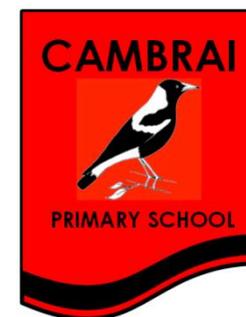




Government of South Australia

Department for Education and
Child Development



Cambrai Preschool Quality Improvement Plan

March 2018

Service details

Service name		Service approval number	
Cambrai Preschool		SE 000 10213	
Primary contacts at service			
Charmaine Pietsch		CS 000 58071	
Physical location of service		Physical location contact details	
Street Main Street		Telephone 08 8564 5028	
Suburb Cambrai		Mobile 0448 884 164	
State/territory SA		Fax 08 8564 5102	
Postcode 5353		Email dl.0747_admin@schools.sa.edu.au	
Approved Provider		Nominated Supervisor	
Primary contact Charmaine Pietsch		Name Michele Holloway	
Telephone 08 8564 5028		Telephone 08 8564 5028	
Mobile 0448 884 164		Mobile 0448 884 164	
Fax 08 8564 5102		Fax 08 8564 5102	
Email charmaine.pietsch816@schools.sa.edu.au		Email michele.holloway596@schools.sa.edu.au	
Postal address (if different to physical location of service)			
Street PO		State/territory SA	
Suburb Cambrai		Postcode 5353	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08.45		08.45	Fortnightly 08.45		
Closing time		15.05		15.05	15.05		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Shared parking with Cambrai Primary School on site.

Holidays are in line with South Australia DECD term arrangements.

Pupil Free Days for Early Years educators for Barossa Partnership have not been determined for this year.

The preschool room and all facilities are used by Playgroup on Wednesday mornings and Occasional Care on Wednesday afternoons.

80% of the preschool children commute to this service by bus.

How are the children grouped at your service?

5 children are enrolled in 10 sessions per fortnight.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor)

Approved Provider, Charmaine Pietsch – Teacher

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Cambrai Preschool Philosophy Statement

At Cambrai Preschool, we aim to provide a high quality educational service for children and families. We seek to develop effective partnerships between families, students, community and staff.

The guiding principles of the National Quality Framework are:

- The rights of the child are paramount
- Children are successful, competent and capable learners
- Equity, inclusion and diversity underpin the framework
- Australia's Aboriginal and Torres Strait Islander cultures are valued
- The roles of parents and families are respected and supported
- Best practice is expected in the provision of education and care services

These guiding principles underpin Cambrai Preschool's philosophy in conjunction with BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia.

The outcomes for the Early Years Learning Framework 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

These outcomes direct our daily actions and interactions with the children who are in our care and support the intentional planning of learning opportunities that are provided at this small, rural school based preschool.

With Respect to Children

We believe:

- ✎ That each child is a unique individual whose social, cognitive, physical and emotional wellbeing develops at his/her own rate
- ✎ That children learn most effectively through play and hands-on experiences
- ✎ That partnerships with families enhance children's wellbeing and learning

We aim to support this by:

- ✎ Ensuring children feel safe, both physically and emotionally
- ✎ Providing a safe environment where children are encouraged to explore
- ✎ Providing a variety of learning experiences appropriate to their developmental needs which support the holistic development of a child
- ✎ Being respectful of each individual child and the family background from which he/she comes (social, physical, gender blend, religious, racial)
- ✎ Encouraging caring relationships with staff and other children
- ✎ Providing equity of opportunity to support learning

With Respect to Parents and Families

We believe:

- ✎ That parents /guardians and family members are children's primary caregivers and, as such, have played the vital role of being their first educators. They continue to have a major impact on children's learning, as each child progresses through the various phases of development

We aim to support this by:

- ✎ Welcoming them into our preschool and providing a friendly, safe and caring environment where parents/guardians feel confident to leave their children
- ✎ Regularly sharing information about their children and making information on Early Childhood Services available to parents/guardians
- ✎ Informing and communicating with families through Communication Books, Newsletters, Development Folders, Parent/Teacher Interviews and Statements of Learning (Reports)
- ✎ Supporting family units across a diversity of cultural and social backgrounds
- ✎ Together with valuing the involvement and participation of family members, encouraging open, meaningful communication
- ✎ Respecting their privacy and maintaining confidentiality

With Respect to the Broader Community

The Cambrai Preschool will promote quality children's services in the broader community through:

- ✎ Supporting a mutual support network with other community agencies and service groups, such as Cambrai Playgroup, Barossa Early Childhood Intervention Services, Child & Youth Health Services, Child & Adolescent Mental Health Services
- ✎ The provision of opportunities for children to experience visits, excursions and interactions involving people in the wider community

With Respect to Staff

We believe

- ✎ That a positive, supportive environment is necessary for the ongoing wellbeing of staff, which impacts on the wellbeing of the children in their care

We aim to provide this by:

- ✎ Maintaining a safe working environment in accordance with Occupational Health & Safety requirements
- ✎ Supporting continuous learning by staff to maintain and enhance skills
- ✎ Supporting the participation of preschool representatives in whole-of-site governance (as part of the Cambrai Area School Governing Council Inc.)
- ✎ Actively encouraging quality communication between the preschool and home

To ensure the provision of quality children's services, our staff will work as a team to:

- ✎ Provide an environment for children which is friendly, caring and safe
- ✎ Ensure that each child is seen as an individual and value his/her uniqueness
- ✎ Develop effective and inclusive communication strategies with all children, parents/caregivers, staff and community members
- ✎ Demonstrate quality knowledge of child development through appropriate interactions with children and professional conversations with adults
- ✎ Provide a positive role model for children
- ✎ Demonstrate a commitment to the stated preschool philosophy and associated goals
- ✎ Always behave in a professional manner
- ✎ Maintain a high level of confidentiality at all times

With Respect to Governance

The Cambrai Area School Governing Council Inc's commitment to the Cambrai Preschool shall be demonstrated through:

- ✎ Preschool families having representation on the Governing Council
- ✎ Meeting its legal obligations as an incorporated body and working within its constitutional framework to ensure quality outcomes for the children in the preschool and students in the area school
- ✎ Responsible oversight of the funds and resources of both the preschool and area school
- ✎ Providing opportunities for input and consultation

***** PLEASE NOTE that this Philosophy is in the process of being reviewed. See Page 46, 7.1.1

When it is endorsed by Cambrai Primary School Governing Council Inc., there will no longer be references to Cambrai Area School.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

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

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

2018

Strengths

Communication with families about learning outcomes.
Centre's philosophy guides play based pedagogy, teaching and written programmes.
Children's ideas, abilities, interests and culture are included in the programme.
Assessing learning influences curriculum decision making which contributes to each child's learning and progress towards achieving EYLF learning outcomes.
Documentation is available to parents about each child's progress.
Task samples included in Development Folder at end of each term.
Ongoing assessment of children's learning tasks.
Photos with explanation of child's involvement in Development Folders.
Statement of Learning is written at the end of 4th term for each child at the Preschool.
Verbal conversations with parents about children's learning achievements.
Routines and interactions have been established.
Routines are discussed with parents at the Orientation Visits.
Routines are available for the parents in the enrolment package.
Routines are discussed with parents at Information Evening.
Day to day communication via communication books.
Floor Book displays children's involvement in activities.
Overviews of programme go home twice a term.
Summaries of activities go home regularly.
Programme is displayed.
Staff has high expectations of each child's capabilities.
Staff review assessments and plan activities.
Parent questionnaires are used to gain information from parents about their children.
Staff views children as active participants in their learning.
Opportunities are provided for children to make informed choices.
Children are encouraged to show leadership, make decisions and follow instructions for their learning.

Key improvements sought for Quality Area 1

Improvement Plan

2018

Standard/element	Identified Issue	Goal	Priority (L/M/H)	Strategies	Evidence	Target Date	Progress notes
1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas & play and extend their learning through open-ended questions, interactions and feedback.	Children will show growth in the dispositions of curiosity as it relates to numeracy. Through observations the educator will identify strengths and areas for growth in the children's ability to verbalise their learning in numeracy. By the end of the year observations will show age/developmental appropriate use of mathematical terms.	H	Educator's engagement with LADAM training will promote the use of formative assessment strategies to provide information and feedback for planning and moderation of children's learning and tasks. Promote curiosity using the environment through questioning. Responses to questions will inform planning. Extend children's confidence and abilities in problem solving through providing challenging experiential choices. Extend learning through open ended questioning.	Automaticity for Educators, by the end of Term3, with "Ask, Don't Tell". Immediate feedback on child's understanding. By the end of Term 4, children respond with more complex questions and there will be an increase in children's numeracy vocabulary. This will be evidenced each term through individual children's Development Folder and fortnightly in the school's newsletter.	End of Term 4	
1.3.1 Assess-ment & planning cycle	Each child's learning and development is evaluated as an ongoing cycle of observation and analysis	Planning for children will be informed by collaborative reflection and analysis of teaching, learning and the environment.	M	Resources will be identified and purchased to promote learning in areas noted through observation and conversations with children. Learning growth and areas for development will be recorded in the individual Development Folders and shared with parents.		Term 4	



				<p>Educators will;</p> <ul style="list-style-type: none">- Use observation scale, Involvement and Wellbeing (from Reflect, Respect, Relate)- Use Dispositions & Transitions: Conversation Starters- Use Formative Assessments- Analyse data- Identify concerns- Implement strategies by working with families and accessing support from other agencies <p>Children will;</p> <p>Demonstrate growth in their ability to express their curiosity through use of topic specific words, exploration and engagement with the activities.</p>	<p>Educators are able to effectively use observation scales from RRR</p> <p>Data is analysed Strengths and areas for improvement are identified Strategies are implemented Evidence collected and each term review program documentation, Floor Book, individual child records (check that 4 key steps are evident-observe, plan, implement, reflect)</p>	<p>Term 2 and Early Term 4</p>	
<p>1.3.2 Critical reflection</p>	<p>Children's interests and development to drive programme planning and implementation</p>	<p>Educators will continually collect information on children's current interests which will enable children to show progress in learning outcomes and IPNL through planned experiences and intentional teaching that builds on their interests,</p>	<p>M</p>	<p>Surveys /questionnaires to families each term which will inform future planning and resource allocation.</p>	<p>Termly parent surveys which inform educators of the child's changing/developing interests and abilities. Feedback is sought from parents on their observations of children's growth in numeracy and literacy and engagement with the preschool programme.</p>	<p>Start of each term</p>	



		skills and knowledge.		Implement use of Floor Book to reflect & plan with reference to developing numeracy vocabulary and give parents access to daily planning and learning topics/skills.	Floor Book is used & correlates attributes of numeracy from IPNL. Floor Book is shared with parents.	Commence Term1 & use weekly	Lack of parent access to Floor Book was noted and resulted in Floor Book now going home in a "Bear Backpack" with individual children weekly.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

2018

Strengths

Staff is aware of their roles and responsibilities to respond to each child's needs.
Staff qualifications, First Aid, Keeping Safe: Child Protection Curriculum and Responding to Abuse & Neglect, are current.
Centre promotes maintaining good health and quality practices & procedures (e.g. cross infection, hand washing, coughing, infectious diseases, hygiene).
Staff discuss health with children.
Staff communicate health care with families.
Administration of medication, medical authorization from parents, medical records and storage occurs.
Staff share various responsibilities: check dosage of medicines, maintain confidentiality of discussions with parents and child's medical records.
Children's privacy is respected.
Staff supply clean clothing when required.
Healthy eating habits are embedded in centre practices.
Food is stored safely.
Physical activity is programmed for and promoted.
Children initiate physical activity throughout the day.
Staff are aware of risks and hazards and deal with these appropriately.
Children communicate needs for inside and/or outside activity and staff negotiate its occurrence and supervision.
Children are encouraged to explore and discover during activities.
Children do not have access to hazardous materials.
Pick up and drop off procedures are available to parents.
Staff manage incidents & emergencies and consult with & inform relevant authorities.
Emergency and evacuation procedures are displayed.
Whole school and centre practise emergency and evacuation procedures.

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1,3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition



Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

2018

Strengths

Suitable furniture and equipment for children's learning to occur.
Furniture is safe.
Physical environment is safe.
Availability of Meldanda – natural outdoor environment.
Outdoor equipment is regularly inspected for safety and maintenance.
Areas of shade exist.
Indoor resources are sometimes taken outdoors.
Outdoor spaces are utilised well.
Children enjoy learning experiences with current playground design.
Cambrai Primary School employs a cleaner.
Reading area is established.
Various games (hopscotch, snakes & ladders) and activities are played outside.

Key improvements sought for Quality Area 3

Improvement plan

2018

Standard/element	Identified Issue	Goal	Priority (L/M/H)	Strategies	Evidence	Target Date	Progress notes
3.2.1 Inclusive environment	Outdoor & indoor spaces engage children in quality experiences in both built and natural environments.	Children experience Deep Level learning, evident through the involvement scale, through quality experiences in both built and natural environments.	H	To engage children in challenging and stimulating experiences using the natural environment. Children participate in STEM based activities at "Meldanda" fortnightly. These experiences inform future planning both indoors and outdoors and enable targeted literacy and numeracy activities.	Scheduled visits to "Meldanda"	Terms 2&3	
				Schedule a booking with "Re Play" to play/work with children to promote engagement with literacy and numeracy in a natural environment.	Children engage with this mobile workshop	Term 2	
				Loose Parts play offered both inside & outdoors to promote curiosity, problem solving and vocabulary development.	Regular nature play embedded in programme to develop specific skills and vocabulary for individual children.	Term 2	



				<p>Involvement scale data to be a monitoring method.</p> <p>Develop various spaces of natural environments in Junior Primary Playground.</p>	<p>Junior Primary Playground redeveloped and offers aspects of challenge and problem solving within a natural environment.</p>	<p>Terms 2,3,4 in 2018 and Term 1, 2019</p>	<p>NOTE: Our nature play environment could be developed to promote curiosity and more challenging experiences for children.</p> <p>We are in the ongoing process of re-developing the outdoor space.</p>
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Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

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

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

2018

Strengths

There is one teacher who delivers the centre's learning programme.

This teacher receives their entitled break.

Risk assessment for management of additional/emergency support for a single staff member has been developed.

There is one SSO who provides Special Needs children with programmed support.

Staff has current First Aid Training.

Preschool teacher walks children to the school bus and supervises them until they leave.

Staff facilitates effective informal & formal communication with families (e.g. P/T Interviews, newsletters, Communication Books, Orientation Visits, and Development Folders).

Liaison and communication between Cambrai Primary School, Occasional Care and Preschool staff is supported.

Ethical principles and practices underpin the professional working relationships with families, colleagues and children.

Staff demonstrates care, respect and empathy for children, families and colleagues on all occasions.

PD (Performance Development) meetings for staff are held regularly.

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

2018

Strengths

There is a relaxed and happy atmosphere at Cambrai Preschool.
Staff listens carefully to what children and families say.
Staff is engaged in regular quality conversations with children and families where they share events and interests.
Assistance and advice are offered to families when needed.
Children can seek help and support when needed.
Unhurried mealtimes allow children and adults to sit and talk.
Staff is sensitive towards and communicates well with children, having caring sustained conversations.
Staff models expected behaviours, social skills and routines in the centre.
Children are encouraged to role play and educators, as observers, use intervention if needed.
Children are encouraged to manage their own behaviour.
Children are encouraged to question and discuss positive outcomes, recognise the consequences of their actions and discuss feelings.
Feelings songs are used regularly.
Prejudice and bias are discouraged at all times.
The dignity and rights of the child are maintained at all times.
Staff responds immediately to bullying and harassment behaviours.
Staff intervenes in behaviour situations where necessary.
Staff and children use “Remind, Reflect, Refocus” and “Stop, Think, Do” approaches.
Staff and children use positive gestures and body language.
The values of Cambrai Primary School, *Safety, Responsibility, Respect, & Being a Learner* are supported within the preschool.
Positive Behaviour for Learning, with its focus on the above values, is incorporated into the preschool programme.
Staff personally greets children each day and show respect at all times throughout the day.



Children with Special Needs are individually programmed for to meet their needs.
All children with Special Needs have Individual Learning Programmes and Negotiated Education Plans when required.
Parents are invited to settle new children into the preschool session times.
Children are encouraged to develop a sense of belonging.
Children's home language and culture are recognised, respected and supported.
Within the programme, problem-solving opportunities and challenges are provided that develop children's responsibility and leadership.
Staff utilise intentional teaching opportunities to enhance children's learning experiences.
Children share ideas and information through "Show, Share & Tell" and these ideas are linked to the programme.
Families share ideas and information through questionnaires & communication books and these ideas are linked to the programme.

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

2018

Strengths

Respectful two way communication with families.

Regular reporting to parents via Communication Books, Cambrai Primary School Newsletter, Preschool Overview, Floor Book and Statement of Learning.

Information is shared with families to support children's learning via programme overviews, curriculum information pamphlets, interviews, Statements of Learning, Meet & Greet, Orientation Visits, questionnaires and informal conversations. Playgroup utilises the centre one morning each week.

Occasional Care utilises the centre one afternoon each week

Effective Pre-entry sessions prior to children commencing Preschool.

Preschool, Reception and Year1 combine and participate in "Shared Play" programme for one hour each week.

Supportive transition sessions prior to children enrolling in Reception.

ILP for each child with additional learning needs and support suggestions are shared with parents.

Cambrai Primary School and Preschool work collaboratively: staff meetings, assemblies, policy development, programmes, excursions, student information, T&D, Professional Development Plans.

Professional knowledge of educators provides links and relationships with parents and service providers.

Children are involved in recycling processes at Fruit Time, Recess Time and Lunch Time.

Staff promotes less or no food packaging.

The centre recycles food scraps to fowls.

Plastic containers are recycled for construction and collages.

Spent cartridges are picked up for recycling.

Water conservation is a focus in our practices.

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-coordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-coordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

2018

Strengths

Stable, trusted, enthusiastic and welcoming work force.

High expectations by staff for children to be engaged in all areas of a successful centre.

Small centre with little change to regular staff members.

Dedicated SSO, who effectively encourages children with learning disabilities, is enthusiastic about her role and works well in all group situations with children.

The EYLF is used in practice, implemented in programming, planning, reporting to parents and is applied in Statements of Learning.

Cambrai Preschool Philosophy, values and beliefs are distributed to all families.

The Governing Council is supportive and regularly informed by the teacher.

Staff review and reflect on the practice enabling authentic curriculum programming, planning and delivery.

Parents are provided with information about the programme through newsletters, fortnightly diary display, Floor Book, term overviews, Orientation Visits, information displays, Development Folders, and reporting to Governing Council.

The Preschool and Cambrai Primary School staffs work collaboratively throughout the year and share T&D and staff meetings.

Emergency procedures are practised as a whole school (Preschool –Year 7) on a regular basis.

Admin. Staff supports the Preschool.

Professional performance development is reviewed throughout the year by Cambrai Primary School Principal and the Early Childhood Consultant.

Appropriate governance is in place.

Key improvements sought for Quality Area 7

Improvement plan

2018

Standard/element	Identified Issue	Goal	Priority (L/M/H)	Strategies	Evidence	Target Date	Progress notes
7.1.1 Service Philosophy and Purpose	That the Statement of Philosophy is current	To involve school community in reviewing statement of philosophy	M	<p>Meeting with individual preschool families in Term 1 and again in Term 2 to elicit parents' expertise, values, beliefs and priorities for their children's learning and wellbeing.</p> <p>Parents of preschool children receive a copy of philosophy and through surveys in Term 1 and Term 2 are requested to provide feedback Gov. Council receive a copy of philosophy & are requested to provide feedback School Community are invited, through CPS newsletter, to provide feedback</p>	Feedback is aligned in the review of philosophy	Term 3	<p>Term 1, Week 3 - All preschool parents received philosophy at Information Night.</p> <p>Term 1, Week 8 – All Gov. Council members have received philosophy.</p> <p>Term 1, Week 5 – CPS Staff have returned feedback. Regular reminders for feedback are sent out in fortnightly preschool diary display and in fortnightly primary newsletter</p>