

Mt Compass Preschool

Quality Improvement Plan 2019

Mt Compass Preschool

2019 Quality Improvement Plan

Service details

Service name		Service approval number			
Mt Compass Preschool Centre		Service Approval No: SE-00010677 Provider Number: PR-00006069			
Primary contact at service					
Jay Elmslie					
Physical location of service			Physical location contact details		
Street:	Top of Oval Road		Telephone:	8556 8342	
Suburb:	Mt Compass		Mobile:	0437 692 992	
State/territory:	S.A.		Fax:		
Postcode:	5210		Email:	Jay.elmslie420@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	Department for Education Ms Anne-Marie Hayes Executive Director, Early Years and Child Development		Name:	Jay Elmslie	
Telephone:	(08) 8226 3463		Telephone:	85568342	
Mobile:	0407 474 884		Mobile:	0437 692 992	
Fax:			Fax:		
Email:	annmarie.hayes2@sa.gov.au		Email:	Jay.elmslie420@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	Po box 82				
Suburb:	Mt Compass				
State/territory:	SA				
Postcode:	5210				
Operating Hours					
	Monday	Alternate Tuesday	Wednesday	Thursday	Friday
Opening time	9am	9am	9am		
Closing time	3pm	3pm	3pm		

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Additional information

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

Centre is open during South Australian Term Times

4 Pupil Free days per year are planned with a minimum of 1 month notice for families

Off street parking is available

Families can use the outside school hours service offered by MCAS (adjacent to preschool grounds) before and after preschool

How are the children grouped at your service?

All children are able to attend two full days one week and three full days in the second week of every fortnight during term time.

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

Nominated Supervisor, Director : Ms Jay Elmslie

Certified Supervisor, Teacher : Ms. Jen Gilligan

Early Childhood Worker : Jayne Tilley

Philosophy : Mt Compass Preschool

At Mt Compass Preschool we want children to anticipate coming to a place where they find and create challenges, imagine possibilities, feel connected, develop significant relationships, and form a strong sense of who they are and their many capabilities. We want children, families and educators to remember Mt Compass Preschool fondly, as a place that welcomed them, allowed them to be and helped them to become.

We believe:

1. **Families** play an ongoing and central role in children's learning and development.
2. **Children learn through play**, interaction with other children, adults and natural and made environments. This includes learning in the social, emotional, physical and cognitive domains.
3. **Relationships** are central to learning.
4. Learning is about **growth** not just achievement.
5. Developing **dispositions** (curiosity, creativity, persistence etc.) enables children to participate in and gain from learning.
6. Developing **sustainable practices** and habits with children will help protect the future of the natural environment.

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Therefore we:

- Promote each child's sense of well-being and learning through a range of experiences, opportunities & resources that build on what children already know, think, feel, imagine and can do.
- Strive to empower children by using their thoughts, ideas and curiosity to shape learning environments
- Recognise, acknowledge and build on children's own sense of achievement
- Value the diversity amongst families in our community and strive to make connections between family and kindergarten life.
- Develop relationships with all families through open and constructive communication; empathy and responsiveness to family needs; flexibility; and through sharing the day-to-day stories of children and childhood.
- Provide opportunities for families to be involved in and contribute to preschool life.
- Create play-full learning environments that are stimulating, challenging, flexible, inclusive, creative, multisensory and interactive.
- Develop and build on children's connection with the natural environment.
- Actively promote the development of learning dispositions within the Centre.
- Maintain a strong culture of reflective practice and a commitment to continuous improvement with all staff (supported by the Early Years Learning Framework)
- Use observation as an assessment, planning and evaluation tool (Respect, Reflect, Relate document)

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The Self Review begins in term 4 of the previous year. Staff work through the 'quick scan' process, reviewing each element against the 3 exceeding themes to determine areas of strength and areas prioritised for improvement. The information from this scan, coupled with sources listed below, will form the basis of a draft QIP completed at the end of 2018 and finalised in term 1. The scan is repeated at the end of term 2 to highlight any areas of immediate concern.

