

Service Self-Assessment Form

East Lismore Community Preschool, SE-00016569

Service philosophy

Journey Statement

East Lismore Community Preschool strives to create an environment where play, thinking, and learning intertwine seamlessly, resulting in confident, curious, and compassionate lifelong learners.

Core Values

- Play
- Relationships
- Holistic Learning
- Indigenous Perspectives & Cultural Respect
- Connection to Nature

Philosophy

At East Lismore Community Preschool, we believe in fostering a rich and respectful learning environment that celebrates diversity, honours Indigenous wisdom, and nurtures the growth of every child. Our philosophy is grounded in the following principles:

We recognise play as a powerful tool for learning and development and our curriculum is anchored in this, providing time for open-ended and uninterrupted play where we foster children's curiosity, exploration, and wonder.

Relationships are at the heart of everything we do. Connections between children, educators, families, and the natural world are encouraged and celebrated.

We respect all voices and ideas, understanding that expressive language, active listening, and effective communication between children, families and educators supports an inclusive environment. We celebrate our differing abilities, beliefs and perspectives.

We strongly believe that families are the first and foremost influential teachers of children and that their stories, culture, beliefs and parenting styles are valued and respected.

We value the benefits of holistic learning, believing children's cognitive, physical, social, emotional, and creative aspects are interconnected.

Children are encouraged to take risks, learn from mistakes, and persist in their endeavours. We celebrate all milestones, support all challenges, and nurture wellbeing.

All children are viewed as competent and capable global citizens.

We honour the traditional custodians of the land on which we operate, the Widjabul Wiabul people of the Bundjalung nation. We actively seek to learn from Indigenous cultures; inspired by their ongoing strength, wisdom and deep connection to country and community.

We believe nature is a powerful teacher. Children and educators engage with natural materials, observe seasonal changes, and learn about sustainability every day.

Our philosophy celebrates play, relationships, holistic learning, respectful communication, culture, and country. We strive to create an environment where all stakeholders feel valued, supported, and empowered to reach their full potential.

Quality Area 1 - Educational program and practice

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Compliant
S.168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	Compliant
R.76	STD1.3	If requested, do you provide families with: <ul style="list-style-type: none"> information about the content of the program and service routines and how they operate in relation to their children, including children's participation? a copy of their children's assessment/evaluation documentation? 	Compliant
R.74	STD1.3	If you have children who are preschool age or younger, do you document: <ul style="list-style-type: none"> an assessment of each child's development, interests and participation in the program? an assessment of each child's progress towards the program outcomes? If you have school age children, do you document: <ul style="list-style-type: none"> how and why the education program has been developed to support all children to participate in the program. 	Compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR at each educator's residence or venue for family day care? 	Compliant

Comments

STANDARD 1.1 - The educational program enhances each child's learning and development.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>1.1.1 - Approved learning framework</p>	<p>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.</p>	<p>The EYLF and the NQS underpin all planning and documentation. All educators are engaging with the the new EYLF v2, having received training from Ruby Red Scarlet 29.04.2024. Each educator has a copy of the new version of the EYLF and the additions, changes and terminology have been discussed during team meetings and reflected through our documentation. Educators have access to professional literacy for referencing and personal development, located in the staff room.</p>	<p>Met</p>
		<p>Educator's gather evidence on children's inquiries, strengths, interests' and needs. Educators use work samples, language samples and photos as evidence of learning. These are shared at group meetings and educator's choose which of these to pursue, using the EYLF outcomes, practices and policies to underpin their decisions. Children's learning and progress is documented in their individual portfolios, individual and group observations and a working individual goal document .</p>	
		<p>The program is written collaboratively with the ECTs and the Educational Leader. Children's observations, voices and goals are the foundation of the program and align clearly with the EYLF and the NQS. The program runs over 5 weeks , allowing time for children to revisit, practice and refine their ideas. Educators are purposeful in planning and implementation experiences that extend children's thinking and allow time to participate actively in their learning</p>	
		<p>Children's learning and progress is documented in their individual portfolios, individual and group observations and a working individual goal document . Educational Leader provide written and face to face support to educators to ensure that plans align with the outcome, practices and principles in the EYLF. Parent collaboration occurs during orientation, in their all about me and then reviewed in parent meetings and mid year interviews,</p>	
		<p>Children's individual goals have been set during team meetings and information regarding these are recorded in a working document . These are shared during Parent Teacher Interviews, mid Term 2 , and new goals are set in collaboration with parents. Summative assessments are completed mid way through the year and are based on the EYLF learning outcomes and celebrating the strengths of the child and areas where support is required. These are used to support the Transition to School Statements.</p>	

Concept	Element	Evidence and Key practices	Assessment
1.1.2 - Child-Centred	1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<p>Children's knowledge, ideas, culture, abilities, strengths and interests are the foundation of our educational program and provide us with the content to record children's individual and group observations. On enrolment we collect valuable information of each child and their families including a parent questionnaire, and enrolment form. Children meet with Educators prior to starting where we open up communications with parents to share information and ask questions around our practices.</p> <p>Educators are intentional in providing experiences and resources that encourage children's interests and extend their knowledge. Educators act as a guide and support children to follow their interests and enquiries. Lots of time, space and often uninterrupted play is provided. Practices such as being responsive to children, intentional teaching and attention to the environment are evident in every day interactions. Spaces are thoughtfully set up with provocations for engagement and learning.</p> <p>During mid year enrolments parents are encouraged to join their children in three x2 hr transition visits to the Preschool where we are able to build a sense of trust and security . Families are able to experience the different transitions within the service and alleviates some anxiety they may feel before they attend full-time. This has proven to be a great support, particularly for EALD families and children with additional needs.</p> <p>Educators spend time to learn about each child in relation to home, culture, traditions and beliefs. Using Uncle Ernie's Holistic Framework, we seek information around each families cultural backgrounds to learn about their ways of knowing and being. Children's cultures and family values are reflected in our spaces with maps, photographs, artifacts and cooking experiences. Diversity is reflected in resources, discussions and experiences, so children feel valued and can learn about others.</p> <p>Educators are skilled at assessing the children's needs and understand that these needs can change regularly. Educators allow for flexibility in routines, allowing educators to be responsive to the needs of individual children and the children as a group. Room meetings are held to review and reflect on the needs of the children and strategies or changes are agreed upon as a team. Mini meeting occur weekly, to discuss individual needs of children and adjustment to strategies used.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>1.1.3 - Program learning opportunities</p>	<p>1.1.3 - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>	<p>Educators encourage children to assert their autonomy in the rooms by creating spaces and providing opportunities for them to be independent. Children are offered large blocks of time with uninterrupted play , where children can self select chosen materials and activities with support from educators when needed. Children are offered choices within the routine such as playing in nature playground, possum park or indoors, when to eat and space offered for rest or relaxation if required.</p> <p>Transitions are seen as learning experiences that support children as they develop an increasing capacity to understand, self regulate and manage their own emotions and personal needs. Educators support children to develop predictable and calm routines. The educators don't rush these routines; they allow the children as long as they need. They use visual supports and the physical environment to assist children to develop greater independence. Our high ratios allow educators to support this.</p> <p>Educators are skilled in creating learning experiences and activities that extend on children's current knowledge and interests. Both planned and spontaneous. During Planning Meetings educators share their observations on children and collaborate together, planning ways that further develop children's learning. Educators are experts at recognising the children's level of engagement and offering supports that allow for children to be in the Green ZOR for active learning.</p> <p>Educators and children follow predictable and consistent practices when transitioning to and from the outdoor play spaces and educators are observed supporting children, using visual and sensory supports, to ensure these transitions are calm and positive. Children are encouraged in follow their body's needs, such as toileting, thirst , hunger, rest, comfort and physical activity. Educators are responsive to these needs at all times but particularly during outdoor play.</p> <p>Educators are skilled at recognising the different learning styles and needs of the children. Great care is taken to ensure each child has access to different supports that enable them to engage in learning that is respectful of their individual needs. These are outlined in their IEP's. The use of the sensory room for small group or individual learning, alternative seating, sensory and visual aides are used frequently throughout each day to ensure every child has an</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
		opportunity to learn.	

STANDARD 1.2 - Educators facilitate and extend each child's learning and development.

Concept	Element	Evidence and Key practices	Assessment
<p>1.2.1 - Intentional teaching</p>	<p>1.2.1 - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p>	<p>Educators are purposeful in setting up provocations for play, creating a context for children to explore their ideas, either independently or with friends. These can be open ended resources, materials or objects. Educators show interest in the children's engagement and use open ended questions to encourage thinking and conversations. Children's responses are used in future planning and extending these interests and enquiries. Educators act as a guide and support children but allow for autonomy.</p>	<p>Met</p>
		<p>Educators are intentional in planning experiences and resources that encourage children's interests and extend their knowledge. The educators spend time individually and collaboratively planning the spaces, resources, experiences and interactions. These are documented in the program and reflect the children's individual goals and group interests. All educators are engaged in the process through 5 weekly meetings where they plan, reflect and discuss in their intentions.</p>	
		<p>Educators spend time at room meetings, parent teacher meetings and planning and pedagogy meetings where best practice and teaching strategies are discussed. Children's individual goals and group goals are discussed and plans are created collaboratively to support these goals. Educators communicate throughout the day when routines or plans may need to be altered to meet the needs of the children.</p>	
		<p>All Educators take turns writing in the daily reflection book where they reflect on children's participation, teaching strategies and suggestions for changes that will support and enhance children's learning and engagement. This helps the educators in being intentional in the everyday routines and interactions with children.</p>	
		<p>Educators allow children extended time to play with each other, encouraging them to negotiate, problem solve, and converse. Educators scaffold children in social and play situations as needed. Educators are seen listening and showing interest in children. They are seen both actively engaged and quietly observing children during play and use these times to take notes and consider future planning and experiences that are intentional in supporting children's individual and social needs.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>1.2.2 - Responsive teaching and scaffolding</p>	<p>1.2.2 - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p>	<p>Children are afforded agency and become empowered to lead the learning and find out more. Educators are heard using open ended questioning such as " I wonder....What do you think? How can we find out?" Educators are responsive to spontaneous possibilities and intentional teaching from comments, and inquiries sparked from open ended provocations .</p> <p>We are in the process of learning and incorporating more inquiry-based approaches into our planning to better support children's curiosity and engagement. This can be seen in the daily reflection book, educator's daily notes, planning cycle, and links between documentation,planning and analysis of these.</p> <p>Educators interact with children in authentic and meaningful ways during play and use these opportunities to extend language and vocabulary, or teach new skills and knowledge. Children are encouraged to share existing knowledge and skills with each other. In group learning , educators encourage children to share their ideas, and experiences and to listen to others to build their own thinking.</p> <p>Educators are responsive to children's growing interest in numeracy, language and literacy skills. Counting, spelling and letter recognition are incorporated in group times and transitions.(EG counting children in attendance, recognising names and numbers.) Opportunities in self-directed play are followed to build vocabulary, and to talk about language and phonological concepts such as rhyme, letters and sounds. Mathematical concepts are explored and print concepts such as reading left to right.</p> <p>Educators listen to the ideas of the children and use open ended questions to capture their voices when assessing risks. Educators teach children how to assess risks and make informed decisions about what is safe and appropriate for them . Children helped create their own risk assessment such as our excursion to the Lismore show and a farm animal visit.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
1.2.3 - Child directed learning	1.2.3 - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<p>Children are encouraged to make choices around their morning routine and play spaces. Educators value children's agency and voice, and are flexible around the environment and materials selected. Children are encouraged to make choices around their routines such as mealtimes (when and what they eat) sleep and rest needs (children are offered the opportunity to sleep, rest, or listen to a story) and physical gross motor activities.</p> <p>Children's voices are heard and they are encouraged to select and use materials in a multitude of ways. A wide range of materials can be accessed freely and children are encouraged to use these in ways that allow them to follow their interests and inquiries.</p> <p>Educators encourage children to feel a sense of ownership and pride in their environment. Educators can be seen supporting children to develop self help skills such as caring for and packing and unpacking their belongings, setting up activities and helping to tidy up after play and meal times.</p> <p>Educators are attuned to noticing children's needs. Educators help children to develop strategies to share or manage these. Educators support children to identify that their bodies are seeking a specific need. Educators help children to identify, label and communicate this. Educators are observed supporting children in recognising what tools or strategies they can use to meet this need. Inclusive of the sensory room, visuals, proprioceptive work, headphones and other sensory tools.</p> <p>Children are encouraged to assess their risk when embarking on play or experience that may be risky or have a negative outcome They are supported to understand the risk if they cannot recognise or assess it. Educators provide children with open-ended resources and equipment and these can be interpreted and played with in many ways!</p>	

STANDARD 1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>1.3.1 - Assessment and planning cycle</p>	<p>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.</p>	<p>This year we have undertaken a complete overhaul of the program and planning cycle and the educators now have an excellent understanding of the new process and are engaged in every part of it. The EYLF is reflected in each stage of the planning cycle. The EL has supported this change through introducing a new observation format. This has been adapted from the Educational Leaders Resource (ACECQUA), and shared with EL during mentoring sessions with Melinda Gambley (Clunes PS)</p> <p>The EYLF is used to analyse all observations and our new philosophy and values are reflected and evident in each stage of the learning cycle.</p> <p>Analysis of children learning is discussed with Ed Leader and teams during team meetings, documented in the observation template, in children's individual goals (which are written in collaboration with parents)working template and their individual portfolios. These are used to plan routines, experiences and maximise children's learning and development .</p> <p>The daily routine is planned to maximise uninterrupted play time so children can be with, and learn from their peers, and educators can have meaningful interactions and understand children well, informing their future planning for each child. Teachable moments are utilised in play to ascertain and build on children's skills and knowledge. Reflection on routines and the planning cycle occur both informally and formally. EL supports educators with critical reflection prompts to enhance learning.</p> <p>Educators are skilled observers and take notes on children's interests strengths and inquiries. These are discussed at room meetings, shared in the daily reflections, and educators use this information to set up provocations of play, reassess routines, lines of inquiry and children's development. Reflections are completed verbally with team members and EL, daily in the reflection book, during team meetings, and annually in staff appraisals.</p> <p>All teams meet twice a term (1-2 hrs) with Educational Leader, to allow all educators to share, plan and analyse their observations of the children in their room. All educators attend and are paid for this time, however if an educator is not able to be present, they are directed to read the meeting minutes and chat with their room leaders so they are informed of all shared information and to pass their observations for the program to their room leader.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
1.3.2 - Critical reflection	1.3.2 - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<p>During the learning cycle educators are continually reflecting and analysing on children's development , strengths and inquires. During planning meetings educators share these and it becomes an opportunity to consider our own biases, ideas and perspectives. Through daily communications, educators reflect in action on experiences, engagement, routines and the physical space , adjusting where needed to create safe and engaging learning environments for all.</p> <p>During times of change and after different functions/ experiences, educators are prompted by EL to write a reflection on their personal experience. EL asks specific questions that prompt deep thinking around strategies, processes, strengths, challenges and children's engagement . These reflections are discussed both individually and as a team and inform program planning, and professional development planning.</p> <p>All educators recognise the value in small group learning and how this supports children with different needs to access quality learning and individualised plans. Running parallel to the middle group times, educators are observed taking small groups of 2-3 children into the sensory room where a differentiated learning experience takes place. This is evident for some of the children with delayed language and social skills.</p> <p>All educators take part in the daily reflection book . Prompts are visible on the cover page and they are encouraged to reflect on the different teaching strategies used, how specific experiences and routines reflect our philosophy, who did and did not participate and why? Educators are encouraged to reflect on their own practice, beliefs and biases.</p> <p>Professional learning allows us to reflect on new theoretical learning perspectives. All educators attended PD with Dr Ruby Red Scarlett (29.4.24) in unpacking the new EYLF. Delving deeper into the two new principles, Aboriginal and Torres Strait Islander perspectives and Sustainability. PD to facilitate this. Murri Matters Engoori Training (4.24) Galli Maa Cultural Walk(19.7.24), Recycling centre and Botanical gardens excursion(26.8.24) Plastic Free Boy incursion(22.3.24).</p>	Met

Concept	Element	Evidence and Key practices	Assessment
1.3.3 - Information for families	1.3.3 - Families are informed about the program and their child's progress.	<p>Parent teacher interviews are conducted mid year to share children's interests , needs and strengths . Parents are encouraged to discuss these with educators and collaboratively set future goals with the ECT's. Goals are recorded in children's individual goals working document and are reflected in the program which is displayed within the preschool room. Parents are encouraged to share their experiences with educators and extensions of these are added to the program. Example, camping and cooking</p> <p>Any concerns with children's progress are addressed at team meetings, discussed with leadership and communicated to parents . Working collaboratively as a whole team, support is coordinated through Director, ECT, ED Leader, OT and Speech Therapist. Per our inhouse allied health team. Parents are supported in applying for additional supports such as Lismore Transition Programs, NDIS funding and providing evidence in the form of observations for Pediatricians and other allied health services.</p> <p>ECT's and Ed Leader work collaboratively to create IEP's and or Support Plans for children that require individualized support. These plans often link to NDIS or other Allied Health Goals and are emailed to parents and their input is included and valued.</p> <p>Each child has a portfolio which captures their participation in the program. The educators collect examples of the each child's progress against the EYLF, 5 Learning Outcomes ,along with their observations, photo evidence and summative assessments. Parents are encouraged to view their child's portfolios and for children returning to the preschool 2025, they are encouraged to check these out for a week to take the time to look over these with their families.</p> <p>ECT's and Ed Leader work collaboratively in preparing Transition To School Statements for all children transitioning to Kindergarten. Parents are consulted if there are concerns on school readiness and they are supported in making informed choices about different options. Parents are emailed these Statements. All educators prepare summative assessments of each child's progress across the EYLF learning Outcomes. These summatives are emailed to parents and feedback is encouraged.</p>	Met

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
1.3.3	Parents are not being sent children's observations, summative assessments or individual goals sheets. They are put into the children's learning journals and parents are encouraged to look at these regularly but they seldom do.	For the parents to have access to these online so that they can check in on their progress as new documentation is added.	High	We are currently exploring OWNA a software program, which will allow parents to see any documentation uploaded by the Ed and ECT's on children observations and documentation.	Parents accessing this and feedback from them.	Up and running to start 2025	2024-08-19 14:43:38.389	31st Jan 2025 we will move over to OWNA, We have a Training session booked in with all staff so we know how this will run. Support on how to upload Program and observations for parents will be shared.	Not started
1.1.3	Missing Technology Policy	Creation of a policy that reflects use of technology to extend the daily program and aligns with maintaining a child safe environment	High	Reflect on current practices around use of technology in the learning environment. look at child safe standards, child protection law, and the ECA- Statement on young children and digital	Implementation of a policy that reflects current practice around safe use of technology and aligns with maintaining a child safe environment	Term 1 2025	2025-01-30 12:07:17.162		Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
				technology. Create a policy and ensure all staff are aware of this policy.					
1.1.1	Consistent documentation across al group. Engaging with a new platform OWNA.	Increased secured documentation, in a centralised way.		OWNA has function we did not previously have such as meeting minute record, room meting records, programming and incident reports.	All staff documenting in the same way on the same platform.	Mid year 2025	2025-02-19 10:48:30.056	31 Jan 2025 OWNA onboardin g. 18.2.2025 function and accessibil ity to more staff trialed.	In progress
1.1.2	Orientation process adapted to increase connection and sense of safety for children. Policy change that children who do not start at the beginning of the year, must be support for no less than 3 session with a primary care giver.	Greater sense of security, increased self identity and connection to peers and place.	High	Change enrolment process and handbook.	Children appear more settled and can sustain play for longer periods after now having supported sessions with care givers. More opportunities to have meaningful conversation about their children. Reduction in	term 4 2024	2025-02-19 10:55:09.664		Complete d

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
					emotional dysregulation and need for shorter days or early collection.				

Quality Area 2 - Children's health and safety

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.77	STD2.1	Is food stored, handled and served safely?	Not Applicable
R.90-91, R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Compliant
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Compliant
R.80	STD2.1	Do you display an accurate menu if you provide food at your service?	Compliant
R.84A-B, R.168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest? Have you ensured that all educators and families are aware of the sleep and rest policy and procedures and always follow them?	Compliant

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.92-96, R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Compliant
R.102A-F	STD2.2	Are there clear policies and procedures in place to ensure all requirements are met in relation to the transportation of children other than as part of an excursion. This includes embarking and disembarking at the service premise, risk assessments, authorisations, safe arrival of children.	Compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	Not Applicable
R.97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Do you conduct a risk assessment at least every 12 months to identify the potential emergencies that could occur at your service? Are emergency and evacuation procedures practiced at least every 3 months?	Compliant
R.97(1)	STD2.2	If your service is located in a multi -story building shared with other occupants and with no direct exit to an assembly area, do your evacuation procedures include the required information?	Not Applicable
R.84C	STD2.2	Do you conduct a sleep and rest risk assessment at least every 12 months and as soon as required? Does your risk assessment consider the required matters?	Compliant
R.168	STD2.2	Have you ensured that all educators follow service procedures in relation to providing a child safe environment, including the promotion of a culture of child safety and wellbeing, and the safe use of online environments?	Compliant
S.165	STD2.2	Have you ensured that educators are supervising children effectively?	Compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Compliant
R.84, S.162A	STD2.2	Have you ensured that all staff members, volunteers and students are aware of their child protection responsibilities? Have you ensured that all persons in day-to-day charge, nominated supervisors, and FDC co-ordinators have completed an approved child protection training course as required in NSW?	Compliant
R.100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	Compliant
R.82-83, R.97, R.103, S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Compliant

Comments

STANDARD 2.1 - Each child's health and physical activity is supported and promoted.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
2.1.1 - Wellbeing and comfort	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.	<p>Information is collected regarding each individual families routines and needs at enrolment, through an all about me communication form , during orientation days and throughout the year. This supports educators to plan the room routine, supporting a holistic, wellbeing lens around mealtimes, sleep, rest and toileting. Families are encouraged to pack extra clothing and welcome comfort items as they settle into the preschool routine. Information is shared between families and educators daily.</p> <p>Each day some time is set aside, dedicated for rest and relaxation. 'Mindfulness' time is a time where children's sense of agency is valued. Educators provide a quiet space where they share music, books, sensory supports, bedding and or quiet activities. Children are encouraged to recognise their bodily needs, knowing whether they require sleep or a rest. Educators are aware of the risks around sleeping children and follow our Sleep, Rest and Relaxation policy (updated 5.3.24).</p> <p>Educators are professional in identifying the individual needs of each child and their holistic wellbeing. There is open communication with both the families and children and educators are flexible in altering the daily routines and transitions to suit these needs throughout the day. All changes are communicated by the RL to all staff. This can be observed daily in our transitions between the outdoor environments and giving children a sense of agency in these times.</p> <p>Specifically in the morning meeting and then throughout the day , educators are purposeful in checking in with children and helping them to identify their emotions and body cues, whilst also providing strategies for managing these. Educators model and explicitly teach the children to seek support when needed. December 2024, educators created personalised Zones of Regulation strategy in consultation with the children to share with all staff so that we are meeting all children's needs.</p> <p>Children are offered privacy in their toileting needs and all bathrooms have doors on them. Educators support children to be independent in their self care needs, however educators are observed being positive, relaxed and unhurried when helping the children with their individual needs. Visual aides and child directed art or visuals are seen on the walls of the bathroom to support children in their toileting and this has been in collaboration with parents and children's individual goals.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>2.1.2 - Health practices and procedures</p>	<p>2.1.2 - Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<p>The NS and educators have access to and use reputable sources when planning illness, hygiene and injury practices. Staying Healthy in Childcare (NHMRC), Anaphylaxis Australia resources and NSW Health links are shared with families via email when required. NS directs families and educators to The NSW Health , Stopping the spread of childhood infections when sharing information on common childhood illnesses.</p> <p>First Aid equipment and supplies are kept in a dedicated area in each room and out of reach of children . They are also kept in the emergency bags that we take when moving throughout the play spaces on WRPS grounds. St Johns ambulance check and restock our supplies every 6 months, making sure we have the correct items and everything is in date.</p> <p>Records are kept in regards to noticing illness, signs and symptoms, injuries, responses and communicated with families. Enrolment records contain up to date health information, vaccination and health needs. All children with known medical issues have management plan and all staff are aware of their location and requirements. Where there is no known information on merging health and wellbeing, family meetings occur with the ECT and the family to suggest assessment or supports.</p> <p>Medication is safely stored in a locked box above the fridge or in the fridge when necessary. Ongoing medications such as Asthma medications are kept in each rooms first Aid box and are checked regularly for use by dates . These are replaced by families as needed.</p> <p>Comprehensive policies about illness and injury management and hygiene have been developed in consultation with staff and families and are available through our website and on request. Families receive information through our handbook and enrolment and throughout the year about procedures and practices for illness. As needed families are emailed information sheets or shared links about infectious diseases.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
2.1.3 - Healthy lifestyle	2.1.3 - Healthy eating and physical activity are promoted and appropriate for each child.	<p>We have a partnership with NSW Health and the Munch and Move Programs, and we embed their practices into our program. Our community engagement with Goonellabah Woolworths helps us to support these practices as they donates a fruit and veggie box to us each week and the children help to prepare platters to share. and explore foods they may not have had the opportunity to do so otherwise. Children and educators discuss different foods and where they come from.</p> <p>When cooking with the children educators are aware of all dietary requirements and we cater for gluten and dairy free items to support those with intolerances. Children that have particular needs around mealtimes are supported through consultation with parents and professionals and these form a part of their individual goals for IEPs. Children are encouraged to recognise their body cues for being hungry and have access to their lunchboxes and water all day.</p> <p>We deliver Fundamental Movements program to children throughout the year where they are explicitly taught each skill. These are practiced throughout the year in our large outdoor spaces. Whilst on WRPS grounds we don't have access to a large range of fixed and moveable equipment , however we utilise the natural environment as much as possible to run, climb and balance. Large gross motor movement can be accessed through medicine balls, heavy lifting and stretching in the indoor environment .</p> <p>We received a Woolworths Junior Landcare Grant in 2023 , and have used this in creating a veggie patch and bush tucker garden in Possum Park .The children are involved in maintaining and harvesting this. We use these ingredients within our cooking experiences and children learn about food, where it comes from, how it grows how to prepare and to share it. Healthy eating and being active are discussed and modelled to children in our daily interactions. (Ready, set, cook Observation)</p> <p>Children have access to different play spaces within WRPS to support gross and fine motor development, exploration and risk taking. This includes Possum Place with a mud kitchen and veggie gardens; the cubby and trampoline play space; the Nature Playground with rocks, dry stone creek, decking, a tunnel and slippery dip; the basketball court; the oval for running and games. Mini Roo's soccer sessions are booked week 5 , each Term to promote physical activity and Gross Motor skills during 2025.</p>	Met

STANDARD 2.2 - Each child is protected

Concept	Element	Evidence and Key practices	Assessment
2.2.1 - Supervision	2.2.1 - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<p>Children are supervised at all times. We have high ratios of staff: children each day, this ensures children who need 1:1 can have the support they need while allowing rostered release and meal breaks. Having above ratio means we can also support children to decide where they want to play, inside or outside with ample supervision and small group support. This assists with toileting whilst outside. Additional staff are are rostered to supervise during excursions and other higher risk activities.</p> <p>Morning indoor, outdoor and snake checks occur daily and recorded on OWINA, to maintain safety across the preschool. All visitors including work men/ women sign in on OWINA as a visitor. When those other than parents arrive to pick up children, Educators check the identification and authorization to release is checked. All staff are involved in completing risk assessments and we have begun encouraging children to assess their own risks and documenting these. Please see Animals at Preschool RA.</p> <p>Excursions are thoughtfully planned, including an educator site visit and written risk assessment prior to the excursion and shared with staff and available to families on request. These are shared with all staff so minimisation strategies are known by all. A detailed permission note that highlights the learning intended , destination, mode of transport, child to educator ratio and other relevant information is share with parents via email and face to face.</p> <p>Detailed supervision plans have been developed for different play spaces to ensure that children are adequately supervised especially in the event they have to go to the toilet or where there is no fencing to prevent a child from absconding to the wider playground and for transitions between the classrooms and the play spaces. Children are encouraged to assess their own risks and these are recorded alongside risk assessments created by educators.</p> <p>We have created a new practice of locking the Preschool doors when we are in the outdoor play spaces. Parents are informed with a sign on the gate and door of the preschool , recording what play spaces we are in at the time. This ensures no one is able to enter the preschool unattended and if parents arrive late they sign their child in manually when they hand children over to staff.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>2.2.2 - Incident and emergency management</p>	<p>2.2.2 - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p>	<p>Once a term we practise a fire evacuation and lockdown with each group. To stay within the 3 month required time frame we may have a fire evacuation and lockdown practice with educators only on our professional development or cleaning days. We also join Wyrallah Road public school for their fire evacuation and lockdown practices, the last one being Term 3 2024, when we became aware of needing to implement a specific bush fire evacuation plan.</p>	<p>Met</p>
		<p>All staff attend 1st Aid through International Paramedics every 3 years and CPR is renewed yearly. Children with asthma and allergies have communication and management plans. These are reviewed with families on enrollment and re-enrolment or as changes occur. Management plans are located in a folder within the room and a copy is in a folder in the emergency bag which accompanies the children whenever they go throughout the day and on excursions. Educators are aware of these.</p>	
		<p>Emergency plans and policies have been reviewed and adjusted in light of local events including bushfires(2020), and floods (2017,2022).We collaborate with the Wyrallah Rd Public School with regard to emergency flood management and evacuation drills. The Preschool is on their contact list to share information about emergency situations and plans. We are working with NSW RFS and Hawkins on Fire to find a meaningful Evac plan that works for our demountable and preschool age children</p>	
		<p>Children with asthma and allergies have communication & management plans; these are reviewed with families annually or as changes occur. Procedures for managing these conditions are in the teachers draws in both rooms and near the first aid cupboards, where their medications are stored. Additional supplies of asthma medications are purchased & stored in the first aid cupboard. Medications & management for specific children plans are taken on excursions..</p>	
		<p>Educators use visual supports to help children to understand and follow emergency practice procedures. Children are also involved in evaluating emergency practices & this is recorded on the evaluation document. Visual supports & documentation also informs families about our plans and procedures & allows families the opportunity to discuss emergency drills with children at home. We use this to promote home emergency planning education from child to parent.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>2.2.3 - Child protection</p>	<p>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.</p>	<p>All staff are aware of their responsibilities under the Children and Young Persons Act. We have been undertaking more family team meetings to work with families that are high risk. Incident reporting is used to document where the MRG deems the threshold for risk of significant harm is not met. Regardless of the MRG, we have chosen to log all incidents on e-reporting as a matter of practice due to the age and vulnerability of the children.</p>	<p>Met</p>
		<p>Supporting allied health services to work within the school. Co-ordinating allied support services, free of charge to the families, providing assessments, supports and ongoing sessions for families that could not otherwise access these services. We have these services attend team meetings so we are all up to date on the criteria and referral pathways. We support parents to call the service to make sure they feel supported and know how to navigate the systems. (26.03.24)</p>	
		<p>All staff attended Child Protection CHCPRT025, through Wave Learning on the 17.09.23. All staff understand the importance keeping current with information and legislation. We will conduct this course every 3 years unless legislation changes. Children's rights are respected at all times and complaints raised are acted on. Leadership, educators and visitors demonstrate a child safe culture through their behaviours and interactions. The NS has been undertaking the OCG risks assessment.</p>	
		<p>Children are taught protective behaviours through the Little Big Chats program (Jayneed Sanders). Parents are informed of the language and content used so that they are able to share and follow up with information discussed at preschool. Children's voices have been recorded in their Learning Journals. Small groups are used to help support children at different learning levels where content is differentiated .</p>	
		<p>We have recently reviewed and updated our Child protection and child safe policies and procedures. These have are clearly communicated to families, volunteers, and staff, including casual staff. This has supported us in becoming a Child Safe Organisation. Staff adhere to the Code Of Conduct which has been updated. Our philosophy and practices reflect these documents. We have also created a comprehensive Staff Induction handbook for new employees.</p>	

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
2.2.2	The Bush Fire Evacuation Procedures used by Wyralla Rd Public School with whom we share the premises, are not suitable for young children.	Bush Fire Evacuation Procedures that are appropriate to manage with young children.	High	Review the WRPS procedures and seek advice from the local fire services.	A bush fire emergency procedure that can be implemented successfully with young children and that will keep them safe during a bush fire.	End 2024	2024-10-28 11:46:22.401		
2.2.3	Child Safe Standards are not used as a framework to support children's safety.	Implementation of Child Safe Standards	High	Engage with the Child Safe Standards Guide and complete self-assessment to identify areas for improvement.	All practices will align with the requirements of the Child Safe Standards.		2024-10-28 11:57:13.442		
2.2.3	We have done the training, however we have not reflected on this since or had a debrief with all educators. It is usually the Room Leaders who address these situations and complete the MRG however we want all educators to feel confident in this process and in documenting and concerns they may have.	To continually improve our practices and policies to maintain a high standard of a child safe culture and support for our children and families.	Medium	Ed Leader to conduct a briefing to all staff on their roles and responsibilities around this standard. Including the Law, the MRG, signs of abuse and building and maintaining child safe culture	Critical reflection notes shared around this ongoing responsibility and actions used to create this safe space.	Term 2 2024	2024-12-09 10:35:22.57		Not started

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
2.2.1	Supervision plan	Plans are visible and known to staff to ensure that at all times, reasonable precautions and adequate supervision is in place to ensure children are protected from harm and hazard.	High	Identify areas in each learning environment where staff should be situated while actively supervising children and ensure these plans are displayed in learning environments and known to all staff	Plans are displayed in learning environments for easy referral and known to all staff	Term 1 2025	2025-01-08 08:10:06.256		In progress
2.2.2	Flood procedure and evacuation point. Current evacuation point of Nathan's Tree sits at the bottom of the playground close to large drains which are subject to flood.	Establish a flood evacuation procedure and a location on premises that is on high ground and safe for children and educators to evacuate to if needed.	High	Review WRPS flood procedure	A flood emergency procedure that can be implemented successfully with young children and that will keep them safe during a flood.	Term 2 2025	2025-01-23 09:27:31.103		In progress
2.2.2	Need for an 'after hours procedure' in regards to who makes decisions about closures out of operating hours and how this is communicated to staff and parents/carers.	A procedure that clearly outlines who will make decisions about closures after hours and how these decisions will be communicated to staff and families.	High	Identify who will make out of hours decisions and create a procedure that reflects this decision.	A procedure is in place that clearly outlines who will make after hours decisions and how these decisions will be communicated to staff and families	Term 2 2025	2025-01-23 09:52:07.804		In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
2.1.2	Need for record of sunscreen application	Record kept of when sunscreen is applied to children to ensure children are protected from the sun	High	Implementation of a sunscreen record next to sign in iPad in each room. communicate with parents/carers on drop off around applying sunscreen to their child and ticking/signing next to their child's name upon application	Record kept each day of application of sunscreen to each child prior to outdoor play.	Term 1 2025	2025-01-23 10:22:23.818	Sunscreen records created and ready for implementation term 1 2025. Expectations around this record to be communicated to parents during orientation Feb 3 2025	In progress
2.2.2	Regular supplies to be checked and resourced.	Always fully stocked first aid kits and cabinets for rooms and playground /excursion bags.		St John's hired to review and maintain stocks at all times.	Fully stocked first aid supplies.	2024/25	2025-02-27 15:42:34.691	Booked Term 4 2024 Term 1 2025-checklist of supplies requested by St John for reference.	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
2.2.3	Xplor employees do not have WWCC, as such we need to move from Xplor to OWNA	Fully transferred and integrated from Xplor to OWNA	High	Meet with OWNA Seek IT support to transfer Pay data transfer costs to get support to move platforms.	Complete change over from Xplor to OWNA	end of 2024.	2025-02-27 15:32:50.338	2024, data transfer commenced 31.1.25 Staff OWNA training day. Term 1 2025, no internet for the first 2 weeks of term causing significant delays. week 4 Term 1 2025, 80% integrations.	In progress
2.2.2	Primary school Fire Evacuation Plan doesn't support 3- 5 years having to walk to a evac spot, especially if there is smoke hazards associated with a local fire.	Support from specialist who can support the Evac plan that works for preschoolers.	High	Contact NSW RFS Contact Local Emergency Coordination Group Contact Local council	Workable Plan that we can practice prior to needing to use it.	End of Term 1 2025	2025-02-13 14:22:19.315	Emailed- 7.11.24 RFS 13.12.24 6.2.25- Lismore RFS- Declined	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								to assist 13.2.24- email Lismore city Council 13.2.25 Email the Local Emergen cy Managem ent committe e (LEMC). Contact Hawkings on Fire for a quote to complete on our behalf	

Quality Area 3 - Physical environment

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.104-115	STD3.1	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: <ul style="list-style-type: none"> • There is the required amount of unencumbered space for the number of children in attendance at the service • Arrangements for dealing with soiled clothes, linen and nappies • If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? • Are there appropriate toilet, hand washing and nappy change facilities? • Is there space for administrative functions and consultation with families? • Is there adequate light, ventilation and shade? • Are all areas of the premises easily supervised? 	Compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	Compliant
R.116-117, R.116, R.34 (f)(iii)	STD3.1	If you have a family day care service: <ul style="list-style-type: none"> • Have you ensured that all educators' residences or approved venues are assessed as safe before children are placed in care, and at least annually? • Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard, and comply with the 0.75m height requirement? • Do swimming pools have a fence that complies with NSW Law? Are monthly inspections of swimming pools and water hazards conducted and an inspection report completed? • After conducting an inspection has a written report been prepared including the required information within set timeframes and a copy given to the educator(s)? • Do you require educators to inform you of any alterations or renovations to their premises? • For family day care services operating from a venue, have you submitted an application for approval to operate from a venue? 	Not Applicable
R.105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	Compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	Compliant

Comments

List waivers that are in place.
Space waiver document number WAV-00025371

STANDARD 3.1 - The design of the facilities is appropriate for the operation of a service.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
3.1.1 - Fit for purpose	3.1.1 - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	<p>We have been given a demountable which we have adapted many times, to create a preschool that feels warm, welcoming to all, and uses the limited connected outdoor space to feel like the nature based preschool that we are. We have grown trees, made a sand pit corner, we have used the outer fence line and cracks in the concrete to show children we can grow anything anywhere there is soil and light. We spent considerable resources to erect a shelter roof over the walk way.</p> <p>We use nature and our community instead of large equipment due to lack of a access to our own play space. We have shown children that nature can be the best and only tool we need to learn and build confidence in large gross motor movements such as climbing, hanging, running, jumping and crawling , appropriate equipment that is often natural in nature and supports bringing the outside world in. We walk to the local post box to post letters so we can show children that movement can be transport.</p> <p>We have chosen to use the small office space that came with the demountable as a sensory room, specifically to support children with differing sensory needs. Lighting and temperature control is used as needed. Consulting with our Allied Health team we have purchased a wide variety of sensory supports individualised to each child. This way the space can be individualized to the needs of the child in that moment. The room is used by our Allied Health Team also, for 1:1 or group interventions.</p> <p>We have used every area of our demountable, walk way, Possum park and the nature based play ground to created a variety of outdoor play spaces. We have set up different areas in the classrooms and change them each term based on the children's interests and request at the end of each term. We have an off-site storage shed so we can rotated equipment as needed. Staff reflect in team meetings and term break meetings to discuss the physical environment and needed resources.</p> <p>We work had to make sure we keep the room as reduced in stimulation as possible for large parts of the days due to the noise impact on many children. We pride ourself on using recycled items for craft and building. We go with the children to the recycling centre and staff attend the local tip shop to show children how to upcycle items as well as turning a terms worth of lunch box wrappers into a large art exhibition. Children have access to the toilet, their food, and drink bottles at all times.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
3.1.2 - Upkeep	3.1.2 - Premises, furniture and equipment are safe, clean and well maintained.	<p>Staff undertake a checklist daily for indoor and outdoor space checklist from OWNA which we have personalised to suit our unique settings. The are completed by the two staff on the early shift each day. Where any areas of concern arise, they are written in the comment section of the checklist and educators and Admin are notified through OWNA Staff Message Board. Example: nature based play ground is closed due to tree being down. Any items that are broken or in need or repair are removed/ logged.</p> <p>The building is commercially cleaned each evening by a cleaner. During the day the kitchen and bathrooms are cleaned by educators to maintain infection control measures. Toys that require cleaning are removed and placed in a cleaning buckets for the close shift. Each Term a full clean is undertaken by the staff of every resource. A full clean is then carried out by the cleaners. Each afternoon all toys and surfaces are sprayed with Sanisafe. A food grade disinfectant</p> <p>Children have been part of their own risks assessments this year, for evacuation drills, excursions and visiting animals. This way we can access their understanding and take into account their needs and views of what is attempting to be achieved. Children also participate in the a twice a day clean up of the belonging and tidying up, teaching them to honour and respect our resources. Children have the right to have stop sign left on a work in progress play that will stay until the following week</p> <p>Utilising the WRPS site has meant we have access to high quality nature base play ground, sports fields, library, the school hall for events and borrowing of their equipment such as sport equipment, library books and meeting places. We are also invited to participate in event they put on which are delivered using well thought out planned event with with well maintained equipment.</p> <p>Our bathrooms are not adequate as there are only two children's toilets and one hand washing station. We manage this is shared spaced via planning mid terms on programming times so there is no excessive back log or wait times and one group does not overly interrupt the other when access the shared space. Children are brought back to the preschool with at least two educators when using the outdoor spaces.</p>	Met

STANDARD 3.2 - The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>3.2.1 - Inclusive environment</p>	<p>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.</p>	<p>Children see themselves and their family on the family tree as they enter Preschool. They enjoy discussing their family and this aids their transition to preschool. Families contribute materials (such as construction and plants), knowledge and skills (such as in building or painting, shared experiences with children) and children know their family and their contributions are valued and included at Preschool eg a family provided compost for the gardens, another Dad helped with locks on the gate.</p> <p>Experiences are included daily to meet children's sensory need for input and output. This includes heavy moving and lifting, trampoline, cotton sand, goop, water play, mud, or sand play. Many children spend time at these experiences as they choose between the heavy demands of extended play. We have space that children can sit quietly with and Educator and read, or listen to a book on the Listening post, or if they wish they can sleep or rest on a bed which is brought out at their request.</p> <p>Due to the preschool's temporary location, children have access to 4 distinct outdoor spaces. Educators (with children's voices in mind) make intentional decisions about which playground will best meet the needs and interests of the group, ensuring a supportive and engaging environment. Each trip to the spaces gives children the opportunity to be in and learn about nature, recognising signs of the changing seasons as we transition. Safe transition practices are observed at this time.</p> <p>Children are encouraged to make independent choices about how they use materials while being reminded to stay mindful of their body in space, ensuring their actions are safe for themselves and others. We pride ourselves on risky play, not being afraid of it. Asking children to undertake risks assessments with us, develops their sense of identity, connection to the activity and develops analytical skills to assess if and when something is safe to do.</p> <p>Children with narrow or focused interests are gently encouraged to explore other resources and engage with different peers in various environments. This approach helps to challenge them, fostering their sense of identity and enhancing their sense of belonging. For example, enhancing STEM and reducing some of the dress ups to develop a child's innate sense of curiosity and desire to learn. To entice children into art who do not normally engage in table top craft using the passions, such as Cows.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
<p>3.2.2 - Resources support play-based learning</p>	<p>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.</p>	<p>Embedding our values and philosophy, we celebrate differing abilities by intentionally creating different spaces that cater to varying support and sensory needs. Our sensory room and support materials have been chosen in consultation with our Allied Health team and with children's voices and known individual needs. This is used daily for children who need a quiet place away from peers, for small group learning groups and to support children that require co-regulation with a peer or adult.</p> <p>The resources, materials and equipment are arranged in ways that invite interactions and different types of play, eg. independent and small group play. Educators are intentional in the arrangement of materials and helping children to move between these spaces. Mindful activities and environments are created intentionally by educators, to create continuity of all our learning spaces. These provide invitations to participate in learning, both self directed and teacher-led.</p> <p>Resources are chosen carefully based on the group of children attending. Educators are intentional in their choices and in following children's interests, inquiries and developing skills. A variety of chairs of different sizes, a wobble chair, click clack seats, different types of scissors, a selection of drawing implements and varying degrees of challenging materials are provided daily.</p> <p>When children are working on a project and it is time to transition, their materials or resources are moved when practicable. Children who require guidance to establish their play or experience, are supported by an educator. At times a child will express they wish to continue to work on the project over time, sometimes several weeks. In 2021 we created stop signs for the children to place with the work, these now also display the Bundjalung word for stop, "wana".</p> <p>We have a variety of resources that, some natural taken from our environment, some new, some upcycled and some donated which are old. The children get to initiate their play-based learning while deepening their learning about where their resources come from and how we support sustainability as a core to our philosophy. These resources are in both the indoor and outdoor environments. Educators reflect on how the physical environment is utilised and changes are made as needs do.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
3.2.3 - Environmentally responsible	3.2.3 - The service cares for the environment and supports children to become environmentally responsible.	<p>Our philosophy references that we are constantly learning about sustainability and caring for country. This is reflected in our practices. We have had a large focus on the life cycle of paper/rubbish, where it comes from and how it affects our environment. We have encouraged children to use less paper and recycle it where possible-making large items such as paper mache turtle using recycled newspapers. Lots of families bring in their recycled materials for our use in the classroom.</p>	Met
		<p>During play on country, the Bundjalung names of local flora and fauna are learnt alongside the children. They often notice rubbish and have discussions about how this can impact our environment and come up with strategies for caring for country, which often includes rubbish collection .Educators actively teach children about growing our own produce, consumption, materials, waste and recycling.</p>	
		<p>In our everyday interactions and conversations , educators model and discuss caring for country, including the animals, waterways and plants. This is reflected in our philosophy and in our everyday practices. A large portion of our art is created using recycled materials and we encourage naked foods in lunchboxes . New resources are generally natural or recyclable and parents are involved in sourcing materials and resources, eg, second hand clothing, preloved items for the home corner.</p>	
		<p>Children participate in caretaking the garden, making decisions about what to plant, where, and often providing plants from home, or growing them from seed. Eg The children helped to makeover the play space and garden outside the demountables with Tammy. The children's voices were a big part of the worm farm being moved closer to Preschool. A Woolworths Junior Landcare grant helped us to create a Bush Tucker garden where the children tend to the gardens alongside educators.</p>	
		<p>All children participated in an excursion to the Recycling centre and Botanical Gardens and this has created even more awareness and started conversations around how we can care for country. All children participated in Plastic Free boy incursion, and the installation of 2 native bee hives where they learnt how to look after our environment and those we share it with.</p>	

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
3.1.1	Cleaning schedules may not align with guidelines in Staying Healthy in ChildCare (6th edition)	Cleaning schedules that align with best practice as recommended in Staying Healthy in ChildCare	Medium	Check schedules and ensure they comply with new guidelines, plan with staff and cleaning company.	Premises, furniture and resources are cleaned as per the recommended guidelines.	Term 1 2025	2024-10-28 13:25:45.611	01.02.2025- All resources and equipment now sprayed daily with Sanisafe . Every Term break a deep clean of furniture and resources is completed by staff. Then a deep clean of rooms completed by cleaners.	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
3.2.2 Physical environment	How to prevent purchasing new items for the new building, however still get the new service set up while still running our preschool in our demountable while waiting for licencing and Occupational Certificates.	Prevention of wasting resources. Peer support from other who have undertaken this before.	Medium	Reach out to the Alliance and NWS Preschool group for advice.	Planned approach to the move. Not over spending on furniture and resources while in a transition phase.	End of 2025	2024-12-10 14:03:36.451	10.12.24 emailed groups for advice.	In progress
3.1.2 Premises and furniture are well maintained	Indoor/outdoor checklist is not in-depth enough	High quality tool that cover a wide range of areas to ensure safety and compliance.	High	Sent checklists to the staff that utilise them for feedback. Update checklists.	Adaptation of ACEQA's checklist to suit ELCP	31.01.2025	2024-12-10 13:08:02.956	9.12.24 ACEQA templates sent out for consultation. 10.12 consultation received. 10.12.24 request staff that undertake checklists adapt them to ELCP specifics for roll out in 2025 Term 1 02.25 - Have rolled	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								over to OWNA , have been able to create our own that are specific to our spaces.	
3.1.2	Cleaning of all toys, cushions and areas that are not cleaned by the commercial cleaners.	Meet the staying health guidelines and find a safe sprayable product.	High	Source peer support for product Fact check the recommendations against healthy guidelines Purchase product.	Cleaning schedule checklist for priority areas and sign for afternoon shift supporting extended hours.	Term 1 2025 roll	2024-12-10 13:17:00.435	Sought advice from peers Bec sourced product Distribution to start from 31st of January 2025 01.02.2025 All room surfaces, materials and toys sprayed with Sanisafe disinfectant and logged on	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								OWNA afternoon checklist.	

Quality Area 4 - Staffing arrangements

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	Compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	Compliant
R.153, R.154	STD4.1	For family day care services; <ul style="list-style-type: none"> Have you ensured that you maintain a register of educators, coordinators and assistants? Does the register include details of exceptional circumstances when the approved provider has approved educators to operate above the required ratio of children? 	Not Applicable
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Compliant
R.117A, R.117B, R.117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.119, R.123A, R.127-128, R.136, R.143A, R.143B, R.144	STD4.1	For family day care services; <ul style="list-style-type: none"> • Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators hold an approved diploma level qualification? • Have you ensured all educators hold at least an approved certificate III qualification, unless they are actively working towards at least an approved certificate III level qualification immediately before 1 July 2023 • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators? • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, do you ensure you and the educator assistant comply with the requirements of R.144? 	Not Applicable
R.120, R.126, R.129-135	STD4.1	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	Compliant
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	Not Applicable

Comments

STANDARD 4.1 - Staffing arrangements enhance children's learning and development.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
4.1.1 - Organisation of educators	4.1.1 - The organisation of educators across the service supports children's learning and development.	<p>Staff are rostered to a room where possible to have stability and continuity for children in each group. Staff were recruited with a team in mind, recruitment was undertaken using AusID profile tool that was adapted from Stronger Smarter Jarjums. It helps have a broad scope of interests and personality types, which means there greater diversity. Four staff have now completed this course and two more enrolled in 2025, this is a whole of community learning practice to support learning.</p> <p>Inclusion support and DIP funding is a portfolio of one staff member per team so the coordination and the approach is consistent while still being individualised. Additional programming is allocated specifically for this role. This educators supports teaching staff in knowing what key documents are required to support the children application, learning and IEP. All children with an identified need regardless of DIP funding have a working IEP to support needs rather than behaviour.</p> <p>Team program that is led via the Ed Leader on a five week observation cycle means children interests are the basis for planning, room set up and learning opportunities. These interests are supported via webinars, training days, program meetings, Twilight pedagogy and individual learning during release time. We have a 5:18 ratio at the preschool while in our demountable to support safety and transition in the primary school. This also provide inclusive practice for children and their need.</p> <p>Child safe standards are part of each person weekly release, provocation, learning and video are sent to raise awareness and understanding about how we as a team lead the way in child safe, child protective behaviours in how we adapt and respond to their needs. Creating safe relationships that children can disclose trauma, concerns of family stressors to Educators. Qualification are evenly spread across each group to provide quality and varied skills.</p> <p>Educators are supported to meet and debrief together. Reflective practice highlights successes and acknowledges and encourages staff in their practice. Professional Devl is delivered based on staff Dev plans to cater for all interests. Each team has a staff members with totally different skill sets and passions, this way no matter the child or their world view there is something for everyone. So much so we have advanced our Neuo-affirming practice, family support and Early Interventions.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>4.1.2 - Continuity of staff</p>	<p>4.1.2 - Every effort is made for children to experience continuity of educators at the service.</p>	<p>Educators are supported to manage their wellbeing and take leave when required. A core of casual staff has been built and are rostered in blocks to support continuity. Staff are provided with individualised mental health support so they can chose with GP the best person who would suit them to rather than traditional EAP services. This means staff wellbeing, staff longevity is supported, even during t he most trying times such as Bushfires, COVID and floods.</p>	
		<p>From one year to another we attempt to plan to make sure there is similarity between staff so returning children have continuity. Our roster does not change from week to week, its consistent across the year. We attempt to keep core staff which each group, making little changes to the team unless there has been a reduction in staff. Staff leave that occurs that is planned we attempt to provide the same consistent approach to our casual staff.</p>	
		<p>We have a long standing team, children have often met staff on multiple occasions via their siblings' attendance, orientation or preschool visits. We support parents who ask their children to be placed in a group specific to the teaching staff based in the children's feedback. Where one group has multiple staff absent due to illness, a whole of preschool approach is taken. We make sure permanent staff are spread equally between groups so children's sense of attachment and security is maintained.</p>	
		<p>Staff have been adapting a transition to school approach, where children benefit due a disability, family need or strong attachment, an Educator will support with the permission of the primary school and family. During transition, the school with gain insight into the skills and strategies used to best support the child. This is then reciprocated when the school attends the preschool to observe how we include and support children as individuals and as a group.</p>	
		<p>Educator's knowledge and experience is drawn upon when a child is challenging educators. Strategies are collaboratively discussed to provide the team with support and allow the child to access the program at their level. This reflection and collaboration happens incidentally during the day and at scheduled meetings- room, ECT, PLC, team. Strategies that are working are shared.</p>	

STANDARD 4.2 - Management, educators and staff are collaborative, respectful and ethical.

Concept	Element	Evidence and Key practices	Assessment
4.2.1 - Professional collaboration	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.	<p>Consistently respectful relationships and interactions between staff and children, staff and families, and between staff members. Updated Code of Conduct from Childcare Desk to ensure professionalism is held to the highest standards. All staff work with the Ed Leader and Director to identify their strengths and professional interests. We use these when making training decisions & educators are given opportunities to use their skills and interests to offer authentic learning experiences.</p> <p>Educators consistently demonstrate a high level of collaboration, critically reflecting towards shared goals and understandings. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships. Their strengths and passions create opportunities for personal leadership and enriching the Preschool program and environment. 4 staff have been sent to SSJ to create a high expectation on prompting ethical and professional conversations.</p> <p>Portfolios have been collated as a whole team using the new observation format which has created deeply personal portfolios that engage parents, produce a form of expression from the children why demonstrating strong critical reflection and highly professional learning environment that is child led by the curiosity and interests.</p> <p>Areas of positive behaviour support training was identified as an area of need. Internal training was delivered as this skill set was already within the team, this saw increased shared language, skills and cohesion on planning and delivery. We have since had three professional development sessions that has increased Educators knowledge to work with children based on need, regardless of who they are or how they are presenting in the moment.</p> <p>Educator's knowledge and experience is drawn upon when a child is challenging educators. Strategies are collaboratively discussed to provide the team with support and allow the child to access the program at their level. This reflection and collaboration happens incidentally during the day and at scheduled meetings- room, ECT, room, team. Strategies that are working are shared however individualised practice is still valued and supported. Those children have PBS or IEP to support everyone.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
4.2.2 - Professional standards	4.2.2 - Professional standards guide practice, interactions and relationships.	<p>The ECA Code of Ethics and ACEQA's information sheet are sent as are the ECED newsletter distributed to all staff. All new reg updates are sent to the team so they can stay as current as possible. New information is filtered and individualised in what is sent from our sector capacity building contact.</p> <p>Utilising system supports to develop practice and guide interactions between the team and children and families. This is done by having a sector capacity building specialist attend, observe our practice and provided individual and group feedback. OT's, Speechies and behaviour support specialist attended and observe in the preschool while supporting the team to adapt their practice to best support children and families.</p> <p>Director and Ed Leader provide hands on role modelling and support to demonstrate best practice solutions where support is needed. Director has supported the development of strength based Neuro-affirming IEP and support plans. Director provides families with additional support for NDIS applications, early intervention services and supported play groups.</p> <p>All educators are paid to attend Planning Meetings so that they can engage in collaborative planning & reflection . These planning meetings are the cornerstone of our observation format. Each educator shares observations & together we analyse the learning and our own practice, and plan experiences and strategies for future learning During meetings, curiosity is core priming tool which creates reflective questioning of self and team evaluation. All contributions are valued, honoured and recorded.</p> <p>Meetings provide a platform for reflecting on practise based in the NQS, EYLF, and current credible literature on best practice. Staff are encouraged to challenge themself and their beliefs in these meetings, considering what is best for our children and community. Establishing a meeting space where these respectful professional conversations can occur has taken time. Educators are now driving their own critical reflection of event such as Tiarna of the Lismore Show.</p>	Met

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
4.2.2 Professional standards guide practice, interactions and relationships.	Full rollout of Child safe standards in a way that is understood by all not just the Director.	All policies aligned with CSS, recruitment process consistent and full inducted with CSS. Common language embedded with CSSS.	Medium	Weekly release session reviews. Team meeting Policy overhaul. CCS Risk Assessment	Completed and enacted CSS risk assessment. Team have working knowledge of CSS and the risk assessment outcomes.	Term 4 2025	2024-11-25 10:54:44.132	CCS risk assessment undertaken in Oct 2024 CSS Policies sent to the team for sign off. Oct Email signature with CCS logo. CCS sign put up in Preschool door for families and visitors to see.	In progress
4.2.2 Professional standards guide practice, interactions and relationships.	Planning Cycle and critical reflection embed in all of our documentation.	Professional learning cycles that Educator feel proud of and understand how their work links to the ELFY and Standards.		Attend Ed Leader Alliance Meeting Allow for Pedagogy training and support Mentoring	Feedback from parents. Evidence that can be collected and read by all at any point. Ed Leader to be mentored by a leading Preschool partner.	End of Term 4 2024	2024-11-25 11:10:36.519	Dec 2023 attended Clunes Preschool Jan 2024 new program and documentation cycle	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								training given. Weekly support provided by Ed Leader Mid year review July Summative assessments	
Every effort is made for children to experience continuity of educators at the service.	2025 roster to set what the Preschool needs to be the more central point that lifestyle choice. Keeping the balance of family work life balance to keep staff.	Set roster by the end of 2024.	Medium	Send roster Staff sign off	Signed off roster week 9 term 4	week 8 term 4.	2024-11-25 10:57:53.706	Roster sent in week 6.	In progress
4.2 Management, educators and staff are collaborative, respectful and ethical.	New code of conduct needed	Professional and legally binding CCS code of conduct	High	Create and distribute for consultation	Sent and signed by all staff	end of 2024	2024-11-25 10:59:41.986	Sent Oct 2024	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
4.2.2 Professional standards guide practice, interactions and relationships.	Build knowledge of needs based support, provide high quality education and care to children from diverse backgrounds.	Greater individualised support, cohesive learning and increased sense of safety in classrooms.	Medium	Increased high quality training. Increased opportunities for critical reflection and action based learning.	Increase and sustained enrolments of children from diverse backgrounds Families increased access and a support to EI services.	2025	2024-11-25 13:14:26.976	Jan 2024 Cottonwo od learning in and with nature, Natasha Livestock - philosophy vision April Murri Matter cultural training Red Ruby ELFY training. August 2024 Phil Bird needs based Neuroscience SJ Kreation 2023-24 logo vision and branding. July 2024 Galli naa	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								cultural walk Stronger Smarter Jarjums	
4 Staff arrangements.	NS had a lapsed First aid due to having term 3 off. Booked in for week 2 of Term 1	All staff First aid trained.	High	Training has been booked, it just needed to be completed.	Completed course.	Ter 1 2025	2024-12-09 12:57:48.153	Booked 09/12/2024	In progress
4.2.2-	Staff feeling overwhelmed however needing more access to policies, OCG guidelines and provocations.	Increased knowledge Greater awareness of OCG safeguards Streamlined communication to reduce over whelm	High	Ed Leader send weekly email each Monday with reading areas, polices, and videos to be completed in release of that week. Staff have now been given a 40 minute paid lunch break, the last 10 minutes are for checking emails and reading policies and guidelines etc. No quiet space with internet or desks so staff can do release from home. Roster set so release doesn't get impacted by work from home	Increased knowledge Broader understanding More supported learning environment with pushing working at home.	Start of term 1	2025-02-27 09:41:32.777	Ed Leader finding it difficult to keep it to one email per week. No everyone is completing the reading. Ed Leader and room leaders to approach individual staff who are not completing the same	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								level of work as is required. Release time for those not undertaking the expected quality to only have release at preschool .	
4.1.1 New After hour program	Community was consulted on barriers for access, a new Educator who requires mentoring and an opportunity to be supported in the work place to help provide a consistent educator for children accessing after hours.	To provide work to an Educator with a learning disability who was not able to gain employment. The educators commitment to children, love of learning and genuine desire to work in the early childhood has been given the opportunity to be the Afterhours Educator five days per week so children have the same person. This Educator is always with two to three other Educators however we are building up her skills and confidence while proving an identified need in community for families and the educator	High	Provide the opportunity for PT work. Buddy with our trainee as she has done OoSH.	Supported worker Designing program to support children and staff member.	End term 1 2025	2025-02-27 09:33:42.799	Program specific decided not needed, match the days activities. Grace to support afternoon transition times if no children for meaningful employment. Also to prep	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								some fruit for afternoon tea in case children do not have enough food in lunch boxes.	

Quality Area 5 - Relationships with children

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.155	STD5.1	Have you ensured that educators interact with children in a way that; <ul style="list-style-type: none"> • Encourage children to express themselves and their opinions? • Support children to develop self-reliance and self-esteem? • Maintain the dignity and rights of each child? • Provide positive guidance and encourage acceptable behaviour? • Reflect each child's family and cultural values? • Is appropriate for the physical and intellectual development and abilities of each child? 	Compliant
R.156	STD5.2	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	Compliant

Comments

STANDARD 5.1 - Respectful and equitable relationships are maintained with each child.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>5.1.1 - Positive educator to child interactions</p>	<p>5.1.1 - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>	<p>Relationships between educators and children are the cornerstone of our pedagogy and philosophy. Educators are present and engaged with children from arrival to departure , joining in conversations, throughout daily transitions, mealtimes , play and group experiences. Educators are responsive to each child's individual needs and are observed offering children time in the sensory room to co-regulate , walks outside, one on one time and offering proprioceptive exercise for calming.</p> <p>Educators recognise that each child's interest and engagement can look different from the next. During group experiences and meetings children are encouraged to participate in ways that support their needs. Educators are responsive to these needs and sensory items, headphones, weighted blankets, alternative seating options are offered . Educators are observed using keywords in Bundjalung, Japanese and Korean and Malayla, in helping children to feel connected and secure within our space.</p> <p>Educators are very skilled in supporting children during times of high emotions /distress. Educators are observed to be calm, patient and understanding to the different emotional needs of each child. Educators engage in meetings to discuss the needs of each child and share knowledge and ideas on what supports, are helpful for individual children. Educators work to support children in recognising and managing their own behaviours and conflict resolution in respectful ways.</p> <p>Our ratios of educators to children are above leislated. This allows educators to spend time getting to know each child, their interests , and individual needs and to support them in times of transitions and key times during the day. Non contact / release times are intentionally planned around the needs of the children in the room , leaving three consistent educators in contact roles when possible.</p> <p>Children's sense of autonomy are encourage throughout the day as children are encouraged to make choices on their daily routines such as what playground they will visit and when and what they would like to eat. Children are supported in recognising their individual needs for sleep or rest and educators help them to choose materials or supports to facilitate this. Our program offers both large and small group experiences and children are free to choose which activities they would like to join.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
5.1.2 - Dignity and rights of the child	5.1.2 - The dignity and rights of every child are maintained.	<p>The new Philosophy we have created together (2.2024) reflects our beliefs and values around celebrating the diversity of children and families. We challenge bias and discrimination and also encourage the children to do so. Our library reflects this, in 2021 we conducted a review of books and their content to removed biased and unsafe literature. In 2022 , staff joined Beth Cronin, in training to increase awareness about language, gender, and social constructs.</p> <p>Consideration of children's home culture and environment assists educators to support children and respond appropriately to diverse family structure. Ongoing communication with families ensures families are informed of their child's development and feel comfortable communicating openly. This could look like parents attending preschool with the child, for as long as the child and family require, to feel safe secure and supported.(Example, A, N, J)</p> <p>All staff are thoughtful in their interactions between children , particularly in times of conflict, or distress. Children are encouraged to advocate for themselves in times of need and this is modelled to them by educators. Staff are also observed supporting the children in recognising the feelings and perspectives of others and working together to question what they may need or to give them space when needed.</p> <p>Educators ensure children who are having a big emotional event are safe and are responsive to their needs. Sometimes educators give the child space and allow them time before approaching. Sometimes educators reassure them in appropriate ways. Parents are consulted for strategies and consistency when children display distress, frustration or anger regularly. Staff discuss these children in meetings with how best to support them as the goal.</p> <p>The physical environment is arranged in ways that respect each child's dignity and privacy. The toilets have doors on them that can be closed for privacy and a door that closes off the entire bathroom, historically this was used by a child with unique toileting needs. Toilets are decorated with pictures to support individual needs and staff use visuals daily as reminders for children in their self help skills.</p>	Met

STANDARD 5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>5.2.1 - Collaborative learning</p>	<p>5.2.1 - Children are supported to collaborate, learn from and help each other.</p>	<p>While educators will assist and guide children as required, children are provided with opportunity to learn from each other as "Master players" assist other, often younger children, to navigate complex social play. In this way, children begin to learn how to self-regulate and respond appropriately to the behaviour of others. Play spaces are designed for 2-4 children to play alongside and with each other where they share ideas and support each other in play.</p>	<p>Met</p>
		<p>Across the two rooms, children attend in two day sessions. Educators are professional in setting the learning spaces so that there is an ebb and flow of predictability , but also strong connections, collaborations and similar interests across the groups. This was showcased during the art exhibition (11/2024) when children of different groups were able to see the common interests and to collaborate on shared projects such as the 'reduce, reuse, sustainability,' watering can display.</p>	
		<p>Educators are intentional in recognising the social needs of the children and setting up purposeful small groups to help children develop friendships, to resolve conflict and to share ideas. Common interests are extended with further planning and collaborative learning opportunities. These are recorded in our observations, educational program, and documentation. The routine allows for small group play and collaboration. Spaces are arranged for 2 or more children to work together.</p>	
		<p>Morning Circle is a special time of day where all the children and educators gather together to begin the day. We listen to each other and share ideas that build knowledge, a sense of security and community. Children are often encouraged to share stories, news and personal experiences where common ideas are recognised . This allows children to share stories, ideas and experiences from home and share common interests.</p>	
		<p>Educators are skilled at observing, documenting and facilitating the participation of children in learning experiences, small and large groups and in play. These are evident in the children's learning journals, observations, individual goals and summative assessments. During parent teacher interviews parents are encouraged to share their perspectives on these are these are used for future planning and making adjustments when needed to the routines and group experiences.</p>	

Concept	Element	Evidence and Key practices	Assessment
5.2.2 - Self-regulation	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.	<p>Educators use planned and spontaneous teaching moments to discuss bias and equity. Children are supported to recognise others' perspective and challenge their own beliefs or understanding. Neuro-affirming training (Benevolent Group 31.1.25) educated staff to not only encourage children to advocate for themselves but to support children in noticing the needs and behaviors of others. for example recognising when someone needs space , time alone or not wanting to play.</p> <p>Children are encouraged to recognise how their actions affect other children through engaging with the other child in supported ways. "Look at your friend. They look sad. What happened here?" Educators understand theta supporting children to develop self regulation can be complex and challenging. Educators understand that progress is not linear and capacity can fluctuate from day to day. All staff undertook Phil Bird training and Neuroraffirming training at the start of term 1.</p> <p>Educators validate children in their feelings, listening and showing empathy. There are visual reminders in the classroom to help children identify different emotions and how they are feeling. Educators, children and families have access to a large library of emotional regulation books, emotion coaching and social stories. Visuals, and sensory supports are set up in all areas of the indoor and out door to support children feel safe and able to learn to self sooth.</p> <p>Educators use strategies to support self-regulation including modelling, making suggestions, affirming positive choices, using group and individual social stories and other visual supports IE Zones Of Regulation and "first , then " visual schedules. Educators recognise behaviours are a way of children attempting to get their their need met. Educators work with the children to help them interpret the need and find positive ways to express their feelings/ meet these needs.</p> <p>We utilise our sector capacity program and engage in asking for supports, targeted training or services to best support each children, their families and our team. We then offer the same information to our Allied Health team for consistency and best practice validations before utilising these strategies. We use consistent language and visuals such as Zones of regulation so it is predictable for children.</p>	Met

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
5.2	<p>New staff felt they did not have enough knowledge of Neurodivergent children. Staff did not know how to best support children's needs or assess what is most effective. Families did not feel they could easily access Allied health, since COVID and Flood there are few available and waitlists were a year long. Director observed that trauma and Neurodivergence children present the same and knowledge and support was needed to help know the difference.</p>	<p>More knowledge for the team greater support for children and families greater access to allied health with less barriers</p>	High	<p>Seek support from Sector capacity Increase allied health team and hours at preschool Map our staff professional devl plans</p>	<p>Staff feeling safer in knowledge Children feeling better supported Families feel better supported and greater knowledge and access</p>	<p>end of term 42024 repeat term 1 20205</p>	<p>2025-02-27 09:58:23.521</p>	<p>Sourced and purchased more speechie and OT's hours. Sourced training for the team based on sector capacity recommendations Flew up Phil Bird for training Provide an parent info night with allied health Upcoming PDA information Session booked with</p>	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								Chelsey Wiley 28.04.2025	
5.1	Pre flood roster is not supportive children well in the demountable	Better ratios and more safety measure while on WRPS.	High	Decreased number of children and increase number of Educators	Educators, children and families more confident in our ability to manage in the temp locations	Term 4 2023	2025-02-27 14:44:12.095	90 Children per week to 9 educators each day. 2024 80 children per week, 5 Educators per room. EL off the floor to add support 2024. 5:15/17 2025 Roster to children.	Completed

Quality Area 6 - Collaborative partnerships with families and communities

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.157	STD6.1	Do you respect the right of parents to enter the service when their child is in attendance unless; <ul style="list-style-type: none"> • Allowing the parent to come into the service poses a risk to the safety of children or staff? • Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or • You reasonably believe that allowing them entry would contravene a court order? 	Compliant

Comments

STANDARD 6.1 - Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Concept	Element	Evidence and Key practices	Assessment
6.1.1 - Engagement with the service	6.1.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions.	<p>Families are provided with an enrolment package that includes the handbook. Within this package families are also to complete an "All About Me" for their child. This information is discussed at enrolment and throughout orientation for families. Our Philosophy recognises the importance of families we value their involvement and work to create a warm and respectful environment. The foundations for positive relationships are laid at first contact through respectful communication.</p> <p>Some parents enjoy being involved in preschool through their presence and they are welcomed and supported. In 2024 the Preschool held an art exhibition of the children's works and families were invited to this special event showcasing their child's work. Feedback sought on new philosophy from all families. We facilitated a session for all children to co-design the new preschool. A community Zoom session with the Architects was held for wider inclusion for past and future generations.</p> <p>Families are given the opportunity to visit one or several times before making the decision to enrol. On enrolment, they receive information about the staff, our philosophy, policies and procedures, the educational program and health and safety via email and our Family Information Book. All families are invited to join our Committee or to be involved in other. We have an open door policy to new families so they feel safe to visit us and see us as we are, rather than at a pre-booked appt only.</p> <p>Parents come to enrolment interview with their child and are welcome to visit Preschool with their child as often as they feel before their child starts. Once their child starts, parents make the decision how they would like to transition their child to preschool and how long they stay with their child.</p> <p>Parents are communicated with openly about their child's transition into Preschool. They are invited to 3 orientation sessions with their child to support their transition and to provide educators with an opportunity to share information, ask questions and plan any support needs.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>6.1.2 - Parent views are respected</p>	<p>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.</p>	<p>Information from each family about each child's background, experiences, preferences and home routines are collected at enrolment and during their time with us. This help us to support curriculum decision making. Educators communicate with parents at drop off and pick ups and ask for feedback regarding their child's experiences, ask for suggestions, and parent contribution to the decision making of the children's learning. These suggestions and comments are documented and added to the program.</p> <p>A familiar educator is rostered to greet children and families each morning so that information about learning , or wellbeing, events or interests at home may be incorporated into the program. In the afternoon educators are available to share information about children such as interests, incidents, children's interactions or achievements . Where we can see that children or families are struggling to connect, we note and utilise relationships with preferred staff to build connections.</p> <p>Throughout the year educators have team meetings where they solely discuss the individual goals and needs of the children in their group. These needs can be social, emotional, physical etc. Goals are set as a team and educators are purposeful in setting up experiences to build on these. Progress notes are added into room diary throughout the Term. Children's successes and achievements are shared in their portfolio and verbally with families.</p> <p>Children see themselves and their family represented in our Preschool. A focus on identifying and representing diversity was enacted with current resources utilised and new resources purchased in the form of quality children's literature representing people with disabilities, non-typical family structures, people from various and diverse cultures, and people with ADHD and ASD. Families contribute recipes and share cultural traditions.</p> <p>Parental engagement is encouraged through our new online platform OWNA. We are aware of the diversity of the families that we have in our service and have made changes in our service to reflect this such as, Mothers day and fathers day celebrations have been altered to include all people of importance to our children lives. Cultural heritage is celebrate and conversations around these occur regularly between families and educators and in particular with the children.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
<p>6.1.3 - Families are supported</p>	<p>6.1.3 - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p>	<p>We provide up to day information of services that have spaces available to families via the newsletter to help reduce their burned. Facebook is used to share information of local supports, training and groups that build their own resources. We have moved from Xplor to OWNA which families can access more easily and is much more user friendly. We allow the local EI NDIS service to attend to assess children's needs in the preschool to support working families.</p> <p>We are providing children with assessment, functional assessment, speech screening, sensory profiles and referrals to services fast tracking their access to diagnosis, NDIS and paediatricians. We are paying for the services until families can access NDIS so the do not have to wait and the families to not feel disconnected and unable to help their children. This is seeing much greater transition to school success.</p> <p>Allied health work within the preschool to notice children who have not yet been identified as requiring support, or following up on our requests for feedback. We then work closely with the families in strengths based way so they feel safe to accept the help but do not feel shamed. As a result we have support families to access financial assistance via Centrelink they did not know they were entitled to which has increased their capacity to meet the children's needs at home.</p> <p>We provide referrals and have supported and taken families to services like supported playgroup as some parents have been to nervous to go alone and were not engaging. With the offer of support from an Educator they feel safe with, they have engaged in programs and built social connection. This has resulted in assessment, supported NDIS applications and Centrelink applications.</p> <p>NDIS support Coord offered, support with appeals, referrals and support to access supported playgroups, our funded OT's, Speech path, play therapists. Proving child development screening tools, support letters, time samples, ASQ, sensory profiles, ASSQ, and running incident reports to reduce the time required for allied health, General Practitioner and Paeds to make assessments and funding application. Supporting delayed school starts and EI classes for those identified specific needs.</p>	<p>Met</p>

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

Concept	Element	Evidence and Key practices	Assessment
6.2.1 - Transitions	6.2.1 - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<p>At enrolment we look at each child's information, background, needs and social connections. Discuss with families bring more details than the paper based documents which provides great insight to support children, their placement into which group and more settled transitions occur as a result. Allowing children's support workers or families to attend and stay for as long as needed is our core value to supporting children build their sense of safety.</p> <p>The transition to preschool (ASPECT) and transition to school (DoE) and transition to intervention class (DoE) services are utilised annually.</p> <p>Preschool welcomes other services into the setting to work with children and staff. This has included NSW community health, Aruma, Northcott, Building Tots (ASPECT program), and Northcott. We have a strong relationship with Early Intervention Support program as we share children with Davina and closely communicate with her to best support them. We also share children with the Aruma intervention Program, whom we liaise with, albeit less often than the Early Intervention program.</p> <p>Transition to school statements are completed, provided to families, and sent to schools. Teachers meet with all primary school to discuss in detail the children individual needs that are not captured in the transition statements. Where we feel children are not ready for Kindy, we support families to seek deferred starts to best support the children transition and development.</p> <p>During term 3 and 4 of the year, those transitioning to Kindy are provided with greater levels of responsibility, scaffolded tasks and leadership opportunities to help support them to move from a play based learning environment to one that is structured and task orientated. Teachers provide targeted programming goals in collaboration with families from mid year interviews to support children be ready for the change in expectations the following year.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
6.2.2 - Access and participation	6.2.2 - Effective partnerships support children's access, inclusion and participation in the program.	<p>Families are given the opportunity to visit as many times as they need in order to make a decision and feel safe. We have all change our enrolment process children that do not start at the start of the year are required to be supported for no less than three visits to build connection and safety with Educators, children and the preschool space and routine.</p> <p>Speech Therapists, keyworkers, and OTs attend Preschool weekly to work 1:1 with children. Their feedback about the child in the setting is considered. Staff now have a lanyard with visuals to communicate with some children based on feedback from specialists. Orientation days mean children can attend with their families, meet all the staff, including the Ed Lead, NS and Admin. Allied Health also attend this day so when support or screening is needed for a child, parents feel safer knowing them.</p> <p>Staff undertake PD in timely ways to support children in their group. Four staff and two more have been enrolled in Stronger Smarter Jarjums, this creates a level of knowledge about biases, perspective and deepening understanding at calling out practice areas that can be improved or have biases.</p> <p>Educators and the Director have ongoing conversations with other services to support children consistently across and between services. This includes Lismore Preschool, Friends Childcare, and Goonellabah Preschool.</p> <p>Professional communication between services and allied health professionals is shared with educators working with children and filed into Children's files. Goals and strategies for children consider this communication.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
6.2.3 - Community engagement	6.2.3 - The service builds relationships and engages with its community.	<p>The Preschool connects with the local community through excursions such as to the Recycling Facility, Botanic Gardens, Lismore Show and Post Office. Running a father Day BBQ, coffee van, with sport, reading and paper aeroplane making set ups to increase connection and relationships. Honour the role dad have with their children and in our school community. Holding collaborative Mothers day events with WRPS, putting on breakfast and photo mornings, co-design with the WRPS P&C.</p> <p>We are attuned to the needs of the community adapting our service delivery, philosophy, program and services to a rapidly changing demographic and community needs, such as post Fires, COVID, online preschools, home school packs, meeting in community three times per week to maintain connection post flood, providing therapeutic services via the preschool when community does not have capacity to do this.</p> <p>Sheldon Harrington and Josh Creighton local Bunjalung men have been working with us for a year to capture a vision that match our philosophy while honouring the land of work, play and learn and think on. They have created our full brand guide that will also be used and incorporated in our new building. Who hope this continues to show that we are working toward being a safe place for Aboriginal families and that we are know as a place to come that is safety.</p> <p>Uncle Gilbert and Bundjalung Kev have visited Preschool to engage children in traditional stories, artwork and language. We are attempting to work on decolonising our beliefs and practices. through the use of language, signs and art work through all that we do.</p> <p>All staff attended cultural training in July 2024 in Ballina to support understanding of local history and culture. This training was reflected on during a staff meeting with staff sharing and discussing what they learned and what they found challenging. In 2023 to Educators attended Stronger Smarter Jarjums training. In 2024 the Ed Leader and Director attended the same to help transform all the work that we do and biased and perspectives we hold. This training sets work place challenges.</p>	Met

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
6.1.2	Individualised onboarding for minority groups based on reputation.	Safe space to meet and talk with families, post flood there is no were to talk with families.	Medium				2024-11-11 14:09:47.023		
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.	We have a high rate of new to Australia families to work at the uni and hospital but they do not come with Australian Immunisation papers. Delays in starts dates are occurring as a result.	Federal Minister communicated with the raise issues that not all families enter the country with the right immunisations or the access to Medicare to have the correct paper work for children to access early childhood services.	Medium	Email to Fed Minister Email to Imm Coord about better system requirements.	Effective communication with Fed Minister Change in support to newly arriving families. Faster turn around time with the Immunisation Coord.	Mid 2025	2024-11-18 11:41:27.361		Not started
6.1.1 - Families are supported from enrolment to be involved in	Lack of space, lack of office, the Director and Ed Leader are separated from the families. We should be the face of the org and we are not.	Find creative ways to engage families to know if we are accessible, connected and approachable. Create different systems that adapt to the current situation.	High	Use Social media more Use Survey Monkey to gain anonymous feedback for saftey.	More usable feedback and data. Increased communication from families. Preschool communication plan.	End Term 1 2025	2024-11-18 11:37:10.199	Survey monkey started to be used to ask targeted question of the families	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
the service and contribute to service decisions.								and the wider community in Oct 2024.	
6.1.3	More access to more wide ranging allied health	More hours and more allied health to be accessible via the preschool and paid for by the preschool.	Medium	Use local knowledge to secure best practice allied health workers. Apply for more DIP funding to keep paying for the services	Increased service uptake	Term 1 2025	2025-02-27 10:32:30.494	Contact Ben Soc Add a second OT's and increase Speech hours Introduce families at orientation. Update families in newsletters.	Completed
6.1.2	Parents may require a more private and timely way to give feedback around service routines, transitions, activities and contributing to the curriculum decision making.	Parents replying , giving feedback and engaging in family surveys. Having a place to offer services, advice and communicate when this is not possible at drop off and pick up.	Medium	Educators to start utilising the OWNA app to communicate more freely with families.		End of Term 1	2025-02-27 13:21:51.512	We have seen this starting to happen with the Parents responding to Committee Fundraisi	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								ng event. 22.02.2025	
6.2	<p>Enrolment access process is not always working as the office and demountable are not connected. We can't meet families in the same way as before, there for are finding it very hard to know if interpreters, literacy or internet access are barriers for families.</p> <p>The lack of signage on the street, the demountable, play spaces and our office due to not being our sight is causing people to not enrol and feel overwhelmed.</p> <p>We have been given feedback that people have attempted to visit then did not attend as they thought the small space out the front is we had to offer or they could not find us at all.</p> <p>The level of enrolment process now having to be digital is creating barriers for many families.</p>	<p>Community knows where we are.</p> <p>Community feel supported.</p> <p>Community do not feel stigmatise when we attempt to offer support without causing offence such as offering interpreting services or literacy support.</p>	High	<p>Update the enrolment policy</p> <p>Follow up all enquires via email, phone and text.</p> <p>Always offer paper copies</p> <p>Make sure all emails have each person work days on them as most staff are part time and people feel ignored when they do not get a reply quickly.</p>	<p>Increased enrolment numbers</p> <p>More positive feedback</p> <p>Survey community with positive feedback as the outcomes</p>	Term 1	2025-02-27 10:16:43.8	<p>Community survey's run.</p> <p>Access survey to be run but by nature of the online survey those that cant read or have o internet can't let us know which will skew the data.</p>	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
6.1.2	As we are new to the OWNA process , parents and educators are yet to fully utilise this as an addition means of communication.	For all parties to be confident in communicating goals, success, ideas, knowledge on OWNA. For parents to be more active in family surveys and giving feedback.	Medium	We have sent out an invite to families for an upcoming parent OWNA information session to support parents in using this. 19.03.2025	When we are effectively communicating and posting on this platform.	Term 2	2025-02-27 14:23:23.298	Invite went to parents via Newsletter on the 26.02.2025	In progress
6.1.3	knowledge of current best practice neuroscience to best support children and families	High level knowledge with best practice research to support the work we do	High	Find funds to pay for training Book Phil Bird Set a school holiday day for the training so all can attend without service interruption	All attend, understand and use training.	Term 4	2025-02-27 10:37:15.124	Price negotiated down to \$11,000 Training booked Training delivered knowledge put into practice	Completed

Quality Area 7 - Governance and Leadership

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.168-169, R.170-171	STD7.1	Do you have all prescribed policies and procedures in place at the service? Do you ensure that your policies and procedures are followed? And always available?	Compliant
R.87, R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrollment records, excursions, attendance records, health information, records of illness or accident?	Compliant

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.173-174, R.174-176	STD7.1	Do you ensure that changes to the operation and premises of the service, serious incidents, matters relating to health, safety and wellbeing of children and complaints which allege a breach of the Law or Regulations are reported to the Regulatory Authority in the required timeframes? This includes any changes to the ages of children being educated and cared for at the service and any change to the nature of care offered by the service.	Compliant
R.146, R.147, R.154, R.163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> • The nominated supervisors, educators, coordinators and staff? • Family day care educator assistants? • Adults living in residences used to provide a family day care service? • Students and volunteers? 	Compliant
R.118, R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	Compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enroll their child at the service?	Compliant
R.176A	STD7.1	For family day care services, have you ensured educators notify the approved provider about circumstances that may pose risks to the safety, health or wellbeing of children at or likely to attend the service. Including renovations, an infectious disease outbreak or a natural disaster.	Not Applicable
S.172, R.173	STD7.1	Do you display all prescribed information? Is it clearly visible from the main entrance of the service or residence?	Compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Compliant
R.92, R.99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Compliant
R.165	STD7.2	For family day care services, have you ensured that records of visitors to a residence or approved venue are maintained?	Not Applicable

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.55-56, R.31	STD7.2	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> • Contains a statement of the service philosophy? • Is reviewed and revised at least annually? 	Compliant

Comments

Print current prescribed provider info for the back of classrooms doors
 Link new info to website
 Link polices to website to keep it streamed lined.

STANDARD 7.1 - Governance supports the operation of a quality service.

Concept	Element	Evidence and Key practices	Assessment
7.1.1 - Service philosophy	7.1.1 - A statement of philosophy guides all aspects of the service's operations.	<p>Our staff, children and families have spent time reflecting on our values, belief that were outlined in the philosophy. It was felt collectively that it not longer represented our core values and intentions and over many months a new one was designed through collected collaboration with all stake holders. Our philosophy now informs our Governance decision making, our programming and pedagogy, class groupings and training and development that is offered to staff.</p> <p>Philosophy is a part of our enrolment process in our parent handbook. It is on our website and Facebook page. We now refer to our philosophy in our observations and learning journals when reflecting on capturing the children's learning journey. Our philosophy is the basis for decision making on enrolments, policies and procedure, practice and community engagement strategies. Our strategic visions is based on our philosophy.</p> <p>As part of the review process, all staff reflect on their performance in relation to our preschool philosophy. They assess how their actions embody the values outlined in the philosophy and consider its alignment with their personal beliefs. This reflection also extends to evaluating how the philosophy is integrated into daily practice. The Guiding Principles of the National Quality Framework E LYF V2 are evident in both our preschool philosophy and the everyday practices of our educators</p> <p>After our review and philosophy re-design, we undertook a complete rebrand with local Aboriginal Bundjalung men, SJ and Josh. This occurred as the logo and images once associated with our preschool no longer reflected our philosophy, values and beliefs. This process took six months of working with the children first, as they are central to everything we do. Our new branding is now fully aligned with our Philosophy.</p> <p>We commenced 2024 with training with Nature in Play to support our philosophy journey. To learn how to weave nature and sustainability in everything we do as one of our strongest and core value identified in our philosophy. Each team member was reflected and was guided on a process to understand the comfortability and connect to the outdoors. Having deep reflections for those that prefer to work inside and how to overcome this challenge to embody our philosophy.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
7.1.2 - Management systems	7.1.2 - Systems are in place to manage risk and enable the effective management and operation of a quality service.	<p>We have strong best practice recruitment processes to maintain the safety of our children. Interviews, police checks and WWCC, reference checks and trial working periods with 6 month probation for permanent staff, a code of conduct and regular review of ECA Code of ethics in team meetings. We have been working through the child safe standards and working towards being a child safe organisation. We have email banner and website notification that we are a child safe org.</p> <p>Service practices are based on effectively documented policies and procedures. They are readily available at the centre and regularly evaluated and reviewed in consultation with educators, staff, families and the wider community where appropriate.</p> <p>Policies and procedures are adapted to meet the changing needs of the NQS, WHS and regulations. Using measures like always having two staff when with children, having a standing nappy changing procedure to honour respect and dignity for preschoolers.</p> <p>Evolving administrative practices to continuously upgrade systems to more effective and lower risk options to maximize efficiency and maximize protection of children and employee information. All children's documents electronically stored and backed up in multiple locations to maintain integrity of the data. Technology used to update family in more "real time". Use of technology and traditional methods to capture learning cycles and learning outcomes via physical portfolios.</p> <p>Risk is documented in the Director's report, committee meeting and via risk assessments. The end of year compliance check list which is part of the Governance kit, reduce the risk to committee as they are provided with a compliance health check annually. We have worked hard to keep up the with rapidly changing regulations that require considerable understanding of completed effective and use risks assessment in key areas such as excursions, evacuations, outdoor play, play ground supervision.</p> <p>We target diverse and varied professional and life experience for our parent committee to increase the shared knowledge and reduce the risk as there are far more perspective when review risks assessments and reviewing policies and governance structures and practices. We promote the use of our complaints procedure should any families or staff have concerns, which can be confidentially sent to the AP.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
7.1.3 - Roles and responsibilities	7.1.3 - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	<p>Records and information are regularly reviewed, maintained in accordance with legislative requirements, and always stored appropriately to maintain confidentiality. All employees have position description that are updated regularly. We adapt and review roles and portfolios across the team to ensure the best person is undertaking the task and learning is shared and targets to those with particular skills or passions.</p> <p>Induction procedures are reviewed regularly and legally compliant. They contribute to quality relationships within the staff team and between the educators and the children. We build the relationship between new staff and children over time and in a supported way so children feel safe. Ensure that staff when starting are given several days to learning about our routines, policies, meet the children and parents before being considered orientated. This is individualised to each person.</p> <p>ECT meetings occur to support the role, discuss continuity between ECT's, rooms and documentation . These occur prior to room meetings to support the consistency of information passed on to others. Extra time off the floor is given to ECT when they request or for mid year interview, transition reports and when undertaking individualised training.</p> <p>Inclusion support meetings occur with those specifically tasked with information collection, child assessment, funding applications and supporting parent through referral applications. The NS and The Ed Leader has been give the role, both roles are fully off the floor so the greatest level of support, documentation and professional mentoring could occur while we are in a demountable and the challenges we face require constant support and adaptation.</p> <p>The NS and two committee members undertook Governance training hosted by the Alliance with Tim Childs in 2023, this was key to a better undertaking about risks, role clarity, regulatory requirements and support in know how to support the NS in the day-today management of all Preschool operations. We have undertaken targeted survey's of fathers to gain insight into why they do not join the committee which has resulted in the engagement of two new fathers for mentoring in the lead up to our AGM.</p>	Met

STANDARD 7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element	Evidence and Key practices	Assessment
7.2.1 - Continuous improvement	7.2.1 - There is an effective self-assessment and quality improvement process in place.	<p>The self assessment tool has been worked on in varying times since the flood. We have had to make considerable changes to it to reflect how we practice in a demountable in comparisons to our own preschool. When there has been major changes, professional development, physical environment changes, large excisions and the like, these have been added to keep track of the positive progress we have made since the flood.</p> <p>Strategic Plan developed pre-flood has been reviewed and has been completed despite the loss of our preschool and all our resources. Our committee to our philosophy meant the goals and vision were still very much the same. The NS, Committee and EL have worked to complete the tasks regardless of the barriers. This set a greater bench mark for managing quality improvement and strategically addressing areas from a governance perspective.</p> <p>Bi-annual policy review schedule created. Subscription to ChildCareCentre Desktop was purchased and policies are being updated to ensure that they are all compliant with current regulations and best practice. This has taken many weeks to complete and adapt the policies, procedures, supervision plans, risks assessment and registers. This process is now 80% completed. We have shared the regulated policies with families via OWNA as a way to track our progress.</p> <p>During term 4 2024 the NS undertook Sarah Moore's Assessment & Rating Success Program; Navigate uncertainty with ease. To support the NS to guide the team in using the SAT as a point of reflection and pride. This also improved the NS understanding of the process as this is the NS first A&R with ECED however not the first accreditation process. The SAT has been reflective in its self while reviewing how far we have progressed since it was created in 2021.</p> <p>All Educators participate in the daily reflections and shared observation of the children, the program and the learning cycles. This process highlights areas for the SAT to help better capture the progress and adaptations that have been made to make it process ours. The SAT has been a point of reference for term break meetings, reviewing and reflection on practice and changes which are then added to the SAT.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
7.2.2 - Educational leadership	7.2.2 - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<p>Director role and educational leader roles were separated within our structure. This way the Ed leader can focus on pedagogy, resources, planning and mentoring in August 2020.</p> <p>Ed Leader in Oct 2023 became a non-teaching role to review and overhaul our philosophy, pedagogy, learning cycles, documentation and critical reflection.</p> <p>The EL is an ECT who holds her Diploma in Childcare and a Bachelor Of Education. EL is given four days administrative time to plan, research and mentor.</p> <p>EL mentors and and observes staff daily to identify and provoke questions around the practices that the educators are using. Written and verbal feedback is given and suggestions shared for improvement . EL reviews and gives feedback on educator documentation at different stages of the learning cycle. This is both formal and non- formal.</p> <p>Ed leader is supported to participate in Northern Rivers Preschool Alliance, Ed Leader forum, which has commenced undertaking practitioner research within the preschools. The Ed Leader has been provided with mentoring support from the Director/Ed Leader from Clunes Community Preschool. The EL has working from home day to provide space where effective reflection, programming and observation review can occur without disruption.</p> <p>The EL plans, leads and records meetings, supports mini meeting that can occur daily for each team, and provide mentoring 1:1 to Educators in targeted ways for the best learning for the Educators and the flow on support for the children and families. The EL meets regularly with the ECT's to ensure practice and documentation is on track and of the standards agreed. EL collates all the Observations and over sees the programs to ensure full learning cycles and critical reflections are occurring.</p> <p>The EL has undertaken twilight pedagogy meetings, learning about Ant biased theory, organising Red Ruby to deliver the ELFY V2 . The EL is continually developing her leadership skills, team building, learning about and sharing information on current best practice. PD including Embedding Collaborative Leadership.15.2.25, Stronger Smarter Jarjums 08.2024, Koori Curriculum , Twilight Pedagogy, Yellow Ladybugs and more, have enabled her to learn new practices and share with others.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
7.2.3 - Development of professionals	7.2.3 - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<p>All staff undertaken and annual appraisal with either the NS or EL. Each Educator assess their own performance against their position descriptions, our philosophy and from this starts a co-designed professional development plan. Some training has themes across staff which supports which training is done on pupil free days and which training is provided for one or two educators who then bring their learning back to the wider team.</p> <p>Performance management and professional development documented within staff records. Staff supervision and access to high quality accredited training such as ECA learning hub and CELA. Performance management has been used on several occasions to assess and address underperformance and poor performance. This was the process is clearly defined and both supportive the of the NS leading it and the Employee who requires the support to consistently improve to the standards required.</p> <p>Access to large volume of training, emails sent when new online or local training becomes available to staff. Traineeships and scholarship based higher education shared with the staff to support professional development. CELA membership purchased and email calendar shared regularly so Educators can tailer raining to their needs.</p> <p>The staff have the opportunity to seek informal supports to build the professional knowledge that is based on their own personal passion. Examples are attending "Making wax wrap" workshops to support sustainable lunch box ideas. Attending families farms to learn new farming techniques that can be used at Preschool such as hydroponics.</p> <p>Staff are provided with individualised EAP services to ensure they get the support of the choice for their circumstances. This we have noted has an increased sense of wellbeing post flood, increased staff retention and general better health outcomes for our team. As a result the support and co-regulation of the team is much higher when supporting children and their needs. This is tailed between staff, the NS and their GP.</p>	Met

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
7.2.1	Team, committee, children and families have not been involved in the QIP since the flood.	QIP that is live and supports our practice.	High	Team meeting set agenda items to return Families to be survey regularly on needs	Meeting minutes reflect Input by all stakeholders	End of term 4	2024-11-11 12:51:31.665	7.11.24 Community and parents survey on hours and barriers to preschool	In progress
7.2.2	Ed Leader undertake large amount of work that had not made it into the QIP due to flood.	Monthly review by Ed Leader and Director.	Medium	Calendar invite reminder	Visible records of change	End of term 4	2024-11-11 12:55:12.483		In progress
7.1.3	Lack of knowledge about worker rights, ward conditions and how employment decisions are made.	A all of preschool EBA.	Medium	Engage external HR, Unions and employee rep	Role clarity. Classifications clarity. Single point of reference for all wage, leave, professional dev considerations	Mid 2025	2025-02-27 13:23:57.277	10 staff meetings to build questions and log of claims. Three meetings with committee, union and HR. Final draft completed Feb 2025. Final meeting to occur now in	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								April 2025 due to A&R. Lodge with Fairwork in May 2025	
7.1	The staff have above award wages and conditions but there is some uncertainty about various conditions such as leave pay, hours, right to disconnect etc.	An Enterprise Agreement that will provide clarity around the wages and conditions that are offered at the Service.	High	Enter into bargaining with staff, Unions, committee and with the support of an HR specialist.	An EA will be lodged and registered with Fair Work providing employees with the certainty that they are better off overall with respect to their conditions and the Award.	Mid 2025	2024-10-28 16:12:29.748	Meeting to establish log of claims on 22 August with staff reps, union rep, HR specialist and committee rep. Draft EA to be circulated.	In progress
7.2.1	Lack of Committee engagement in the Self assessment and QIP. Rolling volunteer committee members that are almost always working mothers who do not have the time or capacity to under take the	Help support a broad understanding of the QIP and Self assessment.	Medium	Standing agenda on the committee meeting template. Have a broad summary of the QIP that all new members are taken through on induction.	Informed and engaged committee	End of term 4 2024, then again for the AGM.	2024-11-18 10:00:44.398		Not started

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
	review of QIP.								
7.2 There is evidence an effective self assessment and quality improvement plan is in place.	To update the 2021-24 Strategic plan	To track our progress against our strategic plan to keep achieve goals in a planned and measured way.	Medium	Review and implement Strat plan Biannually	80% completed strat plan even wit the flood.	2021-2024	2024-12-09 10:52:18.069	Review strat plan, more target language for gender and social constructs needed. Library lost in flood, lack of choice due to donation but choosing what we use and what we pass on has been a great way to review again biased	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								books. Neuro-affirming and ND training has been delivered across 2022,2023 and 2024.	
7.1.1	Some educators do not like outdoor play however it is core to our philosophy.	Open dialogue, supportive professional development and critical reflection for the team and individually.	Medium	Supporting staff to reflect how their own personal feelings about how we enact our philosophy can be reflected on safely and adapted to.	Staff attended training run by Nature in play Australia, provocations and deep yet safe reflection for all to explore how they feel about being outside in the complex climate in the Northern Rivers.	Term 4 2024	2025-02-07 12:50:44.968	Training undertaken, programming adjustment made, change to purchasing of resources and reduce the level of disposable items. Increased use in the environment and not taking "toys" to the	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								nature based play ground.	
7.2.1	More details and broader range in risks assessments and child safe practices. Procedures reviewed and adapted. Always have two staff with children while in the demountable so there is less risk as there is often no line of sight to the play areas. Utilising more of the OCG safe standards documents.	Well document risk. Reduced risk	High	Review all risks assessment with staff. Check regulations Review child safe checklist working document		Mid 2025	2025-02-07 13:45:08.127	April 2024- purchase d cyber security to protect children and families information. Practice fire and lock down drills with children in and open way before running the evacuations so children are open to learning, not fearful of the process	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								<p>and parents are informed ahead of time so they can discuss this at home. Seeking feedback from the children on what they would do to improve the process and sought observations about what they learnt. Running our evacs independently of the school and undertaking the</p>	

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								<p>schools means more opportunity at exposure for the children. 2025 Review standing nappy change procedure. Term 4 2024/term 1 2025Sought advice from Fire and Rescue NSW as the evacuation plan for the primary school does not meet the needs of preschoolers.</p>	

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								Feb 2024 all staff completed the new Child Protect training.	
7.1.3	Regulation and Governance resulting in the continuous loss of committee members	A robust solution to finding a Committee that has the time and skill set to contribute the quality Governance rather than finding anyone that will give their time	High	Promotions Work with NPRA to see what other solutions are around. Seek help from CELA. Seek Government support to assist in how Board can be better supported.	A robust and supportive AP.	Mid 2024	2025-02-27 13:31:00.472	Change the time to 7:30pm to better suit bed time routines Provide online and face-to face for each meeting so meeting is delivered to more people in a way they want it. Provide dinner and admin support for	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								documentations. Emailed local accountancy firms and legal firms in an attempt to get probowork to support the role of the committee, three times each with no success. Survey families about the barriers preventing committee attendance. Cost of living and post flood housing condition leave little	

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								time for volunteering. Parents join and then become overwhelmed and leave when they are asked to complete all the paperwork to sign up.	
7.1.3	Need for expert external HR advice	Better support to navigate complex awards and performance management	High	Use HR Success as per quoted and costed hour already purchased by the AP for policy update that was not undertaken in 2022/23	Better HR polices Better HR support for the NS Better advice for the NS as the HR lawyer being used was not providing good outcomes,	2023	2025-02-27 14:00:23.028	2023 fully reviewed HR policies. Updated and approved by the NS. Overview provided to eh Committee. Better advice on	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								performance management of complex issues when medical conditions were placing barriers for performance management. New HR company needed as HR success is a two person team unable to provide real time advice. 2025 NS emailed two other HR services.	

Continuous Improvement Opportunities

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7.2	Support to have regulated policies and procedure. Sign up to Chidlcarecentre desktop. 40 hours allocated for police update.	Fully updated polices, procedures, risks assessment, supervision plans and process created, adapted and understood by the whole team.	High	Purchase Centredesktop Download polices Individualise to ELCP	Fully documented and understood.	End of 2024	2025-02-27 14:04:29.984	Centre desktop purchased. 50 hours exceeded, 50% completion thus far Dec-2024 3rd Feb 2025, 80% completed, tracking this volume is becoming increasingly difficult. Feb 2025 commence loading regulated polices and procedure to OWNA.	In progress

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Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
7.1.3	Ed Leader required to be off the floor until we return to our preschool to better support the team as the constant need to adaption is required while in this space.	Better supported Educators. Overhauled Programming and documentation. Better DIP funding applications. Better synergy between the EL and NS	High	Budget for off the floor EL. Mentoring purchased from Clunes EL on new programming More meetings, shorter with more mentoring 1:1 with the EL.	All staff feel supported and cant undertake the new programming and documentation style commenced in Term 1 2024. Feedback from families on Learning journals. Decision to stop story park and be more present with children and focus times on connection and better observation, critical reflection and child led play.	Term 4 2024	2025-02-27 12:49:21.637	Removal of Storypark -no complaints from parents High levels of feedback on increased community engagement. High levels of positive verbal feedback on Art Exh and documentation of this. Overwhelming positive feedback from parents at the end of the year about the learning	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								journals. Better feedback from the team on feel the support was well scaffolded and individualised. Noticeable improvement in team cohesion.	
7.2.3	EAP needed to be individualised as it was not used	Better engagement in supports for people positive mental wellbeing	High	seek approval from the AP, to have EAP individualised.	Increased access	2021	2025-02-27 13:54:30.329	Promotion of the new style in 2021. Heavily promoted in 2022 post flood. 2023 five staff utilising the new format with great outcomes and	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								better support.	
7.1.2	Constant loss of internet means access government and finance systems is unpredictable and erratic.	Constant access to stable internet connections.	High	Mobile booster for the roof	Booster placed on the roof. Still large internet outage 50% of all the days we operate. Support working from home.	Term 1 2024	2025-02-27 14:10:14.139	Booster has had little effect. 2 out 4 weeks still no internet. Internet is so sensitive to interruption from the microwaves blocks it from working. Recruit TechGoo. Term 2 2024 Attended on site and working from the back end	In progress

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Date Created	Progress Notes	Status
								to try and stop Telstra from dropping out. 2025 NS investigated Starlink which others are using for uninterrupted access, cost prohibited currently due to staffing and re-build.	

Declaration

I confirm the information provided is a true, complete and accurate reflection of our service practice.	Y
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