

2023

Quality Improvement Plan for Berri Community Preschool

Site number:

6505



Service name

Berri Community Preschool

Service address

1A Fiedler St Berri

Service approval number

SE00010167

Acknowledgment of Country

We acknowledge the **First** people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Berri Preschool is a stand-alone preschool with the Berri Regional Child Care Centre located within 75 metres, connected by a safe walkway. Both agencies work co-operatively with each other to enable children to attend both facilities. Our preschool program for 4 year old children is accessed each week Monday to Thursday 8.45-2.45. They access 30 hours of preschool over a fortnight. 3 year old ATSI children access 12 hours of preschool each week. An Occasional Care program is available every Friday 9-12 for children aged over 2 years of age. Berri Community Preschool is situated near the water tower, 100metres along the road which passes the side of the Berri Regional Child care Centre. The main building is over 50 years old and has large grounds. Facilities are continually upgraded and extended. The outdoor area boasts a large nature play area including a rock water-course, sandpit, tree house, mud kitchen, a large cubby, a covered stage area, extensive verandas and flower and vegetable gardens. The building is large and has a disabled bathroom, two activity rooms and a withdrawal room. The centre houses 2 interactive boards. Our purpose is to work in partnership with families to provide high quality, responsive learning programs that have a positive impact upon children's learning. Strong, respectful relationships are developed and fostered in a safe, secure and supportive environment, and children's experiences and learning are engaging and build success for life. Our key learning priorities are Literacy, Numeracy and Wellbeing.

We have a Director, two part time teachers, 2 permanent ECW's and employ more ECW's to support special programs for children with identified needs.

We provide speech and language support programs to identified children each year. Move to learn and Berry street strategies are implemented to support all the children's wellbeing daily.

Statement of Philosophy

Berri Community Preschool is a stand-alone preschool centre that is committed to the wellbeing, health, care and education of all children, families, staff and members of our community. Through consultation, we have established our core values and principles to be: *respect, *responsibility, *resilience

We value and promote a sense of ownership through collaboration and participation which maximises positive learning outcomes for all.

We believe that each child is individual, unique and important, and has the right to develop to their full potential.

To facilitate this, we aim to:

- *provide a curriculum based on 'Belonging, Being, Becoming' that allows children to explore, imagine, create, problem solve, develop independence, socialise, have fun and learn through play,

- *provide an educational environment that caters for each child and family's needs,

- *provide opportunities for children and their families to become involved in centre programs and services,

- *provide opportunities for children and their families to develop stable and caring relationships with staff and others,

- *provide information about other services available in the local community.

We believe that our staff is one of the centre's most valuable resources. In order to provide a high quality program, we aim to:

- *value the skills and knowledge that each individual staff member brings with them,

- *encourage ongoing professional development,

- *maintain a safe and supportive working environment that sustains a work life balance.

We believe that parents/caregivers and families are the child's first educators.

To complement and support this, we aim to:

- *welcome parents/caregivers and family members with respect and sensitivity,

- *encourage communication between staff and parents/caregivers and carers,

- *respect individual family needs,

- *recognise and respect the diversity of families,

- *create, support and encourage involvement at our site.

We believe that the centre is a valuable community resource. In order to make a significant contribution, we aim to:

- *build relationships with other community agencies and advocate for families in our community,

- *provide an accessible, flexible and high quality service in response to changing community needs,

- *promote respect for, and pride in, our immediate environment and encourage good environmental practice in the broader community.

Reviewed 2020

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

1. Embedded Service Operations: Focus groups of children have been established to cater for children's individual needs. Staff collect and analyse observations which are recorded in individual staff Observation Record Books to inform curriculum planning for children. All educators regularly reflect on and analyse data about children, individually and with each other during staff meetings to identify the learning focus, plan the teaching and learning, enact the plans and assess and evaluate. Children's voice is used to inform the learning program. As a result of analysis of student learning data children's current needs and next steps of development are identified and intentionally taught with advice and support from Support Services. Inclusive and open ended activities offering a variety of opportunities to cater for children's interests and entry and exit points. Individual Learning Plans for children are formulated by educators sharing strengths and successes within the Literacy and Numeracy Outcomes. Goals for learning are then set for children in collaboration with families. Families participate in parent/teacher interviews to discuss the ILP and share any future actions for growth.

2. Critical Reflection: We create opportunities to cultivate deep respect for and acknowledge the cultural diversity of the broader community in the educational program including Aboriginal and Torres Strait Islander histories and cultures. Social justice and equity of every child are prioritised in the curriculum decisions when devising a program. Critical reflection of staff interactions with children through anecdotal observations has enabled us to identify areas for improvement of our practice ensuring that positive relationships are continuing at all times. We have devised alternate planning and programming practices and made changes where opportunities for improvement were identified. Through work with a Curriculum Project Officer as a staff we identified that we could improve our children's observations and analysis processes. This has allowed us to set more relevant and targeted learning goals enhancing learning and development of each child. Through the implementation of these changes it will strengthen our practice over time. We reflect individually and with each other on engagement with families and whether communication of the education program and children's participation, learning and development is accessible and understandable.

3. Engagement with Families/Community: On enrolment families are welcomed and a strong two way connection is prioritised as we believe that families are the child's first educator. We seek information about each child's developmental background, cultural needs and preferences and how the family would like to be involved in our program to best cater for their needs and interests. We collate this information to provide experiences for children that they prefer and will engage in. Families receive regular updates of student spontaneous learning as well as planned experiences through our 'About Our Week' document. Staff roles are assigned to specifically liaise with families at drop off and pick up times as we prioritise the connection between families and educators. Additionally, each child has a Class Dojo account which educators and families to have two way conversation use to communicate significant learning, messages and photographic evidence throughout their time at preschool. Surveys are often sent out to families to gain their perspective and ideas and feedback about our learning program, centre-wide events. Our approach to curriculum decision making reflects a strong commitment meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments. For example, families were invited into the preschool for a Numeracy Open Morning to share experiences in a numeracy rich setting. Numeracy ideas and resources are being shared with parents fortnightly to reinforce this connection. The Educational Program is accessible to all parents through different formats – in Curriculum book and on Class Dojo.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 2: Children's Health and Safety

1. Embedded Service Operations: Staff have encouraged children to develop their independence and responsibilities through learning systems and processes to develop independence and self-help skills. Student well-being was reinforced through the implementation of Trauma Informed practice used daily to promote a calm learning environment. Children's emotional health and well-being is supported by staff through the use of explicit teaching, visual support cards used indecently throughout the day. Physical activity is promoted each day by providing a physically challenging environment and indoor yoga lessons. The "Move to learn" and "Heavy Lifting" programs were followed daily focusing on core body strength and integration of primitive reflexes to enable productive learning each day. Many routine de-escalation strategies are implemented throughout the day including yoga and mindfulness, breathing techniques and calming corner. We sing songs to reiterate concepts of calming such as finding their centre, being grounded and keeping their hands to themselves. Transition times are recognised as a critical milestone; supported by strong staff commitment to high quality practices that promote collaboration and information exchange with a focus on the well-being of individual children. The opportunity for progressive fruit time is implemented for children who need brain food and calming snacks throughout the day. We promote healthy lifestyles and eating by using our preschool grown produce including our bush tucker garden, vegetable patch and free-range organically fed chicken eggs. We have established a system of maintaining clean and hygienic resources. Continence Plans, Health Care Plans and Health Support Agreements are kept in the First Aid cupboard and in individual children's files. Medication logs are kept to record administering of medications as outlined in individual children's health plans. Photos are displayed of children with medical requirements or allergies. Procedures are displayed re nappy changes, changing clothing. Record sheet kept as required. Notes sent home to parents as required for clothes changes. Evacuation maps displayed alongside procedures near each exit. IRMS reports completed as needed. Near miss sheet and first aid list used as necessary, displayed in First Aid cupboard.

Class Dojo contact made with parents re minor incidents, parents spoken to at pick up. If incident more severe or unsure of child's injury we make phone contact with parent immediately.

Daily yard checks are conducted by WH&S rep.

2. Critical Reflection: We strongly communicated with families about the need to keep children at home if unwell and sent students with symptoms of illness home immediately. Through observation and reflection we have monitored changes that have been implemented and scaffolded children's safety, health and well-being. Regular invacuation and evacuation drills are practiced each term ensuring we debrief with children and reflect as a staff group and inform families that the drill has occurred to ensure their emotional well-being is being considered at home. Staff record all injuries/illness throughout the day and families are informed via ClassDojo as well as being told verbally at pick up by an educator. If an emergency situation arises families are contacted as soon as possible. Staff critically reflect on incidents which occur and implement preventative actions as required to minimise future risks. Educators seek out alternate ways of supporting each child's health and activity needs and make changes to further enhance children's needs in our daily programs through our heavy lifting, move to learn, yoga and sensory groups. Educators consider and discuss the social justice and equity implications of their practice decisions whilst taking into account the needs and rights of every child in this service. Kidsafe inspection report list of jobs have been addressed in priority order. Equipment and furniture culled and disposed of as needed. Info re contagious diseases is published on Class Dojo in a timely manner.

3. Engagement with Families/Community: Risk assessments were created in collaboration with children, educators, families and the community as required, eg tree climbing, loose part play, hammering table and weapon play. Child protection curriculum is integrated into our weekly program and included as a main focus in our term 3 program. This was supported by local Police, Fire and Ambulance services through site visits. We promoted the improvement of children's gross motor skills, coordination and strength by attending fortnightly Kindergym sessions in Term 3. To ensure that health and safety routines and processes are followed we review policies and procedures regularly as per administrative task map and collaborate with families and Governing Council. Staff work directly with children, families and professionals to target health & developmental agency intervention linking them with appropriate services to complement each child's environmental, cultural and community context; CAFHS, Aboriginal Health and Sobriety Groups, Country Health Connect, Educational Services, CAHMS, Relationships Australia. This keeps families informed and encouraging referral to specialists and paediatricians supported by individualised learning plans and regular communication to those services.

Strengths

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Quality Area 3: Physical Environment

1. Embedded Service Operations: The selection of equipment, resources and outdoor structures reflects our open-ended play-based pedagogical approach including alignment with educational program service philosophy demonstrating a strong commitment to the principles and practices of the EYLF. Our mud pit, sensory path, rock waterway and chicken coop attributed to our children's engagement in a flexible and stimulating outdoor environment that enhances individual children's development. The natural outdoor area has enabled improved interaction and utilisation by children in a play-based environment. We are proud of providing a clean and inspiring environment that ensures maintenance is timely and consistent. To support our commitment to high quality practice at all times all outdoor and indoor spaces fixtures and fittings are safe clean and well maintained. We have installed a second safety gate at the entry to the preschool. We maintain our garden beds and bush tucker garden with a water efficient irrigation system. We adhere to safety, cleanliness and maintenance advice from recognised department agencies which reflects our policies, procedures and WH&S requirements. We utilise blinds, fans and an outdoor heater to increase comfort and participation in areas to make consistently inclusive and flexible play based learning spaces. This also promotes children's full engagement in the program as they are not restricted by the elements. We have included more loose part play in our outdoor play experiences to encourage creative and open ended play. We demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility through our sustainable practices, eg feeding scraps to chooks, compost bin, worm farm, banana water to fertilise plants, recycling bins.

2. Critical Reflection: Our resources support the needs and rights of every child within the service which align with our service policies and procedures. The educators have reflected together to maintain a sustainable and safe working environment. Other sustainability practices that are embedded in our daily routines: gardening, composting, recycling, water conservation, wormery and respecting our consumable and non-consumable resources through intentional and incidental teaching. Changes to the outdoor environment are understood by all and implemented appropriately. The groundsman participates in reflective practices with staff to plan future projects and maintain a safe and tidy outdoor environment. He is attending to tasks highlighted in the Child Safe Audit to ensure safety of all. The swing area has been improved with the addition of borders to contain the required depth of softfall. We are attuned to changes to the physical environment and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children.

3. Engagement with Families/Community: Our use and organisation of space and resources reflect the unique geographical cultural and community context of our service. It respects and draws on the voices, priorities and strengths of our community. We have liaised with children, their families and our community to cater for their preferences in our learning spaces and planned to implement these within our setting. Our bush tucker and vegetable garden draws on and reflects the diverse cultures of the broader community. We engaged with the local Aboriginal and Torres Strait Islander community to design the garden that reflects their culture and had a site visit from Tim Field from Riverland Native Plants who taught the children about the plants and their use. Engagement with the cultural groups from the community ensures we foster an inclusive, welcoming and flexible play-based learning environment that values carer involvement. We have a second hand clothing rack that is available to families who are able to access clothing free of charge. We have a very proactive group of community helpers who contribute to many upgrades to our environment, they have helped with numerous projects such as sourcing dirt for our mud kitchen and digging patch, donating feed and bedding for our chickens and general maintenance. This collaboration has enabled us to improve and make changes to our physical environments.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

1. Embedded Service Operations: Educators share their expertise and have identified responsibilities to lead small groups of children throughout the day. They understand the requirements of the standards, concepts and elements to demonstrate a commitment to high quality practice at all times. Our educator rosters are clear and explicit outlining required duties by each educator, this ensures that there is adequate supervision indoors and outdoors at all times. A board at the entrance gate displays all educators working for the day. Educators adhere to adult child ratios at all times on site and off site for excursions. Warranted staffing and budget allocations has allowed for extra adult supervision to be provided well above minimal adult to child ratios, resulting in improved learning outcomes for children consistently aligning with our philosophy, policies and procedures. Relief educators are inducted and directed to rosters upon arrival. We ensure continuity of educators with consistent relief and core educators to build sustainable and secure relationships and sense of well-being. Educators follow inclusive routines upon arrival, check diary and read previous days reflections before commencing their daily duties. A TEAMS group (online collaborative chat platform) is utilised to ensure all educators have access to shared information. The site promotes a positive atmosphere which demonstrates a high level of collaboration; all interactions between educators are respectful and are aligned with the Department Code of Ethics and the site policies and procedures. Educators are allocated to support specific groups or individuals to enhance individualised learning programs.

2. Critical Reflection: An expectation and understanding between educators ensures that if an educator is involved in 1:1 interaction with a child the other adults will ensure adequate supervision is maintained for all other children. If and when a change needs to be made to the roster staff communicate to ensure effective supervision is maintained at all times. Educators regularly reflect on our roles to improve ethical practices to align with the Early Childhood Code of Ethics where we consistently identify and implement changes to our practice as needed. Educators reflect together to further enhance children's well-being, learning and development through identified direction for improvement and change. Through reflection we challenge and promote innovation and change through a combination of individual educator expertise, knowledge and experiences. Talents of educators are utilised for Science and sustainability practices, speech and language support and Move to Learn and yoga programs to fulfil the needs and interests of children that are identified through analysis and critical reflection on a daily basis. Our site supports and promotes opportunities for all members to work collaboratively and share and work together. Personal Development Plans are shared with the Director twice a year and drive continual improvement of practice. Constructive feedback and discussions are held on a 1:1 basis between Director and all educators. The use of the relationship scales in RRR is used as an observation tool to inform and develop educator interactions.

3. Engagement with Families/Community: Our site welcomes, reflects and draws on the voices, priorities and strengths of children and families at the service. Educators are allocated, as per displayed roster to greet families, to support children to follow daily routines, this supports our trauma informed practices. Children are introduced to educators each day to ensure familiarity and connections and that names of adults are correctly used during interactions. Early Childhood Workers support each other following continence care plans as needed, ensuring correct changing procedures are followed. All educators access their allocated lunch time off the floor as rostered. Educators are encouraged to make observations and forward plan based on individual interests of children relating to EYLF outcomes. We have established a schedule to ensure all children's interests and needs are provided for in our learning program. Educators build relationships and connections with families through Class Dojo learning & communication app/platform. We have added a 'Today's Educators' photo display board to allow families to be informed about members on site each day.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

1. Embedded Service Operations: We use educator focus groups to establish connections to build close relationships between educators, children and families upon enrolling at our site. This has enabled the children to build strong relationships with specific educators to develop their sense of safety and security within the preschool environment. Targeted educator actions to build relationships have included active listening, getting down to children's eye level, pausing and waiting for responses and using developmentally appropriate language. Family connections are valued with the focus group initiative as we communicate with families regularly. We have strengthened two way communication and timely sharing of the children's learning and achievements. Educators create a happy and relaxed learning environment by engaging in respectful interactions, meaningful in depth conversations and genuine interest and enjoyment with children at our site. Children's voice is supported to enable them to collaborate and learn from each other. They contribute to setting up the learning environment including the materials used and design of spaces. We establish long term connections with children and their families who have had siblings previously attend our site and accessed Occasional Care building relationships as early as we can. Our interactions align with our site philosophy and procedures.

2. Critical Reflection: We support children to build and maintain sensitive and responsive relationships by identifying and implementing opportunities to strengthen practice, eg following reflection we now maximize uninterrupted play time with focused educator participation. An educator creates an 'All About Our Week' document which includes photos that is shared weekly so that families are able to see what learning has taken place and discuss with their children. This has increased families sense of connectedness and children's enthusiasm about learning. Intentional teaching is initiated to assist all children to develop social skills, recognise emotions, regulate behaviours and work collaboratively with others. Trauma informed practices are used to support children with additional social and emotional needs. After analysis of student observations educators critically reflect and plan effective teaching strategies, including scaffolding experiences, modelling turn taking, sharing of ideas amongst peers, to actively support and minimise potential conflict situations. Educators reflect on challenge of stereotypes and biases in promoting and maintaining a culture of inclusiveness explicitly catering for children with additional needs through targeted intervention strategies, necessary adjustments and programs.

3. Engagement with Families/Community: We conduct a questionnaire for each family to get to know individual children's needs and interests, family background and expectations upon enrolment. This information is collated and displayed in the staff room informing educators of the individual interests of the children. We build relationships with children through our transition processes by providing two pre-entry sessions in term 4. We meet with parents regularly throughout the year to welcome, reflect and draw on the voices, priorities and strengths of the children and families. We provide a variety of play based opportunities for children to engage with each other in collaborative ways. Children share ideas, take turns and negotiate e.g. block building, using construction material, home corner and making table. We established a relationship with a bilingual Punjabi support person, Aboriginal ECW trainee and the Aboriginal Sobriety Group to interact and engage with children and their families. We recognise and embrace cultural celebrations in the community and build a culture of inclusiveness and sense of belonging for all. We cultivate a deep respect for the history and culture of our families by intentionally teaching using a lens of cultural competencies and Aboriginal Perspectives, modelling respectful and inclusive relationships.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

1. Embedded Service Operations: Upon enrolment we assist all families to connect to Class Dojo to provide a two way communication platform with families. This is introduced at New Parent Information Sessions prior to their child commencing preschool. This includes; sharing of "About Our Day", individual messages and photos, the weekly program, alerting families about infectious diseases, newsletters and links to parenting resources. Meaningful interactions between parents and educators are prioritised at drop off and pickup as reflected in the educator time table. Specific referral processes ensure connections are made between the preschool families, outside agencies and services. Educators recognise the high importance of timely and clear communication with families regarding issues or concerns. We pride ourselves on our approachability and willingness to support families in need. Enrolment procedure is straight forward and easy to follow. Parents are offered assistance if required to complete forms. As part of the enrolment process families are given an information pack which includes preschool routines, healthy eating pamphlet, community services, literacy and numeracy information.

Connections with community agencies have enabled the site to employ a trainee to further engage with our Indigenous families. Each term we reflect on inclusion and support of each child to enable them to participate by formulating Individual Learning Plans and One Plans. Students requiring additional support are identified through consultation with Support Services, families and educators and resourced appropriately to ensure each child's successful participation in the educational programme.

2. Critical Reflection: After critical reflection on how to improve our ability to collect feedback from families we implemented online surveys to gain feedback about the 7 National Quality Standards. As a result of analysing our survey data we have identified and implemented areas of change; developing our learning environments, increasing our interaction with families, including family voice in governance, fundraising ideas and responsibilities. Sharing learning progress and individual learning plans with families regularly, has ensured information is consistent about their child's learning, engagement and development. We collate information from families about how they would like to be involved in our education program. Families are encouraged to provide feedback and input in many areas of the preschool such as; Sticky note comments on About our Day, reflecting on PQIP, comments on Class Dojo, surveys to families after events and formal parent teacher interviews. Engagement with the family community has influenced our decision to adapt our program delivery schedule from weekly to fortnightly increasing parent involvement and interest. Weekly reflections "About Our Week", that summarise planned and spontaneous learning that occurred during that week are shared with families in digital and printed format.

3. Engagement with Families/Community: Educators regularly reflect upon the most effective ways to communicate with families with limited reading abilities and those from non-English speaking backgrounds. We have processes in place to facilitate sharing of information and joint setting of children's goals with all families. Translations of Class Dojo messages are available and are being used by non-English speaking families. We have been responsive in our fluid adaptation of our curriculum and opportunities for family involvement in site events due to COVID-19 restrictions and regulations. We access Kindergym at the Berri Gymnasium, through the use of Berri Regional Secondary College bus and volunteer drivers. We build long term relationships and connections with the extended families through inviting them to events such as; Art Show, Obstacle-a-thon, Numeracy Open Days and End of Year Concert. Families and community members have collaborated with environmental improvement projects including mud kitchen fence posts, bush tucker garden, chicken incubation and coop development and establishing the fairy garden. We support families to develop relationships with relevant community services and agencies to enhance children's well-being, eg SAPOL, SA Ambulance and MFS Services, Aboriginal Sobriety Group, Loxton Native Plants. We held a Numeracy Parent Open Morning to highlight numeracy learning opportunities. Class Dojo provided for every parent/caregiver to be connected and receive relevant information as needed. Fortnightly program, weekly "About our week" individual photos in their child's portfolio weekly and messages as required.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

1. Embedded Service Operations: The Governing Council supports the operation of our service and meets twice a term. The roles and responsibilities of the Governing Council members are very clear and specific duties are allocated to individual members. All members are given a folder outlining duties of Governing Council members when they begin. We have high levels of family participation on Governing Council with 20% representation. Governing Councillors help with different events. Educators attend Governing Council on a rotation system. Educators are active participants in decision making through involvement and collaborative practices in all centre based systems and processes. The leader's collaborative approach ensures educators are involved in management responsibilities and are able to discuss and demonstrate service systems to support proactive risk management and drive continuous improvement. A policy folder is kept up to date and available on a parent information table for easy access by all. Perpetual calendar of tasks is displayed and accessible in the Directors office for all staff to view and implement as prioritised throughout the year. A shared annual calendar is maintained in digital format and on the Director's office wall with all upcoming events throughout the year. The daily diary is located on the kitchen bench and informs staff of daily happenings. In the absence of the Nominated Supervisor the Responsible Person is displayed on the 'Today's Educator's Board'. The Educational Leaders are allocated responsibility to lead effective programs and practices within the service to ensure the planning cycle is implemented. All staff members are empowered to perform leadership tasks appropriate to their role. Educator capacity is built through ongoing PD opportunities, mentoring and collaborative planning. Individual performance management plans align with the quality improvement plan goals and quality feedback is given to educators to drive continuous improvement in service quality and educational outcomes.

2. Critical Reflection: All families and staff have been encouraged to contribute feedback regarding our PQIP development, and reflect on and review all seven Quality Areas. Staff analyse and review responses and identify areas to implement change. We have a regular time line of reviewing our policies and procedures allowing staff, families and Governing Council members to refine them to meet our current needs and responsibilities. All key stakeholders to the service contribute to decision making and service change and the rationale for service change is well communicated. All feedback is respectfully considered. All educators critically reflect on their practice through Performance Development Planning meetings twice a year to identify strengths, and set goals that are aligned to centre philosophy and improvement priorities. The leader reports to her line manager twice a year to reflect on her performance and leadership priorities and characteristics. The Performance Development Planning meetings are aligned with the National Teaching and Leadership standards (AITSL). We have processes in place to engage in critical reflection, develop knowledge and improve practice. Staff consistently share ideas and professional learning presentations to up-skill and share new learnings with the whole team. This occurs at staff meetings and shared through our staff TEAMS app. All members of the service team systematically reflect on service performance in relation to the NQS, PQIP, and goals for teaching and learning to ensure we are meeting our own and the regulatory systems expectations for high quality and continuous improvement.

3. Engagement with Families/Community: Parents have commented that they enjoy being on Governing Council as they feel their input is valued in decisions made around the preschool. A whiteboard on the preschool gate, where families enter the site, is used daily to communicate important information. The leader welcomes, reflects and draws on the voices, priorities and strengths of the children and families of the service thorough informal and formal conversations, planned and unplanned meetings, surveys and responses. These responses are analysed and used to identify areas of improvement and necessary change to create an inclusive, welcoming, participatory culture where all contributions are valued. The leader maintained constant vigilance while implementing COVID-19 regulations and restrictions on adult interactions, child and staff safety and well-being. Surveys via Forms are formulated and distributed via Class Dojo to seek meaningful input from parents/ caregivers to support the development of the quality improvement plan and daily operations. Our site builds and maintains community partnerships which strengthens the professional learning community by inviting families in for open mornings and reciprocally sharing resources, strategies and skills.

Learning Improvement Plan – Goal 1 Numeracy



STEP 1 Analyse and Prioritise

Site name: Berri Community Preschool

Goal 1: To improve children's understanding and use of number to quantify.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we plan for and provide scaffolded number learning experiences then children's use of number to quantify will develop.

Success Criteria (what children know, do, and understand):

Through ongoing analysis of daily anecdotal observations we will see children

- Noticing more and less
- Regularly subitising up to 5
- Develop comparative language related to quantities and collections. e.g. many, counting larger groups, etc.
- Using 1:1 correspondence
- Understand the arrangement of a collection won't change the quantity.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will analyse data to identify the stages of numeracy understanding each child is at, then set goals to stretch each child to the next stage. Collection of ongoing number sense data on their focus children during daily observations will then be collated in their observation books. Each educators' data will be analysed and shared at staff meetings as per learning cycle schedule each fortnight to inform the programming cycle and next learning steps.	1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Weekly documentation Fortnightly staff meetings as per schedule	All educators	Assessment recording sheet Curriculum & number resource 2023 Props and numeracy resources Preschool Curriculum Resources- Cognitive domain Educator observation books

Educators will intentionally plan and implement learning experiences through activities involving more/less, subitizing, understanding countable units, arrangements of collections and know about numbers 1-10.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Fortnightly	All educators Judy writing the program	Numeracy resources Numeracy guidelines Cognitive domain curriculum resource
Educators will demonstrate and provide numeracy strategies for families to implement with their child at home to improve their number sense.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Fortnightly	All educators	Let's count resources Provide links to sites and resources via Class Dojo

Goal 1: To improve children's understanding and use of number to quantify.
STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions		On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Educators will analyse data to identify the stages of numeracy understanding each child is at, then set goals to stretch each child to the next stage. Collection of ongoing number sense data on their focus children during daily observations will then be collated in their observation books. Each educators’ data will be analysed and shared at staff meetings as per learning cycle schedule each fortnight to inform the programming cycle and next learning steps.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators will intentionally plan and implement learning experiences through activities involving more/less, subitizing, understanding countable units, arrangements of collections and know about numbers 1-10.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators will demonstrate and provide numeracy strategies for families to implement with their child at home to improve their number sense.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To improve children's understanding and use of number to quantify.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2 Literacy



STEP 1 Analyse and Prioritise

Site name: Berri Community Preschool

Goal 2: To strengthen children's knowledge and use of writing and drawing to make meaning and share their knowledge and ideas.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we build educator knowledge and understanding about children using multimodal ways (speaking, drawing and writing) to share their knowledge and ideas, then children's ability to represent their ideas will improve.

Success Criteria (what children know, do, and understand):

Through analysis of formative assessment we will see children

- Representing their ideas symbolically e.g. drawing and writing.
- Using a variety of tools to initiate their symbolic representations throughout the preschool environment.
- Move through the progression of mark making e.g. scribble, letter like formations, letter strings towards conventional writing.
- Move through a progression of drawing e.g. scribbling, symbols, pictures that tell a story, landscapes.
- Developing their fine motor skills and whole arm control.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
In each program educators will plan opportunities for children's development of whole arm strength, through to precise use of fingertip activities when drawing/writing. Each fortnight we will plan a minimum of two intentional experiences to develop whole arm strength and two intentional experiences to develop fine motor control.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Daily Fortnightly program	All educators	New literacy guide books (p30)
Educators will create a literacy rich environment providing children opportunities to explore and use literacy through their daily routines and play.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Daily	All educators	Victorian teacher toolkit Authentic mark making tools to encourage children to resource their own learning

Educators will have deliberate writing interactions with children, including using interactive writing and scaffolded writing. Educators will undertake professional learning to strengthen our understanding of mark making and development for 3-4 year olds.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Weekly	All educators	Literacy guide book p28 Book making resources Curriculum resources Cognitive domain “Understanding and supporting young writers from birth -8.” Noella Mackenzie & Janet Scull. Literacy Summit sessions with Noella Mackenzie
Educators will collect data using a targeted mark making lens, documenting regularly in their observation books. Educators will analyse the data and set learning progress goals for individual children as per learning schedule each fortnight. Learning goals and educator actions will inform the program cycle and next steps.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Weekly and fortnightly staff meetings	All educators will reflect on their observations during scheduled staff meeting times to determine individual children’s development with their mark makings and plan future activities.	Talk, Play, Read N.T. Preschool curriculum writing stages p 105
Educators will intentionally plan and implement learning experiences to stretch children’s understanding and use of mark making to represent their ideas.	1.1,1.2,1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3	Weekly	All educators will forward plan and/or incidentally provide mediums and activities to support children’s mark making development.	Resources to encourage children’s interest in mark making indoors and outdoors.

Goal 2: To strengthen children's knowledge and use of writing and drawing to make meaning and share their knowledge and ideas.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	<div><div></div>On track</div>	<div>Evidence</div> <div>Are we doing what we said we would do?</div> <div>Are we improving children’s learning?</div> <div>How do we know which actions have been effective?</div>	<div>What are our next steps?</div> <div>Potential adjustments?</div>
	<div><div></div>Needs attention/work in progress</div>		
	<div><div></div>Not on track</div>		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
In each program educators will plan opportunities for children’s development of whole arm strength, through to precise use of fingertip activities when drawing/writing. Each fortnight we will plan a minimum of two intentional experiences to develop whole arm strength and two intentional experiences to develop fine motor control.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will create a literacy rich environment providing children opportunities to explore and use literacy through their daily routines and play.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will have deliberate writing interactions with children, including using interactive writing and scaffolded writing. Educators will undertake professional learning to strengthen our understanding of mark making and development for 3-4 year olds.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Educators will collect data using a targeted mark making lens, documenting regularly in their observation books. Educators will analyse the data and set learning progress goals for individual children as per learning schedule each fortnight. Learning goals and educator actions will inform the program cycle and next steps.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 2: To strengthen children's knowledge and use of writing and drawing to make meaning and share their knowledge and ideas.



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Educators will model and expand vocabulary and model increasingly complex sentences every day during play and routine experiences.	1.1; 1.2; 1.3; 3.2; 4.1; 4.2; 5.1; 5.2; 7.2	All staff to interact with children daily during play to model use of vocabulary and extend children's use of complex sentences. Record conversations written/ video of interactions.	Ongoing	Resources adapted to meet the needs and interests of individual children whilst staff interact in everyday play experiences.	All staff
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Educators will model and expand vocabulary and model increasingly complex sentences every day during play and routine experiences.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?
<p>What progress have we made? Have we achieved our priorities? Click or tap here to enter text.</p>
<p>Enablers: What factors have been critical for success? Click or tap here to enter text.</p>
<p>Inhibitors: What factors have impeded progress? How will we work through this? Click or tap here to enter text.</p>
<p>Recommendations: What are the next steps to take? Click or tap here to enter text.</p>

Endorsements

Endorsed by director/principal

Name Katina Kay Papageorgios
Date Monday, 12 December 2022

Signature:

Endorsed by governing council chairperson

Name Kate Heppner
Date Monday, 12 December 2022

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: