

Quality Improvement Plan

The Children's House Montessori School

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Updated January 2019

Service details

Service name	Service approval number
The Children's House Montessori School	95/424/076
Primary contact at service	
Denise Underwood	
Physical location of service	Physical location contact details
Street: 109 Cressy Road	Telephone: 0298890400
Suburb: North Ryde	Mobile: 0425896091
State/territory: NSW	Fax: 0298890400
Postcode: 2113	Email: childrenshousensw@gmail.com
Approved Provider	Nominated Supervisor
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Telephone: 0298890400	Telephone: 0298890400
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Email:	
Postal address (if different to physical location of service)	
Street: P O Box 6645	
Suburb: North Ryde	
State/territory: NSW	
Postcode: 2113	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	8.30		
Closing time	12.00	12.00	12.00	12.00	12.00		
Opening time	12.00	12.00	12.00	12.00	12.00		
Closing time	15.30	15.30	15.30	15.30	15.30		

Additional information about our service

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

Parking for staff and visitors is at the side of the school.

We follow the NSW School terms and holidays.

The first day of each term is a pupil free day.

How are the children grouped at your service?

The children are grouped in two groups, one group has children from 3 years to 6 years and the other group consists of a small group of five year olds. We also have an after session group of 3 and 4 year olds and a parent/toddler group.

Name and position of person(s) responsible for submitting this Quality Improvement Plan

Denise Underwood (Nominated Supervisor)

Service Statement of Philosophy

As a Montessori preschool, the Children's House adheres to the Montessori philosophy and teaching methods.

We believe children:

- Are unique and valued individuals who develop in different areas at different rates and with different styles.
- Should be encouraged and supported in the pursuit of their learning interests and abilities.
- Develop positive self-esteem by having the opportunity to experience and accept new challenges in a safe and encouraging environment.
- Have an innate capacity for learning and desire to learn.

As teachers our aims are:

- To enhance each child's strength, competencies and self-esteem.
- To facilitate the development of the total child with the integration of the intellectual, emotional, physical, spiritual and social aspects of life.
- To develop the independence and adaptability of the child as we see education as an aid to life and preparation for it.
- To provide a learning environment that is active, experimental, individually paced and self-correcting, independent and unlimited in scope.
- To provide a range of experiences, challenges and beliefs that contribute to their understanding, empathy and acceptance of others without bias, regardless of their ability, gender, culture, family structure or economic status.
- To maintain a safe health environment that will enhance our children's autonomy, initiative and self-worth.
- To help children learn to interact effectively, and in doing so to learn to balance their own rights, needs and feelings with those of others.
- To acknowledge the worth of the cultural and linguistic diversity that children bring to the environment.
- To encourage families to share their knowledge of their child and to reciprocate by sharing our knowledge of children with parents so that there is mutual growth and understanding in ways that benefit the child.

As a community:

- We encourage families to contribute as volunteers to provide ongoing support to enable our preschool to run effectively and flourish.
- We actively cultivate respectful, supportive relationships among children, teachers, parents and the community.
- We welcome visitors to our school in a friendly courteous manner.
- We are keen to be involved in local events as a means to give back to our local community.

Quality Area 1	Educational program and practice: <i>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.</i>	
Quality Area 1	Standards and elements	
Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and 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	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
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	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress

Quality Area 1

Educational Program and Practice Strengths

Strengths	1.1.1	<p>The Montessori philosophy naturally compliments the EYLF by: promoting identity through individual learning programs and outcomes; connecting children to their immediate community through grace and courtesy discussions as well as the wider world. Through cultural activities; developing a sense of wellbeing through activities such as care of self and care of environment; promoting confidence in learning through self-correcting activities in the sensorial, language and maths areas; promoting respectful communication between children and adults and children as well as engaging in communication based tasks. Having individual education plans, which include current knowledge and understandings, interests and developing abilities obtained through observations achieve this.</p> <p><u>Examples:</u> Visit from the local Fire Brigade, learning about people in the community/wider world. Fire safety exercises such as drop and roll. Looking at fire safety equipment. <u>Evidence:</u> Most children's portfolios in second term.</p> <p>Father's day gifts. Painting, decorating, wrapping and giving. <u>Evidence:</u> Alessio's portfolio</p> <p>Children learning to turn tap on and off, learning how to carry a watering can, learning not to waste water. <u>Evidence:</u> This can be seen daily in the classroom.</p> <p>Excursion to the museum by the older children, extending classroom activities and exploring the wider community. <u>Evidence:</u> In extended day children's portfolios.</p>
	1.1.2	<p>Montessori educators engage in careful observation of the choices that children make, and the expressions or interactions that the children engage in. Through these observations, our educators can extend and enrich intentional teaching opportunities as well as create ways to invite, engage and inspire the child. Ongoing communication with individual parents keep us informed about community events that are important to their families and assist us in building up an image of the child. Additional activities are added and current activities are modified whenever the need arises.</p> <p><u>Examples:</u> Chinese New Year, decorations at the front door, children making lanterns, dragons, reading books, all contribute to knowing about the wider community. <u>Evidence:</u> Extended day children portfolios.</p> <p>Projects about the life cycle of the frog. Drawing on children's interests of animals in and around the environment. Following and watching the growth of real tadpoles and releasing them into the nearby creek. <u>Evidence:</u> In Ella's portfolio.</p>
	1.1.3	<p>Our routine involves a long period of time whereby children can engage in a wide range of activities. They can build and enjoy a sense of community through the inclusions of home-like experiences in the daily routine, such as food preparation and sharing of food at snack time. Children are primarily engaged in individualised or small group experiences. This is due to the fact that we have a three-year age range; therefore children have a broad range of interests, abilities, needs and learning styles and therefore benefit more from individualised and attentive teaching.</p> <p><u>Examples:</u> Cooking mouse traps. Children learning about ingredients and creating food to eat. Further developing practical life skills, co-operating, taking turns. <u>Evidence:</u> Lucas, Felicia, Kiana's portfolios.</p> <p>Singing songs together. Older and younger children sing their favourite songs together, choosing from a basket of songs. Ella, Jackson and Zavier. <u>Evidence</u> in Ella's portfolio.</p> <p>Children are free to eat snack whenever they feel hungry. They wash and dry their plate and return it to the table so that other children can have their snack. <u>Evidence:</u> This can be seen daily in the classroom.</p>

	<p>1.2.1</p>	<p>The diverse nature of the materials in our prepared environment, and the aesthetic or intellectual appeal of each item placed carefully in the environment, acts as an almost irresistible invitation to each child to participate. Educators engage in careful observation of the choices children make, and the expressions or interactions that they engage in, in order to extend intentional teaching opportunities as well as to create ways to invite, engage and inspire a child. Educators identify any barriers to participation and work in partnership with other agencies to achieve positive outcomes for all children. <u>Examples:</u> Darcy pours water into two cups to help develop his fine motor control, Elliot encourages Darcy to put equal amounts in each cup so Darcy begins to see the concept of measuring. <u>Evidence</u> in his portfolio. The educators noted that Oliver watched the older students working on a puzzle map of the world and the animals of the world activity. As Oliver had already been shown the globes he was presented the transition from globe to map, which laid the foundation for him to start working on the puzzle map. <u>Evidence:</u> April 2018 page 6. Joel enjoys being out on the deck and will often go out to see what others are doing. He is invited to go out and draw on the chalkboard, which gives him a purpose for being out on the deck. He spends ten minutes outside drawing and chatting to his friends. <u>Evidence:</u> Joel's photo album.</p>
	<p>1.2.2</p>	<p>Educators use strategies such as modelling and demonstrating to introduce the materials to the children. Points of interest are used as part of the task to stimulate the child's interest and attention. With their understanding of Montessori theories such as the absorbent mind and the sensitive periods for language, Montessori educators can engage in open questioning, speculation, explanations and problem solving to extend children's thinking and learning. The in-built control of error found in the Montessori materials provides scaffolding for children without the intervention of an adult. <u>Examples:</u> Joel wants to do a painting. Louise guides Joel with squeezing a drop of paint into each container. Joel uses the paint brushes and does a few strokes. Louise shows him how to clean the brushes and wipe down the easel. Audriana enjoys making flags. She often watches the older children work on their flag books. She was invited to make her own flag book. As well as making the flag she was shown how to cut out the name and find the country on the continent map. This extends her knowledge and learning of flags, countries and continents in general. <u>Evidence:</u> In Audriana's photo album.</p>
	<p>1.2.3</p>	<p>Children are able to make choices about which activities to engage in based on the selections from the prepared environment. However, they are not free to infringe upon the rights of others; therefore, educators are on hand to encourage children to make informed decisions about their choices and behaviours. Educators assist children to build conflict-resolution skills by acting as a mediator when required and stepping back to remain as an observer when children seem capable of independent problem solving. Peers are also encouraged and supported to assist one another in the program. The learning experiences allow children to take increasing responsibility for self-help and health routines. <u>Examples:</u> Both Lucas and Darcy want to water the plants. Louise mediates by suggesting Lucas do half the plants and the Darcy the other half. The boys discuss this and agree. A younger child wanted to play 'I Spy', but all the educators were working with other children. Willam took the role of 'teacher' and they did the activity together. They also invited another child to join in. <u>Evidence:</u> of peers encouraging and supporting one another in Willam's photo album. Jacob sweeps the deck carefully. Audriana points out where there are more leaves-peers support and assist each other. <u>Evidence:</u> Jacob's photo album.</p>
	<p>1.3.1</p>	<p>Every educator participates in observations of children's learning which accompanied with their professional knowledge, skills and experience informs the cycle of planning, documenting and evaluating necessary for children's progress towards particular learning outcomes. In particular, Montessori educators have an understanding of children's sensitive periods</p>

		<p>and the indicators that may manifest when a child is experiencing a period of particular sensitivity towards a certain stimulus or subject. Individual educator and team critical reflections are incorporated into planning records and team meeting minutes. This allows for exploring record keeping practices, teaching strategies and the setup of the environment on a continual basis. Examples: Chloe has been observed touching and feeling the rice. This could indicate she is in the sensitive period for small things. She is then introduced to threading small beads, which she repeats and does most days after she is shown. <u>Evidence</u> can be found in her folder. Caelin participates in a science experiment on colours. From questioning, he knows the primary colours; his learning is extended by showing him how to make secondary colours. <u>Evidence</u>: Caelin’s folder Jan 2019. The teachers observe that Jacob is always upset coming in on Monday mornings, Chandani plans an individual activity based around his interests, to settle him. <u>Evidence</u>: Weekly planning sheet.</p>
	<p>1.3.2</p>	<p>Educators observe throughout the day about children’s experiences, thinking and learning. These observations not only assist in the critical reflection of an individual child’s learning and development but also provide an insight into curriculum decision-making that will support and extend children’s learning, development and wellbeing. Discussions are held as required between our educators should the prepared environment need to be changed. Children are directly able to request activities, suggest creative experiences or spontaneously create a new task. Example: Darcy had been observed watching other children with the counting materials. Darcy has limited knowledge of the names of the numerals; therefore, he would find this activity of matching quantity to symbol difficult. A smaller counting activity using cars was created with him in mind. It involved numbers 1 to 5 only, which is at his level. <u>Evidence</u>: Can be found in his photo album. Chandani observes Jacob watching two children do ‘I Spy’. Chandani shows Jacob the activity so he is encouraged to interact with other children. We hope that this will build his social skills and confidence. Educators discuss this information over lunchtime meetings. <u>Evidence</u>: Observations are written on daily sheets and staff meeting minutes.</p>
	<p>1.3.3</p>	<p>Information about each child’s program and progress is made available to our families at four information sessions each year and at informal and formal parent meetings. Information sessions allow families to interact with the Montessori materials and ask questions about the Montessori philosophy. Individual children’s programs and progress are discussed with the families formally twice a year; however, arrangements can be made at any time to meet the nominated supervisor or educators. At the end of every term, a child profile is written for every child. This gives an overview of the child’s development in each area: physical, emotional, cognitive, and language. Reports on each child’s progress are updated weekly and can be emailed or printed out for parents at any time. These reports are located in the children’s files as well as electronically. Example: Whitaker’s parent approaches Chandani as he is becoming more anxious that the activities he is doing are too hard. Chandani makes an appointment for an interview with the parent to discuss concerns. Chandani documents the discussion. She will formulate strategies to encourage Whitaker to choose activities that are more suitable. <u>Evidence</u>: Of interview in Chandani’s notebook.</p>

Quality Area 1

Key Improvements Sought for Quality Area 1

Improvement Plan For QA1							
Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.1	We would like to establish ways for students to demonstrate self-assessment and reflection to enable them to become more independent learners.	That all students have the skills to self-assess and be able to reflect on their learning with this leading to students being able to contribute to curriculum planning.	M	Brainstorm possible ways students can self-assess and reflect on their learning. Teach the required skills to students Format documents that can be used. Decide what evidence needs to be collected.	All students have a pathway to be able to assess and reflect on their work.	2019	
1.1.3	We would like to maximise the opportunities for children to learn during transition times	That all children understand their role during transition time	M	Clearly articulate and demonstrate what will happen at each transition time. Appoint leaders to assist younger children during these times.	Transition times happen calmly and all children know what to do.	2019	

Quality Area 2	Children’s Health and Safety	
	<i>This quality area of the National Quality Standard focuses on safeguarding and promoting children’s health and safety.</i>	
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 Children's Health and Safety Strengths

Strengths	2.1.1	Children are encouraged to develop the dignity of independence through work with the Care of Self activities. A hand-washing poster in the bathroom illustrates effective hand washing steps. Self-help skills, such as dressing and hand washing, are taught and practiced. Children freely choose between quiet and more active activities. Whole group activities are rare and when they do occur are well supported by our educators. Cushions and mats provide place to rest. Examples: Book corner used for quiet contemplation and rest. Hand washing presentation given to all children at start of term. Educators encourage children to wash hands after toileting and before snack and lunch. Dressing frames help children master dressing skills. <u>Evidence</u> : see children's photo albums.
	2.1.2	Children's health needs are identified, discussed and supported. Children's health plans and medical details are displayed for all staff. Parents sign a form should medication be required to be given. Two staff members check correct dosage. Medication is kept in either the secure cupboard or the secure fridge. Our policy and procedures manual outlines what to do in when an incident occurs, or an illness identified. Incident logs kept in the kitchen and filled as soon as possible after an incident. Parents informed immediately if it is a serious incident, however if minor, informed at pick up time . <u>Example</u> : Axel knocked his head on the wooden beam on the slide. Elliot asked Louise to fetch the ice. Axel put the ice on his head where it hurt. He recovered quickly. <u>Evidence</u> : Elliot wrote the incident up in the Incident logbook in the kitchen. Axel's mother informed at the end of the session and she signed a copy of the report. The report was filed.
	2.1.3	Children engage in cooking and food preparation as a way of learning about nutrition, acquiring practical skills and building a sense of community. The older children have lunch at the centre, which has been brought from home. We all sit to have lunch together and discussions about what is healthy food often occur. Educators model healthy food choices. We explore food from different countries through our cultural lessons, which assist children in their understanding of the diversity of cultures in our centre and the different types of food consumed at our centre. Children move freely around the classroom. Educators actively promote this sense of liberty to choose activities that they are interested in. There is a diverse range of experiences, both indoor and outdoor that inspires children to engage in physical activity. Children work through a rich and broad curriculum that incorporates and promotes fine and gross motor movement in almost every area. The outdoor area includes uneven surfaces for children to master balance and co-ordination. <u>Example</u> : Denise set up an obstacle course outside in the playground using different levels of frames, beams, planks, and hoops. The children followed each other around the course as the educators assisted when necessary. <u>Evidence</u> : In many of the older children's, photo albums.
	2.2.1	Montessori educators are keen observers and are experienced in maintaining supervision of a group even while engaging in one-on-one lessons with an individual. In our mixed age classroom, it is also common for the older children to take on a nurturing, protective role towards the younger peers. Risk assessments are completed before excursions take place. A log book is kept detailing all visitors to the centre. Visitors are supervised at all times by staff. <u>Examples</u> : Fire evacuation drills are carried out at least twice a term to cover all children. <u>Evidence</u> : Fire drill logbook in Principal's office. Correct ratio of staff to students for supervision. <u>Evidence</u> : Staff time sheets. Held in Principal's office. Roll book for children in classroom. Classroom and outside checked each morning and checklist signed. Checklist in kitchen.

	2.2.2	<p>Children are involved in practising safety procedures. They are exposed to the various symbols used by the community to depict hazards and emergency equipment. All staff have first aid qualifications that include asthma and anaphylactic training and are aware of our health and safety policies. First aid kits are available in every room and are regularly maintained. Emergency resuscitation poster in the centre and outside on the ramp. Anaphylaxis treatment instructions for children in the kitchen.</p> <p>Visits from the police and firemen alert children to what to do in an emergency. Families are informed of our emergency procedures at parent information evenings and through our policy documents. Emergency equipment is tested six monthly. Staff meetings alert all staff to any incidents that require further action. <u>Evidence</u>: Staff meeting minutes, held in folder in kitchen.</p>
	2.2.3	<p>Educators support the children’s ongoing progression from ‘dependent’ to ‘independent’ as another way of liberating the child from potential risks. Children engage in activities about feelings and emotions that enable them to converse freely and comfortably about situations that may arise. Families are supported when their circumstances change in ways that may affect the needs of the child by providing opportunities for listening and responding to Families’ comments. Educators keep updated on requirements for mandatory reporting by attending courses online or in person,</p> <p>Duty of Care poster in the kitchen keeps staff alert to their role. All concerns are reported to the Principal, with senior staff alerted when necessary to any behaviour that could lead to harm. No cases of abuse or neglect have been observed to date. If staff were aware or had concerns they would follow the procedures outlined in the policy folder. <u>Evidence</u>: Policy folder by the main front door.</p>

Quality Area 2 Key Improvements Sought for Quality Area 2

Improvement Plan for QA2							
Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	Review incident, injury, trauma and illness policies and procedures	<p>Increase staff awareness of procedures.</p> <p>Confirmation of when the Department of Education is to be advised of any injury or incident.</p> <p>Check regulations 85 thru to 97</p>	H	<p>Discuss each policy and compare to regulations.</p> <p>Amend if necessary.</p> <p>Advice parents of any amended policies thru emails and website.</p>	Reviewed policies	Dec 2019	
2.1.3	Outside play area needs a climbing frame for children to develop strength	To add a climbing frame to the playground	L	<p>Call for quotes and designs from approved suppliers</p> <p>Get approval from committee</p> <p>Plan for installation</p>	Frame added to playground	June 2020	

Quality Area 3	Physical environment. This quality area of the <i>National Quality Standard</i> 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.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
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, and 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

Physical Environment Strengths

Strengths	3.1.1	Educators prepare the environment according to the Montessori principles in order to create a sense of order and logic. Related activities are grouped together and placed in sequential order to promote beauty and harmony in the environment. From a cognitive perspective, this attractive and orderly environment promotes a sense of mental order by inviting the child to engage in activity. Our activities and materials are all accessible by the children so they are not dependent on the educators to get things for them. <u>Examples:</u> The setup of the environment allows the children to choose and repeat activities of their choice. Many repeat certain activities each morning. Chloe will do a necklace most mornings, as will Darcy and Lucas. Darcy likes to make a necklace for each person in his family. They independently choose activities to satisfy an inner need they have or for their own enjoyment. <u>Evidence:</u> In Darcy, Chloe and Lucas' photo albums.
	3.1.2	Children actively participate in caring for and cleaning the materials, furniture and environment. This promotes a happy community consisting of responsible, contributing individuals. The Educators also model how to maintain a safe and clean environment by cleaning alongside the children. The Educators maintain the environment at the highest standard by providing real, beautiful and fragile materials that require constant vigilance. <u>Example:</u> Care of the Environment activity –washing tables. <u>Evidence:</u> In all the older children's albums.
	3.2.1	Children can independently approach the various areas of the environment to explore experiences or choose activities. The environment is set up to cater for a wide range of ages, abilities and interests which can be evidenced by observing the types of activities chosen by the children. In every area, there are activities to cater for all levels of capabilities and if further extension is required, other activities will be added. Children are able to move freely onto the deck to sweep, water plants, wash windows and participate in art activities. Often nature is brought into the environment (such as plants, shells, and insects) for examination. <u>Example:</u> Audriana needed help to practice counting the higher numbers. A maths counting activity of 6 to 10 was created to provide her with more practice. <u>Evidence:</u> In Audriana's photo album.
	3.2.2	The materials provided in our environment span an extremely diverse range of topics, which enhance children's learning experiences. The environment communicates a sense of order and organisation, which allows children to make considered, deliberate choices. There is sufficient time and resources for children to initiate and become actively involved in experiences. Children have access to real and natural materials, resources and equipment, such as woven baskets, wooden furniture, recycled materials, and sensory materials in sufficient quantities for individuals and groups of children. The environment offers different areas to cater to children's interests and abilities. <u>Example:</u> A child who likes to cut can progress and refine their skills through the many cutting activities on the shelf. <u>Evidence:</u> Felicia's photo album.
	3.2.3	Children engage with resources and materials that are natural and organic such as wood. Through our lessons, children are made aware of how to care for the environment and appreciate the interdependence of everything in it. Children are encouraged to recycle used materials. Teaching children to turn off the taps and only fill their cup with the amount they are going to drink draws attention to water conservation. <u>Evidence:</u> There are two bins in the classroom with yellow bags in to show they are for paper recycling. They are taught to use the grey bin for food scraps and other things that cannot be recycled. Cups and plates are washed and reused. The children use lunch boxes with compartments instead of using cling wrap.

Quality Area 3 Key Improvements Sought for Quality Area 3

Improvement Plan For QA3

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Lack of climbing apparatus in the playground	To add a climbing frame to the playground.	M	Look for designs Engage builder -	Completed project	Dec 2019	
3.1.1	Lack of shade over front deck	To add a shade cloth	M	Get prices for a variety of shade cloths Fundraise	Ne shade cloth	Oct 2019	
3.2.3	How can we support our children to become more environmentally responsible?	To have clear goals to work towards to establish environmentally responsible practices.	M	Brainstorm ideas that demonstrate responsible practices. Discuss ideas with families and children. Implement practices.	Demonstrated improvements in caring for the environment.	Dec 2019	

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children’s learning and development.	
Organization 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

Staffing Arrangement Strengths

Strengths	4.1.1	Our centre often operates with a higher adult to child ratio than the regulations state. This ensures that optimal learning and development is supported. Our Principal who is the Nominated Supervisor is on site 100% of the time that children are present. She holds an Early Childhood Degree with a Masters in Primary Teaching and therefore is our Educational Leader. When she be absent then a staff member with a Diploma in Children's Services steps up to be the person in charge. All staff hold first aid qualifications. <u>Evidence:</u> Records of educators working directly with children are kept in Principal's filing cabinet and all children have access to an early childhood teacher.
	4.1.2	Three key educators at the preschool have been at the school for over 9 years. As children normally stay for 3 years this has enabled children to have the same teacher for the 3 years. Our administrative assistant has been at the school for 10 years and is the initial contact for new enrolments. We endeavour to have a classroom assistant with Certificate III in training. <u>Example:</u> Chandani and Denise have been at the preschool for 16 years, Renae was at the preschool for a few years before she left to have her 2 children. She has been back for 6 years. All staff attend every day and are responsible for the same group of children. <u>Evidence:</u> Staff sign on sheets and records of educators working directly with children sheets are stored in Principal's filing cabinet.
	4.2.1	The Montessori principle of supporting 'intrinsic' motivation rather than 'extrinsic' rewards may affect the way staff members support the achievements and strengths of one another. The lack of 'competition' in the Montessori environment also applies to staff interactions and, as such, creates a more harmonious workplace as educators view one another as collaborators not competitors. Educators and staff are clear about their responsibilities in relation to each other, the service, the children and families and demonstrate a genuine commitment to providing a quality service. <u>Example:</u> There are many opportunities throughout the day for discussions about children, how we do things, the program and sharing the workload. <u>Evidence:</u> The staff meeting minutes stored in the kitchen offer many examples.
	4.2.2	A staff handbook provides new staff members with our philosophy and the Code of Ethics that guides our interactions with other educators, staff, families and children. The Montessori philosophy draws educators who hold similar core values about teaching and childhood. This creates an immediate sense of community and a strong initial foundation from which our educators are able to build positive, ongoing professional relationships. Fortnightly staff meetings give all educators and other staff members the opportunity to be heard. Informal meetings at lunchtime also provide an opportunity for discussions. We provide in house training on the implementation of the National Quality Standard and the Early Years learning Framework. Any new policies or changes to policy and procedures are discussed with educators before implementation. Educators engage in broader professional development through national conferences and weekend courses. <u>Examples:</u> Teacher only days are available for teachers and staff to meet and discuss current practices and their implementations'. <u>Evidence:</u> Staff meeting minutes and Principal's notebook.

Quality Area 4 Staffing Arrangements

Improvement Plan For QA4							
Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Administrator/ Cert III needs to have a working knowledge of Montessori as she assists in class when needed,	To have our administrator attend a Montessori assistants course so she can be an assistant in the classroom as required.	H	Enrol Administrator in the course -Have her attend course -Support by way of school paying for course and give her time away from the school to complete the course.	The staff member to have completed the course	Dec 2019	
4.1.1	As numbers increase over 30 an additional staff member will be required. Lack of casual staff.	To ensure that educators with the necessary qualifications are always available to support continuity of care	H	Develop a recruitment plan that is effective, transparent and equitable -Advertise in the MAF quarterly bulletin	To have a relief roster of at least 3 educators and to have an additional staff member.	Oct 2019	

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

Quality Area 5

Relationships with Children Strengths

Strengths	5.1.1	<p>Our uninterrupted period of time ensures that children have the opportunity to engage in deep discussions with educators and their peers. The child has time for exploration and time to become deeply absorbed in the exchange of ideas and to move from one interaction to the next. Educators and children collaborate in all aspects of the daily routine, this allows for increased opportunities for discussions and interactions. Educators speak in soft, respectful and quiet tones with the children, at their eye level.</p> <p>Educators aim to help children acquire the tools and habits required for a lifetime of learning, exploring, engaging, communicating and interacting. Through careful observation, educators can support each child when they require it allowing each child to feel empowered and excited by personal achievement. Educators model investigative processes, critical thinking and conceptual considerations during formal lessons and casual conversations with children. <u>Example:</u> A teacher is often seen writing observation notes about a child who is exploring the equipment or interacting with another child. <u>Evidence:</u> In children' personal files, one per term. Found in teacher's filing cabinet.</p>
	5.1.2	<p>Regardless of a child's unique abilities, interests and personalities there is always something within the environment that a child will find inviting, engaging and inspiring. Our cultural studies promote an overall sense of respect for diversity. The mixed age range where siblings can attend the same session reflects the lives of the children and their family and the local community.</p> <p>The Montessori method has a very strong aversion to external rewards or punishments and as such, each child feels an uncompromising sense of safety and security. Each child will make mistakes or take missteps but these are treated as opportunities for that child to learn, rather than a reason to admonish a child. Our strategies used to assist children with building self-control, primarily through purposeful activity and self-esteem of meaningful achievement can be observed in every session. <u>Example:</u> Teachers are seen presenting a variety of activities to the children throughout the morning. <u>Evidence:</u> Children's portfolios demonstrate the diversity of activities.</p>
	5.2.1	<p>Each child has the right to choose to engage in a collaborative endeavour when he sees the social, emotional, intellectual and physical benefits of seeking assistance and input from peers. Children are provided with ample opportunities to learn the language and behaviour required to initiate, maintain and conclude social experiences. This understanding of the structure of social play, combined with each child's confidence with problem solving and the Montessori materials, allows for countless harmonious and constructive group experiences. The environment is set up with adequate resources to reduce possible conflict and encourage positive interactions between children. <u>Examples:</u> Children are often seen working collaboratively in pairs or small groups throughout the morning. <u>Evidence:</u> Can be found in the children's portfolios.</p>

	5.2.2	<p>Each child is allowed the freedom and autonomy to express himself and to engage in self-directed activity. However, each child is aware that this freedom has as its limit the collective interest. Children and educators consistently act and react to protect and restore these limits when they are overstepped. Educators gently redirect a child who has become unable to control his behaviour. Educators seek the underlying motivation for a child's behaviour rather than focusing solely on the behaviour itself and therefore consider various psychological or emotional triggers for behaviours and will seek to rectify the root cause. <u>Example</u>: Educators can be seen pre-empting situations which may cause undesirable behaviours, however children are prompted to use their words to sort out any differences of opinion. <u>Evidence</u>: may be seen now and then in a session.</p>
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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

Collaborative partnerships with families and communities

Strengths	6.1.1	Families are invited to observe the classroom in action. This allows the Montessori educators to engage with the parents to explain the unique aspects of the Montessori method. Parents in turn are encouraged to talk about the values and expectations they hold in relation to their child’s learning Bi-lingual parents are on hand to aid in communication with families for whom English is their second language. Families are welcomed into the centre on guest days, parent evenings, and picnic days and also come on outings with the extended day children. Parents are voted onto the school council as representatives of all parents. They contribute to the long term vision of the preschool. <u>Examples:</u> Parents and teachers have formal interviews twice a year, this enables parents to contribute to the day to day activities and service. <u>Evidence:</u> Teachers interview notes.
	6.1.2	Educators engage in friendly, open dialogue with parents and families on a daily basis. This communication is enhanced through newsletters and emails, which strengthen the lines of communication. Drop off and pick up times also provide opportunities for educators to provide feedback. Parent/ educator meetings provide educators with the knowledge required to enhance children’s experiences and learning. <u>Example:</u> Parents contribute to our project in term two about people in the community who help us. <u>Evidence:</u> Children’s portfolios.
	6.1.3	Families can access current information about the operation of the centre from our noticeboard and our website. Information about our philosophy and policies and procedures are readily accessible to parents. Educators support family members who are not regular attendees through informal meetings and notices. A selection of policies is also held on our website for parents and the wider community to read. Parent information sessions as well as the availability of Montessori books, magazines and articles are the key to families understanding the Montessori principles. This creates a harmonious and consistent early experience for the child. <u>Example:</u> The principal posts interesting and informative articles on our Facebook to inform parents. <u>Evidence:</u> Look at Facebook.
	6.2.1	Documentation of children’s learning is available for parents to provide feedback. Our philosophy, policies and procedures demonstrate a commitment to full participation of children with additional needs. Educators have informal discussions about children and their needs whenever it is required. Discussions are frequently held about individual children’s needs and how we can assist the child to reach developmental milestones. Children are taught by the team of teachers however Chandani and Renae are responsible for the individual educational plans of all the children. <u>Example:</u> Look at daily worksheets and IEP’s. <u>Evidence:</u> Daily sheets can be found on top of the shelves and IEP’s in teachers filing cabinets.
	6.2.2	Educators work to develop a reciprocal trusting relationship with families to support parents in their parenting role. The most commonly used services are promoted on the noticeboard. Other services are provided to individual families when the need arises. Brochures are available on a variety of topics for families to take at any time. A parent library is available for parents to take books home to read. We work closely with agencies supporting children such as Lifestart, speech therapists and behavioural therapists. <u>Example:</u> Chloe comes to visit to observe Ella in the classroom, she is looking to see how her interactions with other children have developed. <u>Evidence:</u> Ella’s portfolio.

	6.2.3	<p>Children engage in cultural lessons that introduce concepts such as social and physical geography. This assists children to develop a sense of belonging in a local, national and global community. It also provides children with insight into the universal connections between humans, regardless of time or place, and the beauty of differences. These explorations help children to develop a natural interest in the world and a desire to learn more about the various communities that they can belong to. Visits from police, firemen, vets, dentists, and bush care persons, local businesses, health care services and grandparents all help to build connections between our service and our community. <u>Example:</u> The children enjoy a visit with the firemen from Gladesville station. <u>Evidence:</u> Children's portfolios in May/June each year.</p>
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Quality Area 6 Collaborative partnerships with families and communities

Improvement Plan for QA6							
Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	How can we integrate new parents into our community?	To communicate to new families giving them opportunities to become involved.	H	Survey parents and ask what they needed to know. Do monthly newsletters if needed.	To have new parents more actively involved	Dec 2019	
6.2.3	How can we engage with the community at a higher level	Engaging with the community	M	Find out what is available. Make arrangements	Evidence of excursions to the community	Dec 2019	

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and 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		Effective leadership promotes a positive organisational culture and builds a professional learning community.
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..
	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
	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: Governance and Leadership

Strengths	7.1.1	Our statement of philosophy has been reviewed in 2018, and adheres to the Early Childhood Code of Ethics and Montessori philosophy. Educators and other staff engage in interactions, behaviours and endeavours that reflect the Montessori philosophy and the complementary centre philosophy. Families are informed of our philosophy through the website and parent handbook. Our mission statement is displayed at the entrance. Staff are informed through the staff handbook. <u>Evidence:</u> Can be found on the noticeboard at the front door.
	7.1.2	The Principal guides the induction of new committee members as well as new staff and reviews the process and systems yearly for the effective management of risks and the operation of the service. There are various policies regarding “risk’ in the centre and on excursions. <u>Evidence:</u> Policy folder (by the front door) and risk assessment folder.in the cupboard in the small classroom.)
	7.1.3	All committee positions and staff positions have a job description which clearly outlines the role and responsibilities. They are reviewed each time the position changes to another person, to ensure they continue to support the effective operation of the service. <u>Evidence:</u> Council members folder on Principals desk and staff folder on bookshelf in storeroom.
	7.2.1	Information is collected from a range of sources and filed in NQF folder. This data is used to inform us on how to improve the process of planning and review of our QIP. This review takes place annually. However, any improvements outlined in the QIP to be achieved are done in a timely fashion. The principal attended a workshop on improving the quality improvement plan which led to the QIP being reviewed and updated. Input from the staff and council members was sought. <u>Evidence:</u> Working papers stored in the QIP folder.
	7.2.2	Our educational leader has a degree in early childhood education, a masters in primary teaching and a Montessori diploma with 20 years teaching experience. There a many opportunities available throughout the day for the educational leader to support other educators as well as to observe, support and extend children’s learning. Discussions about the curriculum and training in the Montessori method occur frequently. All staff attend professional development courses throughout the year. <u>Evidence:</u> Staff folders in filing cabinet next to Principals desk.
	7.2.3	Yearly performance reviews give the approved provider and the educational leader the opportunity to discuss the efforts, contributions and achievements of all educators and staff. Professional development needs can be outlined or requested. Every educator is supported to update his or her knowledge and skills. Feedback on performance is also given informally. <u>Evidence:</u> In staff folders in cabinet by Principals desk.

Quality Area 7: Governance and Leadership

Improvement Plan for QA7							
Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	We need more information on how to write our QIP better.	An improved QIP.	M	- Principal to attend a course	An improved QIP	Dec 2019	Denise attended Course 5 th Feb 2019
7.2.3	We need to coordinate staff learning and development plans.	To have educators complete all PD goals by October 2019.	M	-Collate courses staff wish to attend. Book staff into courses. Pay for all staff PD.	All educators have attended relevant courses.	Dec 2019	