team consistently demonstrating collaborative leadership and teamwork, identifying and challenging bias, and supporting, affirming and learning from each other?</li> <li>○ how does the service critically reflect together to identify and question assumptions and unacknowledged biases about children's learning and expectations for learning, to inform professional practice?</li> <li>○ how does the approach to professional collaboration and standards reflect the unique geographical, cultural and community context of the service?</li> <li>○ reflect on how the approach to professional collaboration and standards welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?</li> </ul>
<b>Quality Area 5</b>	
<b>Standard 5.1</b>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ consider how practice is informed through educators critically reflecting on their interactions with children and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world</li> <li>○ reflect on how all educators demonstrating self-awareness and purposeful in the consideration of the theoretical perspectives and understandings that inform their pedagogy and the practice across the service?</li> <li>○ consider how as a team you identify and challenge stereotypes, biases and inequities in promoting and maintaining a culture of inclusiveness and sense of belonging and connectedness for each child?</li> <li>○ reflect on how the team engages in robust debates and discuss in which personal, professional and organisation values that influence relationships</li> </ul>

	<p>between educators and children are identified and discussed?</p> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ No limitations: Breaking down gender stereotypes in the early years. A resource guide for early years educators. <a href="https://whe.org.au/wp-content/uploads/2017/11/No-limitations-guide_FINAL.pdf">https://whe.org.au/wp-content/uploads/2017/11/No-limitations-guide_FINAL.pdf</a></li> </ul>
<p><b>Standard 5.2</b></p>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how all educators demonstrate self-awareness of the theoretical perspectives and understanding that inform their pedagogy and the practice across the service</li> <li>○ reflect on any changes to the service's approach to supporting children to build and maintain sensitive and responsive relationships understood by all and implemented appropriately?</li> </ul> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ AEDC Supporting children to develop social competence <a href="#">AEDC domains supporting development-SC.pdf</a></li> <li>○ AEDC – Supporting children to develop emotional maturity <a href="#">AEDC domains supporting development-EM.pdf</a></li> </ul>
<p><b>Quality Area 6</b></p>	
<p><b>Standard 6.1</b></p>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ Reflect how the service's approach to supporting relationships with families reflective of robust debate, discussion, and opportunities for input by all educators, and informed by critical reflection and past incidents</li> <li>○ How the approach is informed by current recognise guidance and/or research evidence on supporting relationships with families?</li> <li>○ Review how educators, co-ordinators and the educational leader intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified?</li> <li>○ consider how the service can further embed collaborative partnerships with the local community and those of Aboriginal and Torres Strait Islander background, with particular consideration to reflecting the local community context of the service</li> </ul>

	<p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ Innovative governance in schools and preschools <a href="http://www.wudinna.pdf(education.sa.gov.au)"><u>innovative governance - wudinna.pdf (education.sa.gov.au)</u></a></li> <li>○ Welcoming cultural diversity <a href="https://www.acecqa.gov.au/sites/default/files/2020-11/WelcomingCulturalDiversity.pdf"><u>https://www.acecqa.gov.au/sites/default/files/2020-11/WelcomingCulturalDiversity.pdf</u></a></li> </ul>
<p><b>Standard 6.2</b></p>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how the approach to building collaborative partnerships with the community display a strong commitment to the vision, principles and practices of the approved learning framework/s, and align with the educational program and with resources that support community engagement and inclusion?</li> <li>○ reflect how the service critically reflects, and documents changes informed by this in regards to the collaborative partnerships that enhance children’s inclusion, learning and wellbeing.</li> <li>○ reflect on how genuine and ongoing engagement with community groups, including Aboriginal and Torres Strait Islander communities, is reflected on and how this informs the design and delivery of the educational program, supports each child’s learning, development and wellbeing, and enables full participation in the program for every child?</li> </ul> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ ACECQA Quest for Quality – Inclusion <a href="https://www.acecqa.gov.au/sites/default/files/2018-03/TheQuestforQuality_Inclusion.pdf"><u>https://www.acecqa.gov.au/sites/default/files/2018-03/TheQuestforQuality_Inclusion.pdf</u></a></li> <li>○ CSIRO – Indigenous seasons calendars <a href="https://www.csiro.au/en/research/indigenous-science/Indigenous-knowledge/Calendars"><u>https://www.csiro.au/en/research/indigenous-science/Indigenous-knowledge/Calendars</u></a></li> <li>○ Always Be You eBook - Learning on Country – What do ya know? <a href="https://beyou.edu.au/resources/always-be-you"><u>https://beyou.edu.au/resources/always-be-you</u></a></li> </ul>
<p><b>Quality Area 7</b></p>	
<p><b>Standard 7.1</b></p>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ reflect on how do well established governance arrangements and administrative systems consistently support the operation of a high-quality service and drive continuous quality improvement?</li> <li>○ discuss how educators, co-ordinators and those with management responsibilities discuss and demonstrate how their daily practice is underpinned by the service’s statement of philosophy and how</li> </ul>



	<p>they are involved in reviewing the statement regularly?</p> <ul style="list-style-type: none"> <li>○ review how the service supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and is this feedback respectfully considered? how is this documented?</li> <li>○ how are governance and administrative arrangements contributing to a culture of inclusiveness and a sense of belonging at the service and how do they suit the unique context of the service?</li> </ul> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ does your service vision lead the way? <a href="https://www.acecqa.gov.au/latest-news/blog/does-your-service-vision-lead-way">https://www.acecqa.gov.au/latest-news/blog/does-your-service-vision-lead-way</a></li> </ul>
<p><b>Standard 7.2</b></p>	<p>To support continuous quality improvement, the service is encouraged to:</p> <ul style="list-style-type: none"> <li>○ document the critical reflection happening between educators and demonstrate the changes made to practice</li> <li>○ reflect on the level of cultural responsiveness and how the service can built their commitment to embedded Aboriginal and Torres Strait Islander perspectives and knowledge in all aspects of the curriculum</li> </ul> <p>The following resources may be useful in supporting continuous improvement:</p> <ul style="list-style-type: none"> <li>○ ACECQA information sheet – Developing and reviewing your quality improvement plan <a href="https://www.acecqa.gov.au/sites/default/files/2020-09/DevelopingandReviewingYourQualityImprovementPlan.pdf">https://www.acecqa.gov.au/sites/default/files/2020-09/DevelopingandReviewingYourQualityImprovementPlan.pdf</a></li> <li>○ ACECQA – NQS Knowledge Games <a href="https://www.acecqa.gov.au/resources/supporting-materials/games?fbclid=IwAR3wmC9eI9hVMBqziRiP7D6tHcEgskGcESjDTo6X3qdgTPzScksHOUv-pss&amp;utm_medium=email&amp;utm_campaign=NEL%20Update%20%20March%202019&amp;utm_content=NEL%20Update%20%20March%202019+CID_09712272d1f29903eca61ba1504169ad&amp;utm_source=Email%20Marketing%20Software&amp;utm_term=ACECQA%20website">https://www.acecqa.gov.au/resources/supporting-materials/games?fbclid=IwAR3wmC9eI9hVMBqziRiP7D6tHcEgskGcESjDTo6X3qdgTPzScksHOUv-pss&amp;utm_medium=email&amp;utm_campaign=NEL%20Update%20%20March%202019&amp;utm_content=NEL%20Update%20%20March%202019+CID_09712272d1f29903eca61ba1504169ad&amp;utm_source=Email%20Marketing%20Software&amp;utm_term=ACECQA%20website</a></li> <li>○ ACECQA - Guidance on Exceeding themes (2018) <a href="https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-4-2018">https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-4-2018</a></li> </ul>