



# **Quality Improvement Plan 2019**

## Service details

<b>Service name</b>	<b>Service approval number</b>
Aberfoyle Hub Preschool – Taylors Road Site	Taylors Road: 3601 Hub Drive: 3600
<b>Primary contact at service</b>	
Heather Heading: Director	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Taylors Rd site - 36 Taylors Rd West Suburb: Aberfoyle Pk State/territory: S.A. Postcode: 5159	Telephone: 8270 2595 Fax: 8270 6103 Taylors Road Email: <a href="mailto:dl.3601.leaders@schools.sa.edu.au">dl.3601.leaders@schools.sa.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Heather Heading Telephone: 8270 2595 (Taylors Road) Mobile: 0449 870 845 (personal) Fax: 8270 6103 Taylors Road Email: <a href="mailto:Heather.Heading827@schools.sa.edu.au">Heather.Heading827@schools.sa.edu.au</a>
<b>Postal address (if different to physical location of service)</b>	
Street: Suburb: State/territory: Postcode:	

Operating hours

Taylors Rd	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	12.00		
Closing time	3.15	3.15	3.15	3.15	3.00		

## 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.**

As of term 2 2019 Aberfoyle Hub Preschool will consist of one site only at Taylors Rd with the closure of the Hub Dr site and the Occasional Care program at the end of term 1. Taylors Rd site is state government funded, operating a Preschool and playgroup program (adjacent to Aberfoyle Hub Community Children's Centre). The programs operate during SA school terms. Taylors Rd site operates Monday-Friday full time. Four pupil free days are allocated per year. Parking is available in front of the site. There is one Director who works with 6 other staff.

### **How are the children grouped at your service?**

Preschool program at Taylors Rd site involves children attending for 15 hours a week, with families choosing their children's sessions within the session times offered. Taylors Road currently offers two full days and one half day session on alternate weeks for each group. Group 1 attends Mon & Tues full days with a half day session on alternate Fridays. Group 2 is Wed & Thurs also with a half day session on alternate Fridays.

Playgroup, with a music focus is offered on Friday mornings 9.00-11.00 at Taylors Road site. The centre employs a staff member to coordinate the program.

Children under the guardianship of the Minister, Aboriginal and Torres Strait Islander 3 year old children and children eligible for early entry are also able to access the preschool program sessions Monday – Friday up to their eligible hours.

### **Write the name and position of person(s) responsible for submitting this Quality Improvement Plan**

Nominated Supervisor, Heather Heading (Centre Director)

# Aberfoyle Hub Preschool Statement of Philosophy

## Philosophy Statement

### Mission Statement

We provide an educational, play based program where all children will achieve success, seeing themselves as powerful learners

### Values

**Respect** – for ourselves, each other and our world

**Resilience** – to persist when challenged

**Playfulness** – to imagine, explore, experiment and enjoy

**Relationships** – learning with, and from others, through reciprocal and responsive relationships

### Vision

We follow the Principles and Practices of the Early Years Learning Framework - Belonging, Being, Becoming by:

- Respecting and celebrating the uniqueness of families and their cultures.
- Working in partnership with, and engaging families and members of the wider community in shared decision making.
- Supporting children's transitions from home to preschool and preschool to school.
- Actively creating a safe, welcoming and trusting learning environment.
- Designing programs for individual and groups of children which are engaging, challenging and reflect their interests and skills.
- Using intentional teaching to foster high level thinking skills.
- Supporting children to develop a growth mindset as they take risks and persist when challenged, developing their sense of resilience and achievement.
- Using the 5 outcomes from the Early Years Learning Framework and The Indicators of Preschool Numeracy and Literacy to capture children's development in an ongoing cycle of planning and assessing for learning.
- Embracing fun and spontaneity in daily experiences.
- Fostering our children's and community sense of wellbeing by promoting healthy eating, active lifestyles and a connection with their natural environment to live more sustainably.
- Ensuring that all educators understand the requirements of high quality practice which, in turn, is embedded across our service.
- Seeing ourselves as learners as we engage in critical reflection of our practice, identifying and implementing areas for improvement.

**Improvement Priority:**

What opportunities do we provide to build children's literacy skills, particularly in relation to the development of oral language, how do we demonstrate authentic evidence of their growth?

**Strengths:**

In 2018, educators engaged in ongoing PD with Katie Ashmead from Lisa Burman Consultants, to develop our skills in supporting the development of children's oral language and written and drawing skills through the Bookmaking process. This enabled us to critically reflect on our practices and children's learning as well as refining our skills in giving children greater autonomy and ownership of their stories. As a result of the changes to our pedagogical thinking, children were able to see themselves as thinking like a writer, persisting and engaging in challenging and creative thinking as we worked through the ideas from these workshops. However, we acknowledged that this was the beginning of our learning journey in Bookmaking with the children and we see the value in continuing this focus in 2019. The closure days to focus on the LDAR strategy gave us opportunities to develop our skills and understanding of the Preschool Indicators for Numeracy and Literacy and to reflect on what we are documenting and how we are assessing children's learning, particularly in relation to numeracy and literacy. This has enabled us to identify areas for improvement, particularly in relation to how we assess and document children's literacy growth.

**Rationale:**

The Bookmaking PD from last year gave us the confidence and inspiration to start earlier in 2019, to make this a stronger focus throughout this year and to use the resources that we gathered in term 4 last year to support ours and the children's learning. The learning from this PD opportunity last year was also enthusiastically embraced and implemented by the junior primary teachers from our local schools and we believe that this will strengthen our connections with our schools and support transition onto the school learning environment.

Through our site review processes using the NQS Self Review Tool and the Reflective Practice Strategy we realised the need to go deeper in our interactions and observations of individual children, to reflect on our learning environment to ensure that there are rich provocations for literacy and to document and analyse the learning we notice and then share with the staff team at staff meetings or in discussions at the end of the day. We have also identified the need to share with our families, through documentation, discussion and displays, the literacy learning that their children engage with in the preschool environment.

Results from our Parent Questionnaire indicate that the majority of our families enjoy sharing books and reading stories to their children, however, we would like to ensure that families are familiar with a range of different strategies to develop oral language skills, participating in text use and instilling a lifelong love of reading with their children.

With our involvement in the LDAR inquiry strategy this year and the possibility of 3 different leaders throughout this year, educators have chosen to have one improvement priority to explore in depth this year.

Outcomes	How will we achieve these outcomes?	By When?
<ul style="list-style-type: none"> <li>Each child's learning and development in relation to literacy will be assessed and evaluated as part of an ongoing cycle of <i>observation, planning, documentation, analysis and reflection</i></li> <li>Our learning program will provide rich and challenging experiences to foster literacy engagement for all children.</li> <li>Literacy learning is evident to all in our community</li> </ul>	<ul style="list-style-type: none"> <li>Baseline literacy data will be collected for all children and used to support planning processes for individual children.</li> <li>Observations of children will be shared and discussed at staff meetings to build teacher capacity in documentation, ensuring that we have common educator understandings and practice.</li> <li>Educators will engage in the LDAR strategy with an inquiry focus on building children's oral language skills through Bookmaking and storytelling.</li> <li>Educators will reflect on their pedagogy around the type of questioning used with children to ensure they are providing thinking time and enhancing opportunities for deep thinking and co-research. Provocations that evoke children's engagement in shared conversations will develop their oral language skills.</li> <li>Families will be provided with strategies to further develop their children's creative thinking and oral language skills. This will be through newsletters, the creation of a borrowing library for children and other related articles.</li> <li>Family cultural literacies will be incorporated into our planning for individual children's learning.</li> <li>Intentionally embedding more songs, stories, verse, vocab extension and phonological awareness activities each day.</li> <li>Educators will ensure that the displays and documentation in children's folders will make the literacy learning transparent for all in our community.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing improvement and reflection throughout the year</li> <li>Progress reviewed in week 9 of each term</li> </ul>

## Links to:

### National Quality Standards

- 1.3 Educators take a planned and reflective approach to implementing the program for each child
  - 1.3.1 Assessment and planning cycle
  - 1.3.2 Critical reflection
  - 1.3.3 Information for families
- 4.2.1 Professional collaboration between educators
- 5.2.1 Collaborative learning between children
- 6.2 Collaborative partnerships with families which enhance learning and wellbeing
  - 7.2.1 Continuous improvement through effective self assessment processes
  - 7.2.3 Development of professionals

### Indicators of Preschool Numeracy and Literacy

- I use language to connect with my world
- I understand the language of my world
- I represent my world symbolically
- I engage with texts and make meaning

### Early Years Learning Framework

- Principles: Partnerships with families, High expectations and equity, Ongoing learning and reflective practice
- Practice: Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Continuity of learning and transitions, Assessment for learning
- Outcomes: Children are confident and involved learners, Children are effective communicators

### South Valley Partnership Improvement Plan

- Improving teacher quality and pedagogy through critical reflection
- Developing dispositions for learning and intellectual stretch
- Continuity of learning



**Progress:**

**Term 1**

**Term 2**

**Term 3**

**Term 4**