Quality Improvement Plan for Nangwarry Preschool

Site number:

1605





Service name

Nangwarry Preschool

Service address

Whitford Crescent, Nangwarry

Service approval number

Click or tap here to enter text.

Acknowledgment of Country

We acknowledge the Boandik 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

Nangwarry Preschool is a School Based Preschool, overseen by the Principal. In 2023, there will be 6 children enrolled to begin the year, with the newly introduced Mid-Year Intake increasing enrolments to 8 in Term 3.
The Preschool will run on Tuesdays and Thursdays, with a full day on Fridays of odd weeks. A 3-year-old supported play program will be held on Thursdays, and Learning
Together will visit on Mondays from 9am to 10:30am to deliver a Playgroup. Our programs and experiences are focused on developing the Foundational Literacy Skills of our children, including developing the Phonemic and Phonological Awareness
as the foundations for reading and positive dispositions for learning.

Statement of Philosophy

BELONGING: We believe that in the Early Years children should experience a learning environment where they feel at ease and welcome. When children feel safe and have a sense of belonging they are able to express themselves freely, shaping who they are and who they can become.

BEING: We believe that the Early Years environment should be a place where children are valued and accepted for who they are. It is a place in time where children make sense of their world, engaging in everyday life experiences and being in the moment, where all life's joys and complexities are honoured.

BECOMING: We believe that Early Childhood is a time of rapid growth and change. When children know they are safe and respected, and where wonder and curiosity are fostered, children can develop the dispositions for lifelong learning, becoming active participants in society. Respect for culture, potential and individuality within each child are the building blocks of growth.

Professional development for educators is based on current research to ensure the highest quality of education and provide the opportunity for educators to become leaders in early childhood education. It is our belief that educators need to be informed and contemporary so the highest quality service is available for children in our care.

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

Curriculum decisions reflect each child's learning and development that is negotiated with the children to reflect their interests, values and beliefs and is based on the Early Year's Learning Framework's principles and practices.

Intentional teaching practices are designed to enable children to critically investigate the world around them. Children's sense of agency is respected and evident in documented learning stories and curriculum decision making.

Families are informed about the program and their child's progress through Seesaw, newsletters, displays of children's learning, ongoing access to children's profile books, floor books and the program is clearly accessible.

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Quality Area 2: Children's Health and Safety

Health and wellbeing are a key priority for our preschool. Healthy eating and physical activity is embedded in the program and is actively promoted in our news book, newsletters and in documentation available to visitors. Each child's health needs are supported and have a health plan if support at preschool is required. Children have been involved in discussions about safety and how to keep themselves and others safe in the preschool environment. A quiet area in the preschool is set up with cushions, books, soft dolls etc. to enable children to rest if needed. Different times of the day scheduled to allow children time to rest and relax. Quiet times include access to yoga and Tai Chi for wellbeing. Effective hygiene practices are in place. Signage is posted for children and adults promoting correct hand washing procedures. Colour coded signs are in place for safe and hygienic cleaning practices. Maintaining adequate supervision has been a high priority for the preschool. Children are engaged in both planned and spontaneous physical activities both inside and outside. Play equipment used in the preschool is regularly checked and monitored to ensure safety for children. Educators are trained in child protection curriculum. This curriculum is delivered on an ongoing and point of time teaching to meet the needs of the children. All staff are kept up to date on protecting children who are at risk of abuse and neglect. Preschool children participate in emergency evacuation and fire drills each term with the primary school.

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Quality Area 3: Physical Environment

Indoor spaces, furniture and equipment are inviting and appealing to children and suitable for their purpose. The Outdoor environment has many elements that foster children's development: plants, trees, edible gardens, rocks, mud, water and other elements from nature. Children are involved in planning the environment – care is taken to provide quality provisions that ensure a good balance between natural and built environments are part of every day.

The inside environment is organised to enable a variety of freely selected child initiated and adult organised activities supporting individual, small and large group play. Outdoor and indoor spaces are designed so that children engage in quality experiences in both built and natural environments. Children spend a balanced time in both the inside and outside environment. Resources and materials are sufficient in number and allow for multiple uses. Our preschool is passionate about ethical and sustainable practices. The centre works with children and families to become more sustainably aware and will utilise the neighbouring community garden, compost centre, worm farm and wicking beds.

With reference to the three exceeding themes:

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Quality Area 4: Staffing Arrangements

Ensuring the continuity of educators at the service is a high priority at our Preschool.

Staff expectations, induction, Code of Conduct, grievance procedures and relevant site policies and practices are introduced at the orientation at the start to the year. These are reviewed regularly with staff and Governing Council. The staff team operates in a respectful, collaborative and reflective manner with each other, parents/carers and children. Communication is effective by use of the day book, staff newsletters and weekly staff meetings. Professional standards are maintained with regular development sessions which include discussion and use of relevant Early Years documents.

With reference to the three exceeding themes:

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Quality Area 5: Relationships with Children

We are committed to ensuring that all children feel a sense of belonging to the preschool, therefore allowing children to feel safe and secure as well as confident about their place in the learning community. Children's dignity and rights are respected and honoured. Children are supported in being independent as well as allowed to simply be themselves. Individuality is respected and nurtured. Our preschool has been recognised for maintaining strong, secure and trusting relationships with each child. These relationships are maintained though spending time with individual and groups of children throughout the day, listening and responding to the children's needs and interests. Educators model and promote positive ways to interact with others, working with children to manage their own behaviour with individual plans in place for children with additional needs when required.

With reference to the three exceeding themes:

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Quality Area 6: Collaborative Partnerships with Families and Communities

Families are encouraged to participate in decision making and are respectfully welcome into the site at any time. Parents are recognised as the child's first and most influential teacher, whose culture and beliefs are respected by the preschool. Parents are invited to participate in whole school governance and represent the preschool community on the Governing Council. Communication and providing information is seen as an integral part of our service and is delivered in various ways to reach all our parents, through conversation, in newsletters, through shared news books, children's profile books, floor books and an independent SeeSaw page. An effective enrolment and orientation process for families entering the centre and transitioning to the next setting is embedded in practice. Children with additional needs are supported to achieve success in their environment and families have access to current information about community services and resources. The educator has regular access to similarly placed preschools where collaborative PLC's work at enhancing children's opportunities to participate fully in the Early Year's curriculum, particularly developing communication skills as the foundation of literacy learning.

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Quality Area 7: Governance and Leadership

Our preschool has worked collaboratively with the community to develop a philosophy that truly reflects the voice of the children, families and educators and underpins our beliefs and practise. All staff are inducted and consistency of staffing is sought. A positive, supported learning culture exists. Induction processes are evident for new and experienced staff members on site. Compliant processes are evident, including site contact numbers and personnel displayed in the centre. Policies are developed and shared with parents, and on the web if applicable. Policies are available through the front office and on the website. Revised or new policies are sent home with newsletters to families regularly after consultation with Governing Council and all staff.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Nangwarry Preschool

Goal 1: To develop students' oral language.

And STEP 2 Determine challenge of practice

Challenge of Practice:

If we intentionally teach Phonological Awareness, we will improve children's vocabulary.

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

Children can listen and respond to sounds and patterns in speech, stories and rhymes in context.

Children understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured.

Children will demonstrate an increased understanding of recognising, matching and producing rhyme.

Children will increase their knowledge of segmenting syllables and onset and rime.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Teachers will explicitly deliver phonological awareness learning opportunities.	NQS 1 NQS 5 NQS 6	30/12/2023	Teachers will attend Orbis preschool literacy program. Teachers will intentionally plan and teach daily learning experiences focused on phonological awareness. Teachers will utilise Department Resources & Best Advice Papers to develop intentional teaching experiences. Teachers will provide teaching and learning plans for leadership feedback.	Orbis Best Advice Papers DfE Resources Early Childhood Leader Early Childhood PLCs & Networks Heggerty Pre-Lit

			Teachers and leaders will participate in cultural walk throughs. Teachers will work with primary school staff to develop a statement of practice which joins the links between preschool and school teaching and learning programs and student development.	
Teachers will intentionally teach using music experiences.	NQS 1 NQS 5 NQS 6	30/12/2023	Teachers will plan & teach choral singing experiences. Teachers will plan & teach music experiences which delivers rhyme, repetition and the opportunity for students to connect letter sound relationships. Teachers will plan and teach music opportunities which develop student vocabulary. Teachers will document learning journeys using video, goal setting systems and online. Teachers will utilise Department Resources & Best Advice Papers to develop intentional teaching experiences. Teachers will provide teaching and learning plans for leadership feedback.	Best Advice Papers Dep Resources Early Childhood Leader Early Childhood PLCs & Networks
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Nangwarry Preschool

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Goal 1: To develop students' oral language.

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 Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	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?
Teachers will explicitly deliver phonological awareness learning opportunities.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will intentionally teach using music experiences.	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.

Goal 1: To develop students' oral language.



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

STEP 1 Analyse and Prioritise

Site name: Nangwarry Preschool

Goal 2: Click or tap here to enter text.

STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.

STEP

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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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.

Goal 2: Click or tap here to enter text.

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	Date y you tr adjust	On track Needs attention/work in progress Not on track your notes to ensure rack and monitor tments and progress ur plan	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?
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Goal 2: Click or tap here to enter text.



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?

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Enablers: What factors have been critical for success?

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

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Recommendations: What are the next steps to take?

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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
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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?

a	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement. On track	Impact for children and families (Are we improving practice and learning	Next steps
Priority	Needs attention/work in progress	outcomes?) Enter the evidence of impact of your actions for children and families	
	Not on track	_	
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
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Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?
What progress have we made? Have we achieved our priorities? 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.

Endorsements

Endorsed by director/principal

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pate lick or tap to enter a date.	

Signature:

Endorsed by governing council chairperson

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

Signature:

Endorsed by education director

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

Signature:

