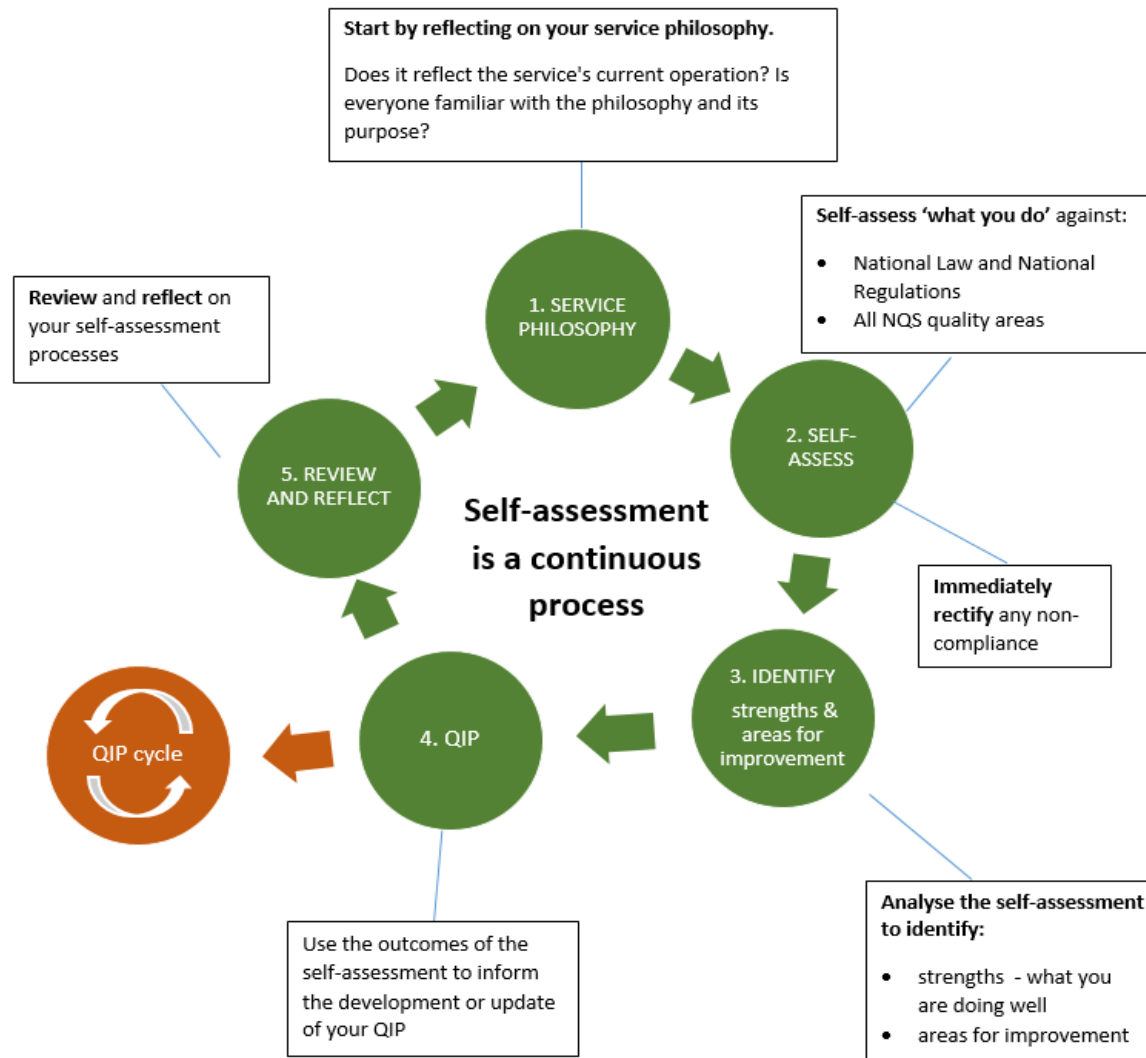




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**EXCEEDING**  
NATIONAL QUALITY STANDARD

# Guliyali Preschool Continuous Improvement Procedure





### Guliyali Preschool vision statement

"We challenge to support all students to achieve their personal best."

At Guliyali Preschool, we learn, teach and lead for excellence. Our aim is to extend and enrich children's learning during their last year before starting and through their transition to school. We encourage children to build on existing understandings and extend opportunities for learning new skills and developing interests.

### Guliyali Preschool context

Guliyali Preschool is a Department of Education and Communities designated Preschool. We offer a service that is affordable and accessible to all families and promote and encourage parent/child/community participation. Our program follows the National Early Years Learning Framework with the ideals of 'Belonging, Being and Becoming' as corner stones of all our work with children. Our program is designed to empower young children, to help them celebrate diversity and enable them to create, experiment and develop understandings and skills through play. The aim of Guliyali Preschool is to extend and enrich children's learning during their last year before starting and through their transition to school. The role of all staff is to encourage children to build on existing understandings and extend opportunities for learning new skills and developing interests. Our classroom and outdoor environment are welcoming and well-organised spaces designed for play and investigation. The learning centres / play spaces are carefully arranged to promote inquiry based and active learning and are based on intentional learning outcomes expressed within the Early Years Learning Framework.

Our Principles, Practice and Outcomes

The five principles, which underpin our practice, are:

1. Secure, respectful and reciprocal relationships with children and families.
2. Partnerships with children, families, primary school and other professionals.
3. High expectations and equity.
4. Respect for diversity.
5. Ongoing learning and reflective practice.

Our practice is always: - Holistic - Responsive to children - Planned and play based - Filled with opportunity for intentional teaching. Physical and social learning environments have a positive impact on children's learning - Working to extend our own and children's cultural competence, valuing diversity in all forms - Providing for continuity in experiences and enabling children to have success. – Assessment for children's learning in each of the five identified learning outcomes.

The five learning outcomes we assess progress in and plan for are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

### Guliyali Preschool planning process

Guliyali Preschool underwent Assessment and Rating in 2018 and the evidence gathered determined our overall rating as 'Exceeding' all 7 National Quality Standards.

Further preschool planning has since been undertaken with input from the P-6 staff, families, children and community members. Feedback opportunities have included written surveys, meetings, telephone interviews, children, educator and parent information sessions, P&C meetings and informal discussions.

Preschool educators and executive team members evaluated the current programs and practices and examined all gathered data.

All gathered information has been evaluated and aligned to the Guliyali Preschool's Philosophy to determine the preschool's future goals, strategic directions and Guliyali Preschool planning priorities. This information has formed the structure of the following 2019-2020 Continuous Improvement Plan.



# Belonging



# Becoming

# Being

## Term 1 and Term 2-

**Quality Area 1, Quality Area 4, Quality Area 5, Quality Area 6 & Quality Area 7**

**Purpose:** To create and foster an educational program and practices that are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development in an environment that safeguards and promotes their health, safety and wellbeing.

**Major SEFV2 links – Learning:** Learning Culture **Wellbeing - Teaching:** Effective Classroom Practice, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Planning, Reporting & Implementation, School Resources and Management Practices and Processes.

## Term 3-

**Quality Area 2, Quality Area 3 & Quality Area 7**

**Purpose:** To provide an environment that is critical to contributing to children's wellbeing, creativity and developing independence, providing a diverse range of experiences that promote children's learning and development, keeping children safe and creating/ organising spaces to reduce risk of injury.

**Major SEFV2 links–Learning:** Curriculum, Assessment, Student Performance Measures **Teaching:** Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Resources and Management Practices and Processes.

## Term 4-

**Quality Area 1, Quality Area 6 & Quality Area 7**

**Purpose:** To be inclusion ready by ensuring that the principles of equity, inclusion and diversity underlie the National Law, that Aboriginal and Torres Strait Islander cultures have been valued and the role of parents and families continues to be respected and supported.

**Major SEFV2 links – Learning:** Learning Culture, Wellbeing, Reporting Teaching: Learning and Development Leading: School Resources, Management Practices and Processes and Management Practices and Processes.



To ensure that our Quality Improvement Plan is a living document, the following schedule will be followed. All seven quality areas will be discussed, reviewed, critically reflected upon by using ACEQA's Critical Reflection tools and sample questions within the National Quality Framework, together with planning for current goals for improvement.

Educators will meet on a fortnightly basis with afternoon meetings held within the Preschool, 2.00– 2:45pm. The Nominated Supervisor, all Early Childhood teachers, School Learning Support Officers (SLSOs) and preschool supervisors are required to attend. Minutes will be taken at all meetings in the Preschool and uploaded onto Storypark. Progress notes that are identified during the meeting are added to the QIP by the Preschool staff at the end of that day or as soon as the preschool educator responsible for the quality area is able to do so in their RFF time. The Preschool teacher will meet weekly with the Preschool Supervisor to share and discuss agenda items such as new updates within the preschool, QIP strengths and goals, changes to the National Law or National Regulation, deal with any issues or concerns and further develop the school-preschool working relationship as a whole to drive continuous improvement. The preschool teacher, supervisor and P-2 Initiatives officer email regularly to ensure clear communication and an 'Exceeding' standard is maintained.

2020	Week 1-3	Weeks 4-5	Weeks 6-7	Weeks 8-10	Ongoing
Term 1 & 2	QA1 QA4 QA5	QA4	QA5	QA6	QA7
Please note that our CIP reflections have been affected by COVID 19 and for Term 1 Weeks 8-11 & Term 2 Weeks 1-4 we were reflecting on our at home learning experiences.					
Term 3	QA2	QA3	QA2	QA3	QA7
Term 4	QA1	QA6	QA1		QA7



## PURPOSE

For educators to critically reflect and evaluate service practice, to recognise strengths and identifying opportunities for improvement.

Major SEFV2 links – *Learning*: Learning Culture, Wellbeing, Reporting *Teaching*: Learning and Development *Leading*: School Resources, Management Practices and Processes

Term 1 & 2 2020	ACTION - Self Assessment of	RESOURCES	EVALUATION	Identified Improvements
<p>Term 1 Weeks 1 - 3</p>	<p><b>Quality Area 1 – Educational program and practice</b> Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child’s learning and development.</p> <p>Establishing the Speech Therapy Program with All Areas Speech Pathology</p>	<ul style="list-style-type: none"> <li>• Speech pathologist from All Areas Speech Pathology to be hired by the Nominated Supervisor every Monday 9am-12pm for the year. Starting on Feb 24 with children and families. Budget allocation of \$5000 to be allocated for this program.</li> <li>• Nominated Supervisor to arrange for Preschool ECT to be designated ½ day release on the 1<sup>st</sup> Monday of the program commencing. Budget allocation of \$500 for ECT and \$55p/h Cert III</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool ECT to email the Speech Pathologist to arrange a starting date 1.1.1-</li> <li>• Preschool designated Admin staff member to collect relevant documentation from Speech Pathologist such as the dates of attendance in the Preschool, hours and Working With Children Check (WWCC) 4.1</li> <li>• Preschool educators to arrange a quiet working space for the speech therapy sessions to be delivered. Preschool ECT to write a risk minimisation plan for environment that they will be working in 1.1.3</li> <li>• Nominated Supervisor to provide information about the program to families on StoryPark. Families to be encouraged to attend 1.3.3</li> <li>• Supervision plan written with Preschool Supervisor, Preschool ECT and Cert III to ensure ratio is maintained at all times. This is communicated to all educators who have a duty in the preschool 4.1.1</li> <li>• Preschool ECT to collaborate with Speech Pathologist on Feb 17 to explain StoryPark and the purpose of sharing the learning cycle of</li> </ul>	<p>commencement date confirmed- <b>6/2/2020- post on Storypark</b></p> <p>Completed 4/2/2020</p> <p>Completed and uploaded. Improvement measure – address at staff meeting</p> <p>Completed – 3/2/2020- Storypark notifications</p> <p>Completed – and communicated to all staff via email &amp; at whole school staff meeting.</p> <p>Completed – Speech therapist posting on Storypark starting 5/3/2020</p>



			<p>each child's speech therapy session 1.1.3, 1.3.1, 1.3.2 &amp; 1.3.3</p> <ul style="list-style-type: none"> <li>• Preschool team to write the Speech Therapy Program as a strength in the QIP for QA1, QA2 or QA3, team to decide what Quality</li> </ul>	
	<p>Quality Area 4- Staffing arrangements To ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.</p> <p>2020 Budget allocation</p>	<ul style="list-style-type: none"> <li>• \$20 000 funding allocation to provide 1 full day each week for ECT release day 40 weeks.</li> <li>• Educators familiarise themselves with Professional Teaching Standards.</li> <li>• All roles and responsibilities for ECT and Cert III communicated to Preschool staff at Preschool team meeting.</li> <li>• 1 hour release from face to face teaching provided to Cert III each week.</li> <li>• Nominated Supervisor and Preschool Supervisor ensures that all ratios and qualification levels are maintained at all times.</li> <li>• Playground duty timetables to be reviewed EC qualified teachers to be used when available.</li> <li>• Team meeting times established for all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Improvement Plan to guide ECT use of release day 4.1, 4.1.1, 4.1.2, 4.2, 4.2.1</li> <li>• Educators reflect on PTS and how they guide practice, interactions and relationships. Story park community post on reflective practice 4.2.2</li> <li>• Executive staff and EC Educators to meet Week 1 Term 1 to discuss daily roles and responsibilities.</li> <li>• Clearly defined roles and responsibilities for all preschool staff</li> <li>• Playground duty roster &amp; RFF timetables ensure staffing arrangements allow children to experience continuity of educators 4.1.2</li> <li>• Preschool Supervisor to negotiate with school RFF teachers to organize suitable RFF for Preschool Cert III.</li> <li>• A draft playground timetable is presented to all staff for review</li> <li>• Professional collaboration between executive and preschool staff ensures collaborative learning and reflection occurs regularly. Meeting minutes recorded on StoryPark 4.2.1</li> <li>• Preschool staff and executive staff meet every fortnight at 2pm. If there is a need for extra meetings times are scheduled as required.</li> </ul> <ul style="list-style-type: none"> <li>• All Preschool staff are provided with an orientation and login details for StoryPark and</li> </ul>	<p>Beginning teacher funding application submitted. Educator to use planning day to look at areas of excellence and program development.</p> <p>Completed and uploaded into handbook Completed – communicated to staff</p> <p>Cert 111 to be provided with RFF time during Wed library time – <b>continuity of care</b></p> <p>Completed and emailed to staff <b>TERM 1 week 1</b></p> <p>Week 2 Term 1 5/2/2020 – recorded on Storypark <b>T1 weeks 7-11 T2 weeks 1-4</b> Due to disruptions to school due to COVID meeting times have been modified to allow flexibility.- recorded on Storypark Completed – RFF teachers given Storypark login and induction</p>



<p>Weeks 1-3</p>	<p><b>Quality Area 5 Relationships with Children</b>  Promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.</p>	<ul style="list-style-type: none"> <li>• A high level of input is given by all educators including ECT, Cert III's, Nominated supervisor, Aboriginal Early Intervention Educator and LST / speech therapists/ teachers – Story park posts and observations are encouraged.</li> <li>• Stagger start times and flexible interview options allow for all families to attend meetings.</li> <li>• Roles and responsibilities</li> <li>• Learning Support guidance</li> <li>• Cert III support</li> <li>• Resources – Funding allocation \$500</li> </ul>	<p>provided with opportunities to add to community posts.</p> <ul style="list-style-type: none"> <li>• Preschool Educators meet with all families to discuss family history, interest area and goals 5.1.1.</li> <li>• Daily observations and learning cycles are recorded and reflected on StoryPark by ECT, Cert III, and weekly by AEIT, Speech Pathologist, Nominated Supervisor, Preschool Supervisor and fortnightly by duty staff 5.1, 5.1.1, 5.2.2.</li> <li>• Children with additional needs are identified and monitored by Learning Support Team 5.1, 5.2.2</li> <li>• Extra qualified Cert III support provided if required for any additional needs 5.1.2, 5.1.1</li> <li>• Educators review interest areas of children and purchase equipment to enhance their learning 5.2.1, 5.1.1</li> <li>• Executive staff and EC Educators to meet Week 1 Term 1 to discuss daily roles and responsibilities.</li> </ul>	<p>Interview dates established and posted on storypark</p> <p>Completed daily storypark posts  ARS posting online speech lessons for COVID period</p> <p>LST referrals placed for identified students –LST referrals  COVID PERIOD  Term 2 Week 7- Extra SLSO support provided for identified students</p> <p>Meeting 5/2/2020 recorded on Sentral uploaded onto storypark</p>
<p>Term 1-2  Week 8 &amp; 10</p>	<p><b>Quality Area 6 – Collaborative partnerships with families and communities.</b>  Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.</p>	<p>Self Assessment  <a href="https://www.acecqa.gov.au/media/27501">https://www.acecqa.gov.au/media/27501</a></p> <ul style="list-style-type: none"> <li>• Stagger start dates, Information packs with relevant school, community and parenting information</li> <li>• Photocopying – admin time</li> <li>• Community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• All families given start dates and packs – information sessions penciled in for 18/6/2020 for play based parent information session</li> </ul>	<p>COVID 19 Weeks 8-11 Term 1 &amp; Weeks 1-4 TERM 2 - period of remote learning.  Educators connected daily with families on story park and contacted families daily over the phone. Educators and executive team uploaded materials on storypark and ensured material was accessible to families by doing craft drop off days. Educators connected with Deepwater</p>





				<p>Court residents and provided them with baked items and special treats. MINGALETTA AUNTIES posted on Storypark and connected with children through story and song. 19/6/2020 MINGALETTA AUNTIES contacted school to confirm their continued interest in returning Term 3.</p>
<p>Quality Area 7 – Governance and leadership. Effective leadership and governance of the service contributes to quality environments for children’s learning and development. Effective leaders establish shared values for the service and set clear direction for the service’s continuous improvement.</p>	<ul style="list-style-type: none"> <li>• Review of Philosophy</li> <li>• Roles and responsibilities for all stake holders are clearly defined.</li> <li>• Staff meeting arrangements and Cert III time (\$55ph)</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool Educators meet with all families via parent/teacher interviews to discuss family history, interest area and goals. Respectful relationships with families are developed and maintained and families are supported in their parenting role. Aboriginal Early Intervention teacher attends these interviews. 6.1</li> <li>• Families are encouraged and supported from enrolment to be involved in the school environment. 6.1.1</li> <li>• During the interview period the expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. StoryPark Community posts request parent input 6.1.2</li> <li>• Information provided to parents about Schools As Communities (SaCC) courses that are available. Educators compiled a list of playgroups available in the local area 6.1.3</li> <li>• Preschool educators seek opportunities to build relationships and engage with the community. StoryPark Community posts invite family participation 6.2.2</li> <li>• Attendance at AECG meetings and visits with local retirement home established. 6.2.</li> <li>• All families and stakeholders are encouraged to reflect and add to Preschool statement of</li> </ul>	<p>Information updated and promoted on StoryPark</p> <p>Preschool team use this document as a guide when reviewing the Philosophy <a href="http://www.earlychildhoodaustralia.org.au/ngsplp/wp-content/uploads/2012/05/NQS_PLP_E-Newsletter_No28.pdf">http://www.earlychildhoodaustralia.org.au/ngsplp/wp-content/uploads/2012/05/NQS_PLP_E-Newsletter_No28.pdf</a></p>	





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- Local Procedures to be reviewed. Additional time off the floor for Preschool team to review local procedures in alignment with current National Regulations and Law. Budget allocation of \$500 for casual ECT and \$55p/h Cert III

philosophy 7.1

- Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. These roles and responsibilities are communicated to all relevant staff at afternoon TPL sessions over 3 consecutive weeks, and this evidence is added to QA7 folder 7.1.3
- Executive staff and Preschool educators negotiate times to meet each fortnight. Cert III provided each fortnight to attend scheduled meeting times  
All Preschool staff and executive staff met to discuss policy and practice- see StoryPark minutes.
- Entire Preschool Leadership team attend Preschool conference 2020 7.2.2
- Preschool team attend network meeting at Tuggerah office 7.2.2
- Preschool Educator provided with 1 full day of extra release to orientate to setting and perform administrative tasks. 7.2.3
- Preschool teacher to meet with P-2 initiative officer to review QIP and update strengths QA 1 & 5 7.2.3
- Collegial visits organised for T2. 7.2.
- Preschool educator + executive member attends Continuous Improvement Conference 7.2.3

**Please note:** All local Procedures are reviewed in sequential order or in response to a current need or enquiry from one of the preschool stakeholders

- Local Procedures to be reviewed with Preschool Supervisor, Nominated Supervisor, Preschool ECT, Cert III and P-2 Initiatives Officer. Team to use the ACECQA National Regulations and Law, National Quality Framework, EYLF, whole schools procedures, critical reflection sheet

[http://eprints.qut.edu.au/79260/1/Critical\\_Reflection\\_-\\_Gowrie\\_Article.pdf](http://eprints.qut.edu.au/79260/1/Critical_Reflection_-_Gowrie_Article.pdf), and self-assessment tool



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<https://www.acecqa.gov.au/media/27501> . Updated local procedures will reflect this

- Reviewed local procedures are addressed at the executive meeting for the following 2 weeks after this planning day. Meeting minutes will reflect this
- Preschool supervisor and Nominated Supervisor present local procedures to the P&C executive members. Meeting minutes will reflect this
- Preschool ECT encourages families to be a part of reviewing the local procedures by posting relevant local procedures in a Community Post on StoryPark. Recommended changes or feedback from families is made to the local procedures
- Local procedures can be accessed by family members or the community at the foyer in the Preschool
- The Nominated Supervisor has a copy of the local procedures in their office
- QIP strength in QA2 and QA7 updated to explain how well we critically reflect on our local procedures by Preschool ECT and Nominated Supervisor.



Term 3  
Weeks 1 & 6

**Quality Area 2- Children's Health and Safety**  
Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Self Assessment tool

<https://www.acecqa.gov.au/media/27501>

- Time allocation to review Health Care Plans. Teacher release day.
  - Health Practices and procedures are promoted and implemented.
  - Time allocation for Preschool Educator and school WH & S co-ordinator to review Emergency response procedures
  - SaCC health program
  - MINGALETTA Timetable
  - Healthy Eating Area Health Services posters. Crunch and sip promotions
  - Playground duty timetables to be reviewed EC qualified teachers to be used when available.
- Preschool Educator reviews and updates all Health Care Plans, practices and procedures. All changes communicated to staff members 2.1.1
  - Management, educators and staff are aware of their roles and responsibilities to identify and respond to children at risk 2.1.2
  - Emergency responses are reviewed and evaluated all changes communicated to Preschool staff via StoryPark posts and in staff meeting- Term 2 week 4. 2.2.2
  - Preschool Educator to promote SaCC healthy living programs on Story park. Promotion Pamphlets to be displayed in Preschool foyer. 2.1.3
  - MINGALETTA timetables to be displayed in Preschool and pamphlets placed in lockers for ATSI students. 2.1.3
  - StoryPark community posts promote healthy eating and physical activity.
  - Playground duty roster & RFF timetables ensure reasonable precautions and adequate supervision ensure children are protected from harm and hazard 2.2.1



Term 3  
Weeks 4 & 5 /  
8&10

**Quality Area 3 – Physical environment.**  
Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

- Indoor environment- holes in locker room floor, tiles falling off the wall in children’s bathroom, music room floor needs replacement

- Outdoor learning environment discussed at Preschool team meeting –story park notes to reflect discussion points
- Educators invite Bunnings Warehouse to help establish a sustainable vegetable garden. Staff and community members work with all children to create sustainable gardens. Recycled plants from the big school to create a warm and inviting Preschool entry area. 3.2.3
- Introduce Pam the rabbit and chickens to students. Organise incursion with Cleanaway on recycling later in the term(week 8) 3.2.3
- All risk minimisation plans to be reviewed to ensure physical environment is safe and suitable. 3.1
- Cert III to review equipment to ensure good working order. 3.1.2
- All Preschool staff review sustainable practices and complete sustainability audit 3.2.3
- Nominated Supervisor to lodge a WHS about the concerns in the indoor learning environment 3.1.1 & 3.1.2
- Preschool team to apply for grants to replace the damaged areas in the indoor learning environments that have been recognised 3.1.1 & 3.1.2

History- \$180,000 school budget spent on outdoor learning environment in 2018



Quality Area 7 – Governance and leadership.  
Effective leadership and governance of the service contributes to quality environments for children’s learning and development. Effective leaders establish shared values for the service and set clear direction for the service’s continuous improvement.

Self Assessment tool

<https://www.acecqa.gov.au/media/27501>

- Review of roles and responsibilities
- Leadership team and Preschool staff begin 2020 preparation

- All families and stakeholders are encouraged to reflect and add to Preschool statement of philosophy 7.1
- Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. These roles and responsibilities are communicated to all relevant staff and copies add to QA7 folder 7.1.3
- Offers of placement are reviewed and families contacted
- Executive staff and Preschool educators continue to meet each fortnight. Cert III provided each fortnight to attend scheduled meeting times  
All Preschool staff and executive staff met to discuss policy and practice- see StoryPark minutes.
- Entire Preschool Leadership team attended Preschool conference 2020 7.2.2
- Preschool team attend network meeting at Tuggerah office 7.2.2
- Preschool Educator provided with 1 full day of extra release to orientate to setting and perform administrative tasks. 7.2.3
- Preschool teacher met with P-2 initiative officer to review QIP and update strengths 7.2.3
- Collegial visits organized for T4. 7.2.
- Preschool educator + executive member attends Continuous Improvement Conference 7.2.3



Term 4 2020	ACTION	Resources	EVALUATION	
	<p><b>Quality Area 1 – Educational program and practice</b> Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child’s learning and development.</p>	<p>Self Assessment tool <a href="https://www.acecqa.gov.au/media/27501">https://www.acecqa.gov.au/media/27501</a></p> <ul style="list-style-type: none"> <li>• Kindergarten Transition information</li> <li>• Transition to school statements – ECT release day allocation</li> <li>• Resourcing for 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Families are informed of Kindergarten transition times and programs- detailed information packs to go home with each child.</li> <li>• Families are informed about their child’s program and their child’s progress via StoryPark community posts and observations 1.3.3</li> <li>• ECT to critically reflect and compose detailed Transition to school information sheet stating child’s current knowledge, strengths, ideas, culture, abilities and interests, including how routines, are organised in ways that maximise opportunities for each child’s learning. To be provided to all 2020 teachers. 1.1.2, 1.1.3</li> </ul>	
Term 4 Weeks 4 & 5	<p><b>Quality Area 6 – Collaborative partnerships with families and communities.</b>  Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.</p>	<p>Self Assessment tool <a href="https://www.acecqa.gov.au/media/27501">https://www.acecqa.gov.au/media/27501</a></p> <ul style="list-style-type: none"> <li>• Educator provided with 1 full day each week release time</li> <li>• Cert III release time</li> <li>• Sustainable practice- Audit</li> <li>• Engagement with the service</li>   <li>• Transition to preschool resources</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool staff and AEW met with the Mingaletta elders to discuss the preschool program visits for Term 1 2020.</li> <li>• New families are supported from enrolment to be involved in the service and contribute to Preschool decisions through information packs and student profile sheets. 6.1.1</li> <li>• Transition to preschool are audited to ensure that all families feel included and supported. 6.2.1</li> <li>• Students identified as requiring additional support are observed and needs determined to ensure resources are available for transition 6.2.2</li> </ul>	



Weeks 1-10

Quality Area 7 –  
Governance and  
leadership.

Effective leadership and governance of the service contributes to quality environments for children’s learning and development. Effective leaders establish shared values for the service and set clear direction for the service’s continuous improvement.

Self Assessment tool

Critical Reflection of roles and responsibilities

- <https://www.acecqa.gov.au/media/27501>
- **ACECQA Information sheet: Quality Area 7 - The role of the educational leader**
- **Leading excellent pedagogy and practice in children’s services**

Development of professionals

- Early Learning Training Calendar 2020
- Information sessions- Information packs and uniforms.

- Leadership team and Preschool staff critically reflect on roles and responsibilities to ensure all staff understand and support effective decision making and operational expectations of the preschool for 2020.
- Professional Learning opportunities for Preschool staff are reviewed and evaluated. Individual plans are made with P-2 initiative officer to support learning and development needs.7.2.3
- Dates for professional learning are established and replacement staff organized 7.2.2 7.2.3
- Future students with identified needs are reviewed and leadership ensure systems are in place to manage future risks and enable the effective management and operation of a quality service.7.1.3
- Leadership team attend Preschool information sessions and welcome new families.
- Leadership team order Preschool shirts and hats for 2020.





## Quality Improvement Plan

Guliyali Preschool staff are dedicated to drive continuous change for improvement. As a P-6 school, Woy Woy Public School and Guliyali Preschool is guided by the School Excellence Framework (SEF) and the National Quality Framework (NQF). Educators make conscious efforts to align the school vision statement with the Preschool Statement of philosophy. These statements drive the work of our educators forward with purpose. As such, a whole-school approach is applied when reviewing the SEF and the Preschool Quality Improvement Plan (QIP).

After each strategic plan is implemented the preschool team review the Quality Improvement Plan by adding the completed strategic plan as a strength or an improvement plan in the QIP. After each section is reviewed by the Preschool team the QIP document is sent to the Central Coast P-2 Initiatives Officer Jess Lavers to provide feedback.

In the **annual review** of the Preschool QIP, the Preschool educators and Leadership team, engage in a self-assessment process, addressing all seven of the quality areas within the NQF, to ensure that:

- The National Law is met
- The National Regulations are met
- The National Quality Standards are met

## Additional Support

The Guliyali Preschool team ensure that our service goes beyond the requirements of the National Quality Standard. We are committed to maintaining our Assessment and Rating outcome of 'Exceeding in all 7 Quality Areas'. We value the guidance and support that collaborative relationships offer.

Educators and the Preschool Leadership team are aware that support and advice is available from our local P-2 Initiatives Officers and the Department of Education Early Learning team through phone calls and Department of Education internal email. We will continue to use the expertise of these professionals to enhance our learning environment and build strong working relationships.