During the year (2019) we will conduct a more thorough review using the 'Self Review Discussion Record'. We will focus on quality areas 1, 5 & 6 during terms 1 & 2. In terms 3 & 4 we will review the remaining quality areas. We envisage that this sequence of review will continue to be used in 2020, such that all areas are reviewed within the course of 12 months.

The QIP is referred to, updated and adjusted throughout the year.

The following are also used in this process

- Previous years QIP
- Engagement with families and/or the community
- Transition rubric audit
- RRR observation data
- Collaborative Planning Tool data
- Statements of Learning from previous year
- Psychological health survey
- Targeted group time observation using PL&N indicators

During term 1 2019 staff will review our Philosophy Statement in relation to the three themes : practice is embedded, informed by critical reflection and shaped by meaningful engagement with families and/or community. We will seek feedback from families and their participation in this review process.

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QA1 Educational program and practice- Strengths

Theme 1: Practice is **embedded** in service operations

- Processes that focus on developing relationships with each child and their family in the first few weeks build on links established during the orientation process the previous year. In this way the children are the foundation of the educational program
- The use of traditions, practices & daily rhythms as a strong and meaningful part of the learning program continues to develop
- The role of educators and their intentionality continues to be a focus

Theme 2: Practice is informed by **critical reflection**

- The ILP process is reviewed each year and tweaked depending on the experience of previous years.
- Reflective practice processes and use of the Collaborative Planning tool help to identify each child's next steps, improvements/adjustments to learning environments and the professional learning needs of staff.
- Educators are actively engaged in developing their own tools to track, monitor and plan for children learning, to reflect on their practice and plan for future learning.
- Group time recording sheets inform reflective discussions around children's learning individually and as members of the group.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Families are an integral part of the development of each child's ILP
- Families identify a primary learning focus for their child early in term 1
- Families contribute and participate in the learning program in various ways

Governing council discussions, parent surveys and conversations with families elicited the following comments :

'The staff get on well and know what they are doing.' 'It is a welcoming environment in which children are encouraged to get on with learning.' 'Children are treated as individuals and the staff really know the children.' 'There are lots of ways of sharing information – conversations, day book, newsletters, meetings and just the displays on the walls'. 'Our children love coming to kindy.'

The parent survey returned a 4.6 satisfaction rating on program and knowledge of child.

QA2 Children's health and safety Strengths

Theme 1: Practice is **embedded** in service operations

- We continue to use effective processes to manage, record and review the children's health and safety needs at preschool.
- We introduced procedures for addressing additional health needs of individuals in 2017 and have become part of our ongoing practice.
- Child and health screenings are offered through preschool
- A strong nutrition policy is in place and reviewed regularly by staff and parents
- WHS management system is a delegated responsibility
- Child protection curriculum is delivered within the context of the educational program

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Theme 2: Practice is informed by **critical reflection**

- Policies are reviewed regularly by staff and families
- A review of incidents and accidents occurs annually and outcomes are responded to by staff
- Inspections and risk assessments are carried out as required

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Family input is sought through the governing council in relation to programs and procedures promoting health and wellbeing with the preschool community.

Governing council discussions, parent surveys and conversations with families elicited the following comments :

Children are well cared for. My child is always happy to come to kindy. The parent survey returned a 4.8 satisfaction rating on health, safety and nutrition.

Despite many positive comments and written feedback we did receive feedback from one family that they were concerned about the wellbeing of their child at kindy due to the behaviours of other children, this feedback was received at the end of the year.

QA3 Physical environment- Strengths

Theme 1: Practice is **embedded** in service operations

- Improving the design of preschool facilities in an ongoing focus of the preschool community and is budgeted for annually.
- Staff believe that the physical environment plays a powerful role in supporting and extending children's learning and this is reflected in our planning processes.
- The learning program takes into account the notion that children access the environment in different ways according to their own unique abilities and interests.
- Sustainability practices and policy statements relating to the physical environment (eg. recycling practices, worm farm, water conservation, nude food approach, purchasing policy) are in place.
- Routines associated with caring for the made and natural environment are part of our educational program.

Theme 2: Practice is informed by **critical reflection**

- There is a documented rationale behind our improvements to the physical environment (see Improvement Priority 1).
- We recognize the strengths of our physical environment – the ample outdoor learning area; the beauty of the natural environment and setting of the preschool; its close proximity to other natural and made learning environments; and the light and area interior of the preschool building. The design of the environment supports play based learning.
- Resources are purchased in accordance with our purchasing policy which values learning through play and the use of multi-purpose materials.

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Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Improvement priorities are developed in consultation with families through our newsletters and governing council.
- Families are actively engaged in maintaining a safe and clean environment through working bees and volunteering.

We love the location of the centre it is not a sterile environment. The year is shaded, there are birds, a view and lots of challenges and interests for the children and there's hands on learning in the environment (veggie boxes, sandplay, water play) and a commitment to improving and valuing the outdoors.

QA4 Staffing arrangements- Strengths

Theme 1: Practice is **embedded** in service operations

- The preschool has a stable staff of three educators (Director, Teacher, ECW), this supports the development of relationships between staff, children and families and thereby the learning and development of children.
- The center employs the same regular lunch care/support workers and relief staff.
- One of the lunch care workers also works at the school's OSHC providing some continuity for children accessing this service whilst at preschool and later at school.
- Session times have been the same for several years and are a regular 5 day fortnight, 6 hours per day.
- This consistency means that many families have an ongoing stable relationship with the preschool throughout their children's preschool years and can plan ahead for their child's attendance at preschool.
- All staff meet once a fortnight to reflect on the learning of each child; share insights and concerns and plan for the coming weeks.
- The Collaborative Planning Tool is used by all staff in terms 1 and 3 to assist in monitoring children's learning, plan for future learning, identify gaps in educational practice and identify professional development strengths and challenges.

Theme 2: Practice is informed by **critical reflection**

- This consistency means that many families have an ongoing stable relationship with the preschool throughout their children's preschool years.
- The Collaborative Planning Tool is based on collaborative critical reflection.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- This consistency means that many families have an ongoing stable relationship with the preschool throughout their children's preschool years.

QA5 Relationships with children- Strengths

Theme 1: Practice is **embedded** in service operations

- The importance staff place on their relationships with children is reflected in the Centre Philosophy that is revisited by educators regularly and considered a 'living document'.
- The small size of the preschool and the way it is organized, as well as the

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continuity of staff all help to build relationships.

- Learning environments are co-constructed with children to support collaborative learning, where children can learn with and from each other and adults.
- Programs that promote self-regulation are actively employed by staff to help children learn to manage 'big feelings' and to respond appropriately to the behaviour of others.

Theme 2: Practice is informed by **critical reflection**

- Many of the site's processes support the sharing of knowledge and insights about children, helping to build equitable respectful and responsive relationships between all educators and all children.
- RRR tool is used to monitor and respond

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Continuity of staff means that for some families, relationships already exist between staff, the community and beginning preschoolers.
- Programs designed to build relationships with children and engage the community are implemented early in the year and build on orientation from the previous year. These programs and activities involve the governing council, which both initiates ideas and acts as a sounding board for staff ideas.

QA6 Collaborative partnerships with families and communities - Strengths

Theme 1: Practice is **embedded** in service operations

- A thoughtful , supportive orientation process is in place for families prior to their commencement at preschool
- Many practices are in place that encourage families to be actively involved in preschool life (social events, working bees, reviewing policies, contributing to education and care program, information sharing, ILP processes).
- The governing council is an active, informed and valued part of the preschool.
- Staff work with families to meet the individual needs and special rights of children.
- Staff have an 'Community' book which documents community engagement and involvement in preschool life as it happens.
- The preschool has a parent area which provides information about the preschool, policies, community services and resources and a small library.
- Representatives from playgroup and the local school usually sit on the governing council.

Theme 2: Practice is informed by **critical reflection**

- Staff use the transition audit to reflect on and improve the orientation and transition into preschool, and the orientation of children into school sites.
- Staff seek, and respond to, feedback from parents via the governing council on the various processes and programs designed to foster supportive relationships with families.

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- Staff use self-review processes to monitor the effectiveness of their strategies.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Staff seek, and respond to, feedback from parents via the governing council on the various processes and programs designed to foster supportive relationships with families.

QA7 Leadership and service management- Strengths

Theme 1: Practice is **embedded** in service operations

- The statement of philosophy guides our practice
- The practice of sharing professional development and professional reading is part of what we do
- The practice of working collaboratively to create Centre documents; notes home; and presentations of practice, policies and procedures is firmly part of the way we do things.

Theme 2: Practice is informed by **critical reflection**

- The Statement of Philosophy is a 'living document' and is reviewed by staff. The last review (2017) involved critical reflection – we asked ourselves how the elements of our philosophy are realized in our everyday practice, who they visible to (or not), are all elements present in our daily practice, how can they be improved upon? In 2019 we are collaborating more broadly by asking for input from families.
- All staff share off site professional learning with other staff at our meetings. This includes the work of the partnership and partnership directions. When presenting to the partnership all contribute to the creation and editing of presentations.
- Feedback from families is sought, analysed and is a source of reflection for staff.
- Written materials distributed to families include input from all staff
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Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Governing council is involved in reviewing Centre policies, has input into Centre documents, and is frequently used as a sounding board by staff. For example when a new approach to our morning routine was being developed by staff this became a topic of discussion for governing council whose ideas were then included in the changes
- Surveys, questionnaires and feedback forms about specific practices and projects are regularly used to gain input from the preschool community
- Parent satisfaction surveys are distributed annually. The return rate is usually above 50%
- Staff hold an annual Early Years Education information sharing evening with families

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Improvement Priorities Summary

Improvement Priority 1: Assessment and Planning				
Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
<p>Outcome: All educators use a planned and reflective approach to implementing the program for each child in collaboration with families.</p> <p>Rationale: The NQS scan confirmed a need to create a new diagram of our assessment and planning cycle. We need to ensure that it is effective, visible and understood by all educators. Making these processes more visible will support all educators to be more intentional in our interactions with children and in the way we create learning environments with and for children and families.</p>	<p>Strategy 1: Continue the review of planning and assessment cycle. Create a clear visual representation to be displayed for educators and families.</p>	<p>Jay to lead All educators Term 1</p>	<p>1.1.1 Approved learning framework 1.1.2 Child-centred 1.1.3 Program learning opportunities 1.2.1 Intentional teaching 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 1.3.3 Information for families 2.2.1 Supervision 4.1.1 Organisation of educators 6.2.3 Community engagement 7.1.1 Service philosophy and purpose 7.1.2 Management systems 7.1.3 Roles and responsibilities 7.2.1 Continuous improvement 7.2.2 Educational leadership</p>	<p><i>Term 1 pupil free day</i></p>
	<p>Strategy 2: Work through Self Review Discussion Record focusing on QA1 in term 1</p>	<p>Jay to lead All educators Term 1</p>		
	<p>Strategy 3: Document the role of the educator as well as children's learning on program display. Locate display so it can easily be seen and added to by educators & families and referred to during meetings (governing council and staff).</p>	<p>All educators Families Term 1</p>		
	<p>Strategy 4: Review Centre Philosophy statement in relation to the 3 themes. Take draft to Governing Council for discussion and input.</p>	<p>Jay to lead All educators week 0 term 1 Governing Council Week 3 term 1</p>		
	<p>Strategy 5: Trial '3 role approach' to deployment of educators : 2 educators will work with children in outside and inside learning environments responding to their play and attending to their physical needs, freeing up the 3rd educator to work even more intentionally and intensely with nominated children or small groups.</p>	<p>All Educators Term 2 or 3</p>		

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Improvement Priority 2: Active Engagement of Families & Community				
Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
<p>Outcomes:</p> <p>Active engagement by all families in their child's learning and the preschool program. <i>(this is a follow on from Priority 2 in 2018)</i></p> <p>Active engagement of community with the preschool.</p> <p>This will have a positive effect on children's wellbeing in the preschool setting. It also acknowledges and develops the role of families and community in the education of children.</p> <p>Rationale:</p> <p>In 2018 there was an increase in family involvement, evidenced in the community book. However there remain questions around inclusivity and differentiation.</p> <p>There is likely to be more children attending OSHC in 2019, therefore less contact with families at pick up time. An improvement to wellbeing of children when families and community members are involved in preschool has been observed.</p>	<p>Strategy 1:</p> <p>Continue Current Work</p> <p>Continue to ensure that many and varied opportunities exist for all families to participate in their child's learning at preschool. Continue to review & improve these established approaches, focus on inclusivity and differentiation.</p> <p>eg. involvement in 'events'; sharing interests; support/volunteer; contribution to children's books; home to kindy experiences; ILP conversations with families; information sharing evening; strategies to include OSHC families (notice board emails, communication book in pencil cases); room displays; veranda notice board and information displays; social events organised by governing council; and continue to work with MCAS early years teachers.</p>	<p>Especially during term 1 and ongoing.</p> <p>All educators & governing council</p>	<p>1.1.1 Approved learning framework</p> <p>1.1.2 Child-centred</p> <p>1.1.3 Program learning opportunities</p> <p>1.3.2 Critical reflection</p> <p>1.3.3 Information for families</p> <p>6.1.1 Engagement with the service</p> <p>6.1.2 Parent views are respected</p> <p>6.2.1 Transitions</p> <p>6.2.2 Access and participation</p> <p>6.2.3 Community engagement</p>	<p><i>Mobile communication board purchase</i></p> <p><i>Supper evening</i></p> <p><i>Funding for educators – 1 TRT per educator– ILP conversations</i></p> <p><i>Pencil cases and communication books</i></p> <p><i>Excursion to Living Kaurua Cultural Centre and Warriparinga Wetlands</i></p> <p><i>Preschool book packs</i></p> <p><i>Funds allocated to social function for families and children organised by Governing Council</i></p>
	<p>Strategy 2:</p> <p>Actively seek out and act on relevant information from prior settings. Use information sharing sheet and develop ongoing connections with childcare and OSHC if children accessing during preschool year.</p>	<p>Jay to lead</p> <p>Term 1: permission forms and then throughout preschool year</p>		

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Improvement Priority 2: Active Engagement of Families & Community				
Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
	Strategy 3: Shift the culture of governing council members to be more representative of all families and the Mt Compass community.	Jay and Jen to lead, governing council members. Throughout year, start in term 1		
	Strategy 4: Monitor family involvement who is left out of current engagement strategies ? and explore ways to be more inclusive. This could include input from governing council.	All Educators Governing council Throughout year, start in term 1		
	Strategy 5 Meet and greet in mornings with families on verandah. Use this time to further involve families in the program – eg. Through the community book; day book and learning resources left on verandah	All Educators Start term 1		
	Strategy 6 Continue to develop intergenerational connections in community from work in 2018	Jen to lead with Kylie Markow, Alexandrina Council Term 2		
	Strategy 7 Continue to explore indigenous connections in the broader community	Jay to lead Term 3		

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Improvement Priority 3: Outdoor Learning Environment

Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
<p>Outcome : Sustainable, engaging and varied learning areas in the outdoors support the development of learning dispositions in children. <i>(carry over from 2018)</i></p> <p>Rationale: Children do not often return to their play from previous day; children wait for 'resources' 'toys' to be taken out of shed to play with rather than then playing 'in' the environments with creativity and spontaneity, and returning to (building on) previous play/learning.</p>	<p>Strategy 1: Research/apply for grants</p>	Term 2 Governing council	1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 3.1.1 Fit for purpose 3.2.1 Inclusive environment 3.2.2 Resources support play- based 6.1.1 Engagement with the service 6.2.3 Community engagement	<i>Outdoor development is included in 2019 interim budget</i>
	<p>Strategy 2: Consult and plan with families/children as to what areas to develop in the outdoors. For example: Interactive garden</p>	Term 2 Staff, governing council		
	<p>Strategy 3: Explore ways of not packing up, but leaving play spaces out for further development by children and educators</p>	Term 2		

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Improvement Priority 4: Digging Deeper into environmental responsibility				
Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
<p>Outcomes : Children become more environmentally responsible. There is greater consistency between the expectations of preschool and MCAS in relation to this issue.</p> <p>Rationale: There is an urgent need to reduce rubbish, including recyclables, as up to 50% of recyclables are not actually recycled. One of the stumbling blocks with some of our policies is the lack of follow on once the children go MCAS. It's an issue with families who already have older siblings attending. Greater continuity would make more sense to children and may be easier for families to implement.</p>	<p>Strategy 1: Explore ways of reducing landfill and recycled materials with children and families at preschool</p>	Jen to lead Term 3 & 4	1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning	<i>funds to re-establish worm farm</i>
	<p>Strategy 2: Work with MCAS Early Years staff and school council on the continuity of policies in relation to reducing land fill. This will also need to address nutrition as lunches can be a source of additional rubbish.</p>	Jen to lead Term 3 & 4	1.3.2 Critical reflection 3.2.3 Environmentally responsible 4.2.1 Professional collaboration 6.2.1 Transitions 6.2.3 Community engagement	<i>allocate time in MCAS meetings to continuity of policies</i>
	<p>Strategy 3: Resurrect worm farm at preschool, and feed food scraps to worms, use tea bags etc on veggie boxes.</p>	Jay to lead Term 2		

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Improvement Priority 5: Literacy and Numeracy				
Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
<p>Outcome : Literacy and numeracy teaching and learning at preschool are more visible to families. Families value and build on numeracy and literacy learning at home.</p> <p>Rationale: It is evident from some family feedback and conversations that the depth and breadth of literacy and numeracy learning in the early years is not always understood and therefore may not be valued and built on.</p>	<p>Strategy 1: Continue current work Families were able to see the effective teaching and learning involved in our bookmaking and music programs 2018 and built on these at home.</p>	Jen to lead Term 3 & 4	1.1.3 Program learning opportunities 1.2.1 Intentional teaching 1.3.3 Information for families 6.1.1 Engagement with the service 6.1.3 Families are supported 6.2.2 Access and participation 6.2.3 Community engagement	<i>continue to fund Caleb's music program in terms 3 & 4</i>
	<p>Strategy 2: Focus on oral literacy and phonological awareness in 2019. Share professional readings. Continue to develop educator's understandings of literacy in the early years and how learning and teaching progresses through the first years of schooling Connect with Port Elliot Kindergarten and Goolwa CC regarding their work in this area. Share work with families.</p>	Jen to lead Term 3 & 4		
	<p>Strategy 3: Make links to literacy and numeracy teaching and learning more visible on program and in documentation of learning. Hold information sharing evening with parents</p>	Term 1 All staff Jay to lead		
	<p>Strategy 4: Seek governing council's ideas about how to make learning more visible to families.</p>	Term 1		

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QA1 Educational Program and practice 1.1 Program 1.1.1 Approved learning framework 1.1.2 Child-centred 1.1.3 Program learning opportunities 1.2 Practice 1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 1.3 Assessment and planning 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 1.3.3 Information for families	QA2 Children's health and safety 2.1 Health 2.1.1 Wellbeing and comfort 2.1.2 Health practices and procedures 2.1.3 Healthy lifestyle 2.2 Safety 2.2.1 Supervision 2.2.2 Incident and emergency management 2.2.3 Child protection	QA3 Physical Environment 3.1 Design 3.1.1 Fit for purpose 3.1.2 Upkeep 3.2 Use 3.2.1 Inclusive environment 3.2.2 Resources support play- based learning 3.2.3 Environmentally responsible
QA4 Staffing arrangements 4.1 Staffing arrangements 4.1.1 Organisation of educators 4.1.2 Continuity of staff 4.2 Professionalism 4.2.1 Professional collaboration 4.2.2 Professional standards	QA5 Relationships with children 5.1 Relationships between educators and children 5.1.1 Positive educator to child interactions 5.1.2 Dignity and rights of the child 5.2 Relationships between children 5.2.1 Collaborative learning 5.2.2 Self-regulation	QA6 Collaborative partnerships with families and communities 6.1 Supportive relationships with families 6.1.1 Engagement with the service 6.1.2 Parent views are respected 6.1.3 Families are supported 6.2 Collaborative partnerships 6.2.1 Transitions 6.2.2 Access and participation 6.2.3 Community engagement
QA7 Governance and Leadership 7.1 Governance 7.1.1 Service philosophy and purpose 7.1.2 Management systems 7.1.3 Roles and responsibilities 7.2 Leadership 7.2.1 Continuous improvement 7.2.2 Educational leadership 7.2.3 Development of professionals		

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Improvement Priority 1: Assessment and Planning

Outcome	All educators use a planned and reflective approach to implementing the program for each child in collaboration with families.
Rationale	The NQS scan confirmed a need to create a new diagram of our assessment and planning cycle. We need to ensure that it is effective, visible and understood by all educators. Making these processes more visible will support all educators to be more intentional in our interactions with children and in the way we create learning environments with and for children and families.

Strategies

1. Continue the review of planning and assessment cycle. Create a clear visual representation to be displayed for educators and families to see.
2. Work through Self Review tool focusing on QA1 in term 1
3. Document the role of the educator as well as children's learning on program display. Locate display so it can be easily seen and added to by families and referred to during staff meetings.
4. Review Centre Philosophy statement in relation to the 3 themes. Take draft to Governing Council for discussion
5. Trial '3 role approach' to deployment of educators: 2 educators responsible for general supervision in outside and inside learning environments, freeing up 3 rd educator to work more intentionally and intensely with nominated children.

HOW WILL WE KNOW IF WE HAVE PROGRESSED TOWARDS OUR GOAL ?

- We will have created a new visual display of our planning cycle
- Staff will be able to talk about the planning cycle confidently and with clarity
- Staff will have a sense of ownership of the planning cycle and value it as an effective part of our practice
- The methods we use to identify, document and plan for children's learning will be efficient, of high quality and used effectively in our everyday practice.

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations

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Improvement Priority 2: Active Engagement of Families & Community

Outcome	<p>Active engagement by all families in their child's learning and the preschool program. <i>(this is a follow on from Priority 2 in 2018)</i></p> <p>Active engagement of community with the preschool.</p> <p>This will have a positive effect on children's wellbeing in the preschool setting. It also acknowledges and develops the role of families and community in the education of children.</p>
Rationale	<p>In 2018 there was an increase in family involvement, evidenced in the community book. However, there remain questions around inclusivity and differentiation.</p> <p>There is likely to be more children attending OSHC in 2019, therefore less contact with families at pick up time. An improvement to wellbeing of children when families and community members are involved in preschool has been observed.</p>

Strategies

1. Continue Current Work
Continue to ensure that many and varied opportunities exist for all families to participate in their child's learning at preschool. Continue to review & improve these established approaches.
eg. involvement in 'events'; sharing interests; support/volunteer; contribution to children's books; home to kindy experiences; ILP conversations with families; information sharing evening; strategies to include OSHC families (notice board emails, com book in pencil cases); room displays; veranda notice board and information displays; governing council organised social events etc
 - Look at inclusivity and differentiation.
 2. Actively seek out and act on relevant information from prior settings. Use information sharing sheet and develop ongoing connections with childcare and OSHC if children accessing during preschool year.
 3. Shift the role of governing council members to be more representative of all families and the preschool community.
 4. Investigate which families may be left out of current engagement strategies and explore ways to be more inclusive. This could include input from governing council.
 5. Meet and greet in mornings with families on verandah
 6. Continue to develop intergenerational connections in community from work in 2018
 7. Continue to explore indigenous connections in the broader community
- HOW WILL WE KNOW IF WE HAVE PROGRESSED TOWARDS OUR GOAL ?**
- Feedback from parent survey
 - Outcome of staff contact survey – monitors contact (frequency and content) with families
 - Community Book will record family and community engagement
 - Feedback from Governing Council
 - Response to opportunities to participate

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did	Change in things	Change in things children	Improvement in

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	What has occurred? How much was done? How well was it done?	educators do What has changed? How do you know?	do/ experience What has changed? How do you know?	outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				
Recommendations				

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Improvement Priority 3 : Outdoor Learning Environment

Outcome	There are sustainable, engaging and varied learning areas in the outdoors that support the development of learning dispositions in children. <i>(carry over from 2018)</i>
Rationale	Children do not often return to their play from previous day; children wait for 'resources' 'toys' to be taken out of shed to play with rather than then playing 'in' the environments with creativity and spontaneity, and returning to (building on) previous play/learning.

Strategies

1.	Research/apply for grants
2.	Consult and plan with families/children as to what areas to develop in the outdoors.
3.	Explore ways of not packing up, but leaving play spaces set up for further development by children and educators
<p>HOW WILL WE KNOW IF WE HAVE PROGRESSED TOWARDS OUR GOAL ?</p> <ul style="list-style-type: none"> • Observation of children's play and levels of involvement in the outside learning area using the RRR Involvement scale indicators. • Feedback from families via parent survey and governing council 	

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations

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Improvement Priority 4 : Digging Deeper into environmental responsibility

Outcome	Children become more environmentally responsible. There is greater consistency between the expectations of preschool and school sites in relation to this issue.
Rationale	There is an urgent need to reduce rubbish, including recyclables, as up to 50% of recyclables are not actually recycled. One of the stumbling blocks with some of our policies is the lack of follow on once the children go MCAS. It's an issue with families who already have older siblings attending. Greater continuity would make more sense to children and may be easier for families to implement.

1.

Explore ways of reducing landfill and recycled materials with children and families at preschool. Before the start of this initiative we will survey the amount of landfill generated at the preschool over a specified period of time (eg. 2 weeks). We will repeat this procedure at the end of the year and note if any change has occurred.

2.

Work with MCAS Early Years staff and school council on the continuity of policies in relation to reducing land fill. This will also need to address nutrition as lunches can be a source of additional rubbish.

3.

Resurrect worm farm at preschool, and feed food scraps to worms, use tea bags etc on veggie boxes.

HOW WILL WE KNOW IF WE HAVE PROGRESSED TOWARDS OUR GOAL ?

- By collecting language samples and other expressions (eg art work) from children about what they know and understand about reducing landfill.
- Feedback from MCAS – is there consistency of policies in relation to reducing rubbish and recycling, has there been improvement over the course of the year and is this impact related to our efforts. Again we will gain some pre and post data.

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations

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Improvement Priority 5: Literacy and Numeracy

Outcome	Literacy and numeracy teaching and learning at preschool are more visible to families. Families value and build on numeracy and literacy learning at home.
Rationale	It is evident from some (limited) feedback from families that the depth and breadth of literacy and numeracy learning in the early years is not always visible and therefore may be not valued and built on.

1.

Continue current work

Families were able to see the effective literacy and numeracy teaching and learning involved in our bookmaking and music programs in 2018 and some built on these at home.

2.

Focus on **oral literacy and phonological awareness in 2019**. Include in information evening, classroom displays, readings, games to play with children and links to educational websites. etc. Continue to develop educator's understandings of literacy in the early years and how learning and teaching progresses through the first years of schooling. Connect with Port Elliot Kindergarten and Goolwa CC regarding their work in this area. Share work with families.

3.

Make links to literacy and numeracy teaching and learning visible on program and in documentation of learning.

4.

Seek governing council's ideas about how to make learning more visible to families.

HOW WILL WE KNOW IF WE HAVE PROGRESSED TOWARDS OUR GOAL ?

- Feedback from families via the parent survey and governing council discussion
- Outcome of staff contact survey – in particular the content of parent contact with staff
- Survey families as to whether the phonological games are in use at home.

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations