

# Pipalyatjara Anangu School



## Celebrating 40 years!

Pipalyatjara and Kalka communities are nestled in the Tomkinson range near Mt Davies in the far north west of the state on the edge of the western desert.

In 1976 Pitjantjatjara Council began to help the Anangu to obtain title to their lands in South Australia, Western Australia and Northern Territory. Pipalyatjara became a service centre that allowed several homelands to be established. In the same year a school teacher from Amata was transferred to commence school classes at Pipalyatjara.

Pipalyatjara to WA border - 20km

Pipalyatjara to ULURU - 200km

Pipalyatjara to Alice Springs - 700km

Pipalyatjara to Adelaide - 1650km

Pipalyatjara to Marla - 667km

Pipalyatjara to Amata - 207km

# Pipalyatjara Anangu Preschool 2016



Children learn well when people continually talk to them. The words that are spoken are received by the child's spirit when they are spoken gently and with patience. It is this spirit that gives the child confidence. The learning enters into their spirit and remains with them. It is not on paper, but in their spirit.  
*Katrina Tjitayi*



"**Sticky knowledge**" begins with family; build confidence, the knowledge goes in and sticks.  
*Katrina Tjitayi*



# Pipalyatjara Preschool Philosophy statement 2016.

## Kindness

Strong relationships are seen as fundamental to making connections with children, families and community. We encourage collaboration and kindness between children, between staff and between staff and children to foster a harmonious and calm learning environment.



## Respect

The diversity and richness of Anangu culture and language is important and families are seen as children's first teachers.

The rights of children are respected in order for all children to be safe, develop as individuals and reach their full potential.



## Courage

We believe that consistent attendance and routines will generate predictability and security for children to feel confident to participate in the program. We aim for children to develop a strong spirit.

To build their confidence and show courage to transition into school and pursue lifelong learning options.



*"Working and learning together to create strong beginnings and strong futures"*

## Service details

Service name	Service approval number
Pipalyatjara Anangu Preschool	SE-00010790
Primary contact at service	
Ngaire Benfell	
Physical location of service	Physical location contact details
Street:	Telephone: 08 89567560
Suburb: Pipalyatjara Community	Mobile: N/A
State/territory: SA	Fax: 08 89567504
Postcode: 0872	Email: <a href="mailto:dl.1526_info@schools.sa.edu.au">dl.1526_info@schools.sa.edu.au</a>
Approved Provider	Nominated Supervisor
Primary contact: Ann-Marie Hayes	Name: Ngaire Benfell
Telephone: 08 8226 3463	Telephone: 08 89567560
Mobile: 0437 719 134	Mobile: 0428 761184
Fax: N/A	Fax: 08 89567504
Email: <a href="mailto:trish.strachan2@sa.gov.au">trish.strachan2@sa.gov.au</a>	Email: <a href="mailto:ngaire.benfell61@schools.sa.edu.au">ngaire.benfell61@schools.sa.edu.au</a>
Postal address (if different to physical location of service)	
Street: PMB 75 Pipalyatjara Anangu School	
Suburb: via Alice Springs	
State/territory: NT	
Postcode: 0872	

## 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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	0850	0850	0850	0850	0850	N/A	N/A
Closing time	1220	1220	1220	1220	1220	N/A	N/A

## 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.

Two travel days scheduled at the beginning and end of term.

Weeks 2, 3 plus 6 and 7 are no visitor weeks so there is uninterrupted learning.

The June long weekend (11<sup>th</sup>, 12<sup>th</sup> & 13<sup>th</sup> June) is the school's 40<sup>th</sup> birthday celebrations. It will be a busy lead up to this event with additional commitments all weekend. The Preschool will be needed for accommodation.

Limited accommodation is available in the community and the PYKu house will need to be booked well in advance. Ring school for further details.

How are the children grouped at your service?

Aboriginal children can start Preschool at 3yrs so there are 3 and 4 year old children.

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

Nominated Supervisor – Ngaire Benfell

Educational Leader – Jacqui Norton

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:

### Our Philosophy on behalf of Pitjantjatjara Yuankunytjatjara Education Committee

Tjitji itinguru pulkara nintiringkupai walytja tjutangka tjungunku nyinara mukulyangu atunymara kanyinyangka.

Tjanaya pukulpa nintiringkupai walytjapiti ila nyinanyangka.

Munuya kananykananyaripai walytjapiti tjutangka mirawaninyangka.

Munuya kutjupa kutjupa rapangu arkara palyalpai munuya alatjingara pukulpa nintiringkupai.

Our children learn from when they are babies; growing up together with their families loving and caring for them.

They learn happily and learn best when they are close to their family.

The children are proud when their families praise them for their efforts.

They are willing to try new things and learn happily when it is this way.

Nganana mukuringanyi nganampa iti uwankara centre-ngka mukulyangu atunymankuntjaku tjana pukulpa kurunpa Ipilya, puntu kunpu nyinara nintiringkuntjaku.

Munuya nganana kulinytja tjuta ananguku ara-wanungku atunymankuntjaku.

Munu iti tjutangka waakaripai tjuta Piranpa munu Anangu, paluru tjana tjungu waakarintjaku nguntjunga, mamangka munu walytjapiti tjutangka Ananguku ara kunpu kanyintjaku munu nintintjaku.

Nganampa tjitji tjuta kulunypa-nguru nintiringkungkuntjaku ngaranyi culture kutjara, Piranpaku-Ananguku.

Munula mukuringanyi Pitjantjatjara nintintjaku munu nyiri tjuta riitamilantjaku tjitji kulunypa tjutangka. Kaya kutjupara DVD inma tjara, pakantjatjara nintintjaku.

Kala mukuringanyi titja Piranpa Early childhood-ku piipatjara kutju pitjala waakarintjaku. Ka Anangu, iti tjutangka waakaripai tjuta, waakarira training palyalkatintjaku munu piipa mantjintjaku. Ka school governing council-tu, principal-tu munu anangu coordinator-lu purkarangu nyakukatintjaku tjana waakarinyangka.

#### The Children

In all our Early Childhood Centres; Programs and Preschools; We want our babies, our toddlers and our preschool children to be looked after and taught in a caring and thoughtful way so that our children's spirit and body will grow strong and healthy.

#### The Families

The workers in the Family Centres will listen to Anangu ideas and care for the children in the same way as Anangu do.

The people both Piranpa and Anangu, who work in our Family Centres and Preschools, should work closely with the parents and the extended family so that Anangu ways are kept and taught.

#### The Staff

We also want the Educators in the Early Childhood Centres to have the proper qualifications to teach young children. The Anangu, who are working in the Centres, will train for their Certificate 3 in Children's Services while they teach. The School Governing Council, School Principal and Anangu Coordinator will carefully oversee the work in the Centres.

#### The Programme

Our children need to learn about the two cultures, Piranpa and Anangu.

We want Pitjantjatjara and Yankunytjatjara language supported. It is very important that books in their own language be read to the children and their songs to be sung. They can also watch DVDs of their traditional dances so they will learn about their culture.



## 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

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.



## Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

<b>Strengths</b>	<p>Now having 12 months experience of teaching and an understanding of the unique context at Pipalyatjara/Kalka there have been many improvements and the priorities I set last year will be monitored this year and no new priorities set in QA1. However, in combination with the QIP and the Site Improvement Plan, I set myself a performance accountability plan which has an encompassing dual focus of <b>oral language</b> and <b>collaborative partnerships with families</b>.</p> <p>A <b>longer session</b> has meant increased learning outcomes for all children. A 3.5 hr session has allowed time for the children to settle into activities learning how to persist and engage in their play. It has allowed some deeper engagement for children in their play and has helped to create a calm environment enabling the introduction to the timetable of a quiet “rest time/read a book time” focus. Increased levels of engagement are evident when looking at the children’s individual observations.</p> <p>The consistent <b>daily routine</b> has been an absolute strength and created consistent, regular learning opportunities for each child. My observations have indicated that when there is disruptive behaviour in the community, there is a significant impact on children’s behaviour. A strong and consistent routine then becomes the foundation for safety and continued learning in the Preschool, during which time, functional oral language is able to be practiced daily and developed.</p> <p>Reflection on the development of last year’s ILP’s and how this process was implemented with families has led to the trial of a <b>new ILP format</b>, which is in constant review but so far has had positive outcomes for programming and connecting with families giving them a voice. The format will allow for</p>
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progress to be noted termly and reflection with families to be discussed and acted upon.

The **observation folder** organised according to the outcomes from the Remote Indigenous Professional Development package (RIPD) has been a great strength in creating a responsive program based on the understanding of children's interests and strengths which are not always evident initially. However, patterns can be observed over time and the photos illustrate the dispositions for learning that the children are acquiring. This folder is a useful tool to discuss children's learning with families and they love the pictures of their children.

An ongoing **cycle of planning** is in place focussing on both the EYLF principles and exploring the possibilities of an emergent curriculum which incorporates the children's interests and strengths. This is a notable work in progress that is continually developing as I reflect on the best format that is usable for my circumstance, style and context. The observation book, ILP and photos collected are a resource to reflect on for assessment. A main consideration for assessment of children's learning has been a suitable format to allow for the sharing of this information with families and make it meaningful for them. A statement of learning in an A3 format was trialled at the end of last year and during term 1 I discovered that it was more meaningful for families to share a photo story with them when I visited their homes as part of the learning together program.

**Oral language** is an extra focus this year and a research question across the Lands Preschool's is "how can we as educators, best facilitate quality conversations (language interactions) which support children's oral language development?" I will continue to explore this through my action research into promoting engagement with books to support oral language development. This will be ongoing for the Preschool and has begun with visiting families through a 'Learning Together' program. The indicators of "Quality verbal exchanges" as outlined in the RRR Relationships scale will assist with data collection and reflection.

With my new knowledge of the context and cultural understandings, the **Preschool Philosophy Statement** has been updated again and incorporates the school values and the EYLF principles. A focus this term has been to try and get parents to give their input and feedback on this which is a challenging task but I will continue these discussions all year beginning with the ILP and a display on entry into the Preschool. It is aimed that with parent help along with the school's Pitjantjatjara teacher, the philosophy statement can be translated to effectively communicate to all families.

## Key improvements sought for QA1

Standard/element	
Identified issue	

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes



## 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

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to 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)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	<b>Related requirements</b>	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment



2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92



## Quality Improvement Plan for Q2

### Summary of strengths for QA2

#### Strengths

30 minutes is devoted to the program as “Mai (food) time”, when the children sit down for a **healthy meal**. The majority of children at Pipalyatjara/Kalka are hungry and will often ask me for “kuka” (meat) by 9.30am; this is even when the school has provided breakfast. Mai time is an important part of our program and children begin with fresh fruit followed by a cooked meal. They eat a large portion and for some children this will be their only main meal of the day.

Another valuable routine in the Preschool program is attending to the children’s basic needs in our “**Clean face, Strong eyes**” time. In the morning children are encouraged to wash their hands, face and brush their teeth ready for play. For some children this also means having a shower and putting on clean clothes. Some parents will bring in their children dirty and nikit (naked) and ask to shower them and dress them in the clothes I provide through charitable donations. Previously there was a separate little wet area to wash hands and brush teeth but a change to this space by blocking off the small wet area and only using the one big bathroom has streamlined this morning routine, provided better supervision with children having more room to focus on their hygiene and parents able to help out in the space.

Last year I also developed an understanding of the **services that support children’s health needs** and the networks I established enable the Preschool to work closely with the clinic and other health professionals to increase the positive health outcomes for children. Developing relationships with families and community has greatly helped with this to support families with nutrition feedback, accessing the clinic, discussing and making referrals or a practical approach to sound ear and eye health practises.

Children now have their own drink bottles which they can access at any time and the 4 year olds are even reading their name on the bottle and identifying their bottle. Drinking water is promoted and sugary drinks are discouraged. At Kapat time if drinks and food are passed through the fence, children are learning that this food will be kept in the fridge until home time.

“**Rest time/read a book time**” has been scheduled to help the children transition from outside to inside and then to home. Providing a calm and quiet time to relax and engage in a book. The space has been made comfortable with the addition of carpet, sleep mats and sometimes sheets. For some of the very young 3 year olds this is also a time at the end of the day that they can fall asleep as it is a long day for them and I feel is a compromise as some of them are Kalka children and unable to get home until I take them at the end of the session.

The nappy changing area is set up for parents to be able to follow the nappy change procedure and have everything within reach. Toys and songs displayed also encourage parents to take the opportunity to engage with their child in quality language interactions.

There is a dedicated sensory space where an activity is set up daily for the children to explore. This can also be a soothing place to engage in if a child is upset or needs redirecting. The addition of a couch in a quiet corner has also allowed a parent to sit and look at an iPad or book together with their child if their child needs settling into the day or is a bit tired.



## Key improvements sought for QA2

Standard/element	
	Identified issue

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## 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

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.



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

Standard/element	National Law (section) and National Regulations (regulation)	
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
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	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	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	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
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

	<b>Related requirements</b>
	Part 3 of the National Law: Service Approval
regulation 25	Additional information about proposed education and care service premises
Regulations 41-45	Service waiver and temporary waiver

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	<p>The <b>indoor learning environment</b> has had a major revamp with new furniture ordered to make it a more calm space where children are better able to engage with the activities provided and supports them to practise the dispositions for learning that are focussed on such as confidence, curiosity and persistence. Some aspects of the room are changed around each term and certain play areas will have a different focus depending on the program or child's interests. The consistent organisation of space and equipment is allowing children to develop the confidence to create their own play and explore different possibilities for engagement.</p> <p>In consultation with Cathy Jackman the hearing and Special Ed coordinator the <b>IWB and sound field system</b> have been moved creating a more user friendly space at mat time and also facilitating the use of the sound field system to extend to all areas of the Preschool (except the toilet).</p> <p>Children are beginning to understand the concept of <b>recycling at the making table</b>. However, the recycling of food scraps has been problematic due to contextual and environmental factors. Dogs dug out the scraps from our garden bed. Then we attempted a worm farm and the worms died in the heat. We will look at other options in the future.</p> <p>The new sandpit is a lovely sensory space for children to engage in and cool when it is hot. However, the <b>outdoor yard</b> redevelopment is an ongoing process with further plans in place.</p>
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## Key improvements sought for QA3

<b>Standard/element 3.1.1</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	<b>Identified issue</b>	Outdoor space is limited in its adaptable play spaces with little shade. The redesigning of the outdoor yard has not adequately addressed these issues apart from a lovely sandpit.
<b>Standard/element 3.3.1</b>	Sustainable practices are embedded in service operations.	
	<b>Identified issue</b>	Bush trips are seen as special occasions by staff but when community have been consulted they are requesting the necessity to engage in cultural practices that contribute to the sustainability of the Anangu culture.

Standard/ element	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	A safe, inviting and engaging outdoor environment with adaptable play spaces.	M	<ul style="list-style-type: none"> <li>Remove white gravel and replace with red sand which will be the foundation for a wiltja.</li> <li>Create a musical playground/wall where there was to be a mud kitchen.</li> <li>Get a design/quote for sculptural "honey ant' song gong.</li> <li>Source recycled items to fix to the wall with a bush tucker theme.</li> <li>Plant a grapevine to grow over the musical playground for shade.</li> </ul>	Children will show an interest in a variety of outdoor learning spaces to facilitate dispositions for learning and play. The outdoor yard will be varied, inviting and interesting.	Term 4 2016	
3.3.1	Regular bush trips planned plus cultural trips when required with families and community to build cultural knowledge.	H	<ul style="list-style-type: none"> <li>See developed school SIP on same priority which includes the purchase of a freezer at the school to be able</li> </ul>	<ul style="list-style-type: none"> <li>Bush trips will happen more than once a term.</li> </ul>		

			<p>to store bulk malu wipu (kangaroo tail) for ease of incidental bush trips.</p> <ul style="list-style-type: none"> <li>• Develop risk assessments.</li> <li>• Have an excursion tub with supplies on hand</li> </ul>			
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## Improvement plan

## 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

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	<b>Related requirements</b>	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	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.



## Quality Improvement Plan for QA4

### Summary of strengths for QA4

<b>Strengths</b>	<p><b>Weekly meetings</b> are held between the nominated supervisor and the educational leader where an agenda is set and notes are taken for further review or action. Discussions at these meetings are invaluable to plan, monitor and review all aspects of the management of the Preschool and my own professional development.</p> <p>This year to enhance this team relationship and to build relationships with families and <b>connect with the Pipalyatjara/Kalka community</b>, Ngaire (Principal) and I will both take children home on a designated day, to informally have conversations with families as part of our scheduled meeting time.</p> <p>Tuesdays has been scheduled as a dedicated TAFE time at the TAFE building with myself (Preschool teacher) and AEW's to try and facilitate a regular <b>TAFE cert 3</b> session to consistently work on the qualifications of AEW's.</p> <p>Currently there are two AEW's employed who ensure the Pitjantjatjara language is used to support and enhance children's learning and engagement in the curriculum. Enrolments have steadily increased and when numbers are high the Preschool also have the valuable support of the AEW Coordinator. Additionally the AEW Coordinator has years of experience and is capably able to support the newly appointed AEW's in developing and implementing a first language curriculum plus support with the child protection curriculum in Pitjantjatjara.</p> <p>AEW's also give input into the curriculum, suggesting ideas and strategies to ensure culturally appropriate content and the sustainability of the Aboriginal culture.</p>
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### Key improvements sought for QA4

<b>Standard/element</b>			
	<table> <tr> <td data-bbox="356 1072 586 1147"><b>Identified issue</b></td><td data-bbox="586 1072 2125 1147"></td></tr> </table>	<b>Identified issue</b>	
<b>Identified issue</b>			



Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes



## 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

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(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 QA5

### Summary of strengths for QA5

<b>Strengths</b>	<p><b>Relationships with children are strong and reciprocal.</b> This is evident as children are displaying behaviours that show a trusting attachment to me as their primary educator. Also the consistent responsive caregiving approach by all staff (RRR p.34) is allowing the children to feel safe and able to be reassured by other staff such as Sarah (the Playgroup coordinator) or AEW's.</p> <p>The behaviour of the children is noticeably calmer since term 1 last year. There is less fighting and with constant reinforcement and discussion of the <b>school values</b> (Kindness, Learning, Courage and Respect), the children are learning what kindness and respect mean. Weekly 'Values' awards are given at school assembly that reinforce what the school values look like. The awards/certificates I make very personal with photos and a story to share with families. One family told me how their son was very proud of his certificate that whenever visitors came he would show it to them.</p> <p>A <b>bush trip/excursion</b> is planned at the end of each term and is a wonderful opportunity for all the elements of QA5 to just happen informally in a culturally familiar environment. Children have demonstrated their unhindered approach to play in a totally natural environment but I have also observed connections to the Preschool program in their play. For example Children have drawn on the ground with sticks and counted their marks or children will often act out the story of the Three Little Pigs and all have a witchetty bush for a house. I am curious to see whether this time I will see play depicting the Three Billy Goats Gruff story as this has been a featured story this term. The chance to connect with families in this way and for the children to grow '<i>strong spirits</i>' is exactly what our philosophy statement encapsulates.</p>
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### Key improvements sought for QA5

<b>Standard/element</b>			
	<table> <tr> <td data-bbox="342 1139 586 1219"> <b>Identified issue</b> </td><td data-bbox="586 1139 2112 1219"></td></tr> </table>	<b>Identified issue</b>	
<b>Identified issue</b>			

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes



## 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

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained.</b>	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	<b>Related requirements</b>	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

#### Strengths

The **context at Pipalyatjara/Kalka is exceptional** and I'm sure all communities on "the Lands" are different in some way and that is what makes each Preschool service unique.

It has taken a year to build sound relationships with families and for families to trust that I will do the right thing for their children. The pattern seemed to be that initially Anangu seemed sceptical about me and if their children were fighting they would come in and take their children out. Then the second term they would come in and stay to see if I needed help. By the end of the year it seemed that I was to be trusted with their children and I didn't see families as much. Now I am the one to call out through the fence and ask family for assistance if needed.

On reflection my relationship with families is strong and yet through the school survey last year and from observations, Anangu are still not very involved in their child's learning. Particularly Kalka families who I rarely have visit the Preschool.

This year the QIP focus is to build on the **strong relationships with family and community** and to explore a truly "**collaborative partnership**" with families. This will be implemented by a "Learning Together" Program where once a week I will visit a family and talk about their child's learning and read a book together. Both families and staff will engage children in language and books to gain '*sticky knowledge*' and build on oral language development. Also the ILP and discussing children's learning will support this notion. Families have requested a visit to Adelaide to take the children to the Xmas pageant and throughout the year I will be looking for their support to hold a sausage sizzle at the local football to help raise money for this and also sell local art (punu and beads) as part of our cultural exchange with the Clare Valley Children's Centre.



## Key improvements sought for QA6

<b>Standard/element</b> <b>6.1.2</b>	Families have opportunities to be involved in the service and contribute to service decisions.	
	<b>Identified issue</b>	Whilst families are welcomed into the Preschool they are not actively involved in their child's education. This was highlighted in the school survey in 2015.
<b>Standard/element</b> <b>6.1.1</b>	There is an effective enrolment and orientation process for families.	
	<b>Identified issue</b>	There is no procedure or process for the enrolment of families and we rely on Playgroup to encourage families to attend. Families are also unaware of the transition process to school.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Families will be visited regularly (minimum of once a term) and encouraged to share in their child's learning ie: read a book together. Families will have greater access to their child's observation notes/photos and opportunity for discussion. Families will support, give comment or make suggestions re the program and their child's learning.	H	Schedule weekly home visits to implement a Learning Together program. Buy bean bags as a comfortable and flexible space to sit. So the process is not intrusive to families. Create book packs at the beginning of term to be prepared and frozen oranges in the freezer as a healthy snack for families. Document this to add to the child's notes and as reflection for an action research project. Collect feedback from parents.	Observation notes reflecting increasing active partnerships. Greater communication with families, especially those from Kalka who I don't see at the school. Initially engage families in conversation about their child's learning and extend this to children 'engaging in sustained two way, conversational interactions.' (RRR Relationships scale p.37)	Reflection and observations made termly as an enquiry project. End of term 4 2016 is the schedule for the final review and planning for 2017.	
6.1.1	Families will be informed of the orientation	H	Create a comprehensive list of young children in	Families will know when children are transitioning and	A working policy will be in place by term 4 2016.	

	<p>process/policy. Families will be invited and supported to attend Preschool. Families will be familiar with the Preschool environment and expectations.</p>		<p>community and family details. Review the policy. Develop an information sheet/package that is translated in Pitjantjatjara. Timetable and schedule for set weeks for this to happen in the term.</p>	<p>bring children along. The number of families attending Preschool will increase.</p>		



## Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181—184	Confidentiality and storage of records



	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

## Quality Improvement Plan for QA7

### Summary of Strengths

Strengths	<p>Leadership ensure that there is a comprehensive induction process at the school to gain a solid understanding of the site, context and processes. Policies and procedures such as the Grievance and complaints procedure are discussed and made aware of for future reference.</p> <p>A sound <b>philosophy statement</b> is the basis for the direction and guidance of educational outcomes at the Preschool. It has been updated following some research into the papers written by Katrina Tjitayi and Sam Osborne. In particular, it is referenced by their paper on "Red Dirt Thinking" which brought about the inclusion to the philosophy statement of '<i>We aim for children to develop a strong spirit</i>'. The statement will be further reviewed by the consideration of parent and family comments.</p> <p>The Site Leader and Educator meet every week in an environment of trust and openness. The discussions focus on <b>continuous improvement</b> of the service and how to improve teaching methods and strengthen relationships with families and the community. Currently the nominated supervisor attends the Governing Council meetings. However, it is anticipated that the educational leader will dismiss Preschool slightly earlier twice a year to attend two Governing Council meetings and give a report.</p> <p>A <b>culture of high expectations</b> is established and has resulted in the site leader accompanying the educator once a week in the return of children to their families in both Pipalyatjara and Kalka communities. When possible, the site leader stays for targeted reading sessions</p>
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where the educator models reading with children to families and talks to families about children's learning.

The site leader and educator have regular discussions about EYS attendance figures, then more detailed when termly data collection processes occur.

The formation and review of the QIP is a collaborative process annually. The educator is employed in an on-going permanent role, therefore providing continuity in the service. An improvement strategy currently being adopted is the requirement for the Educational Leader to attend some leadership meetings, particularly when the focus is site improvement planning and action research.

The school has a thorough on-going cycle of performance and development beginning with a discussion and development of a performance development plan for all staff. This is followed by formal and informal observations plus feedback by the line manager. Supporting this is regular P&D training where the educator is included in all site PD, particularly that relating to development of curriculum that fosters learning such as EALD Language and Literacy levels. Performance reviews are conducted and the development of the Site Improvement Plan is also of high importance and a whole day of professional development in term 1 has been devoted to this strategic plan for the next 2 years.

## Key improvements sought for QA7

Standard/element	
Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes