

2024

# Quality Improvement Plan for Renmark West Preschool

Site number:

6559



## Service name

Renmark Weest Preschool

## Service address

Tarcoola Street, Renmark West

## Service approval number

SE-00010839

## Acknowledgment of Country

We acknowledge the **aboriginal** 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

Renmark West Preschool is a standalone Department for Education preschool located in the rural surrounding areas of the township of Renmark. We are co-located with Renmark West Primary School and many of our families reside in the local area of the preschool. The preschool is a small transportable style building with a beautiful outdoor learning environment that was redeveloped in 2012. This redevelopment was made possible through the fundraising efforts of the Governing Council and preschool families. In 2020 the preschool had upgrades made to the kitchen and had new flooring installed throughout, then in 2021 it was painted, and the outdoor area was refurbished, these projects were made possible from state government grants. Children choose to spend the majority of their preschool day outdoors enjoying the stunning Riverland weather and engaging in many 'loose part' experiences, mud kitchen play and a wealth of other opportunities. Renmark West Preschool is part of the Renmark Loxton partnership. Our partnership consists of 2 high schools, 7 primary schools, 2 preschools and 1 children's centre. The leaders of the sites work collaboratively to improve learner outcomes for children across the partnership. Most of the children from Renmark West Preschool transition to Renmark West Primary School, with a small number going to St Joseph's School Renmark. Preschool and school staff work closely together to ensure smooth and effective transitions for all children. The preschool has a capacity of 22 children per session and operates on a part-time basis. Children attend on Monday and Tuesday, 8:45 am - 3:00pm, and on Wednesday, 8:45am - 11:15am. A playgroup is convened by one of the preschool's Early Childhood Workers and runs every Friday, 9am - 10:30am during the school term.



## Statement of Philosophy

At Renmark West Preschool we 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. Children's experiences and learning are engaging and build success for life. Our Statement of Philosophy reflects the principles of the Education and Care Services National Law and Regulation and the Early Years Learning Framework. Underpinning it is a set of beliefs about children, families and community, curriculum and educators that form a solid foundation for all that we do and all that we aim to achieve. What we believe about children: - All children have the right to be recognised as individuals. - Self-esteem is the foundation of children's development and as such we provide opportunities for children to participate in leadership roles, peer supported learning and self-directed learning. - Children have a right to be heard and this is recognised through the encouragement of empathy for others and respect for everyone's point of view. - Every child can learn, and some children require different opportunities and support to do this. - Children's right to experience the joy of childhood is fundamental. - Our environment promotes acceptance of diverse languages, cultures, religions and abilities. What we believe about families and the community: - Parents are the first, most valuable and most powerful teacher in their children's lives. - Fostering family involvement and partnerships is paramount to the success of not only individual children, but also the learning program as a whole. - Families, community and local environments are one of our strongest resources and we include and promote these where possible. - We form close bonds with local schools and community groups. - The richness and diversity of cultures and heritages that children and their families bring to the learning community are important and are celebrated. - All partners in the learning community deserve time allocated to them for both informal and formal communication about aspects of the preschool, individual children and the learning program. What we believe about curriculum: - Play is the vehicle for learning. - Learning programs are a balance between planned and spontaneous experiences and children's voice is heard. In curriculum planning we hope to spark children's interest, wonder, excitement and creativity. - Purposeful play encourages children to challenge themselves, ask questions, be active learners and be problem solvers. - Teachers balance the need for well-planned, organised environments with children's rights to make choices and take ownership of their learning. - Teachers' curriculum plans are informed by their understanding of children's prior learning, strengths, interests and ideas and their judgments about children's current learning. - Assessment is an integral part of the curriculum and its main purpose is to inform short-term and long-term planning to promote children's ongoing learning, and this is enhanced when teachers engage children, parents, families, colleagues and other partners in the process. What we believe about educators: - Educators establish relationships with the children in their care that make them feel safe, secure and confident. - Learning is enhanced when educators build respectful and trusting relationships with peers, families, community and professional partners. - Making connections between the preschool setting and children's future school setting is important so as to ensure a smooth transition. - Reflective practice is integral to the enrichment of a quality preschool program and it builds insight, inspires teachers to explore new ways to improve learning and relationships, and provides starting points for making decisions about curriculum. It supports educators to justify their decisions, connect theory to practice and maintain accountability and integrity in their practice. - Resourceful, engaged teachers achieve a balance between their interactions with children, behind-the-scenes organisation of the inclusive learning environment, and ongoing professional reflection.

Reviewed- 2023



# Strengths

## Quality Area 1: Educational Program and Practice

Theme One: Practice is embedded in service operations

Renmark West Preschool educators are committed to the delivery of a high quality preschool program where the 'whole child' develops a sense of belonging and become inspired and engaged learners. There is a careful balance of intentional teaching, uninterrupted play, group experiences, shared meal times, and opportunities for both active and quiet play. All children have an Individual Learning Plan created for them in term one, these plans are shared with families and worked on throughout the year. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. The preschool learning program is play-based and allows children opportunities to experience sensory, hands-on activities that promote skill development and learning. Our program is child- focused and has a 'tools not toys' approach. Educators have a shared and deep understanding of the Early Years Learning Framework principles, practices and outcomes and these are articulated in the program, profile folders and in our communications with parents. A 'Curriculum Book' is used to record the preschool learning program and children's learning with direct links to the Early Year Learning Framework and the Literacy and Numeracy indicators. PreLit is intentionally taught each day, exposing children to early literacy concepts and has shown to have a significant impact on children's emerging literacy development at the beginning of their foundation year at school. Numeracy concepts are also explicitly taught in group time activities, with this further supported by take home numeracy packs that are added to over the course of the year. Environmentally aware practices are embedded in the preschool. Children recycle paper, when finished with water play, water is used to water the garden and we compost food where possible. The preschool has provision for a vegetable garden to promote children's awareness of how healthy food is grown, harvested and eaten.

Theme Two: Practice is informed by critical reflection.

Our Curriculum Book is closely linked with the Daily Administration Diary and Learner Observation Book, and these all play a critical role in our planning cycle. Educators build upon children's ideas, interests and strengths, and extend their learning through their own professional knowledge, current research and thinking about child development. Staff meetings provide opportunities for staff to reflect, talk, plan and share information and ideas about the children and have input in our future planning. In recent times, staff have also ensured relevant morning conversations are recorded, as these often contain information vital to all staff. We record children's voice and use this to direct our future planning of activities facilitating the interests of the students. Our resources are mostly natural, recycled, have multiple uses and are displayed and accessible to children as part of the learning environment. Children are encouraged to resource their own learning, and access and modify resources needed for their play. Indoor and outdoor learning experiences are presented in ways that are aesthetically pleasing and inviting.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

Families are encouraged to participate in the morning routine through name writing. They are invited to become involved in the preschool and the learning program in a numbers of ways; open mornings, questionnaires, parent comment on pages in their child's Profile Folder, commenting on the ClassDojo feed, accessing and providing feedback in the Curriculum Book and more formally through Governing Council. Educators work collaboratively to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child.



# Strengths

## Quality Area 2: Children's Health and Safety

Theme One: Practice is embedded in service operations.

At Renmark West Preschool children are explicitly taught safety protocols, these include - not going outside unless an educator is outside, wearing a hat outside and moving safely indoors and outdoors. Staff ensure signs are in place to identify storage areas for hazardous substances and materials. A colour-coded cloth system is used for washing dishes and cleaning. The Department for Education (DfE) Enrolment form contains information about children's health needs, medical conditions and emergency contacts and this information is recorded on the Education Management System and updated regularly. Staff are accountable to and adhere to the DfE policies and procedures relating to the health and safety of young children in our care. Any notifiable incidences have always been entered on the Incident Response Management System by the end of the day of occurrence, and reports made to the Regulatory Authority as necessary. All staff are aware of their responsibilities in regard to Responding to Risks of Harm, Abuse and Neglect and work with leadership to fulfil these as required. Any injury and/or illness are recorded on the relevant pages of the First Aid and Health Record folder and these are communicated to parents. The First Aid and Health Record folder is located in the kitchen and accessible to educators, information within it is kept up-to-date and relevant. Medication is only administered to children after a doctor/pharmacist and parents have completed and signed a Medication Record Form and only if the medication is in the original packaging as dispensed by the pharmacy. Parents of children with an on-going medical condition are required to complete individual health care and medication plans. Hygiene is promoted and implemented throughout the curriculum, embedded in our routines and communicated to children through visual prompts.

Theme Two: Practice is informed by critical reflection.

Emergency procedures and plans are displayed at each door and emergency drills are practiced regularly. These are reviewed and reflected upon by staff, identifying areas for improvement. All staff are First Aid trained and the First Aid Kit is maintained and checked regularly. The staff timetable located on the fridge identifies each staff members First Aid qualification. Relaxation activities are incorporated into the preschool routine, we value this to promote mindfulness and the importance of relaxation for children.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

Parents and caregivers are asked to record who dropped their child off and who will pick them up each day. This is checked by staff to ensure that the people listed for pick up are authorised. Children are farewelled individually once staff have sighted and recognised their authorised collection person. Parents are notified of infectious disease in the preschool community using information from the 'You've Got What?' SA Health resource. We collaborate with CYHS and have the regional nurse visit our site to conduct health checks annually. A detailed Health and Nutrition policy is in place and this is communicated to parents in the meeting before their child starts preschool



# Strengths

## Quality Area 3: Physical Environment

Theme One: Practice is embedded in service operations.

The learning program and spaces within the preschool are structured to provide sanctuary to children seeking quiet time, rest and sleep, particularly after the lunchtime meal. Our physical space is small however it is used thoughtfully and to its best possible potential. The indoor learning area is open plan, light and calm. Furniture is purposeful and neutral in colour. It is used to create small and intimate learning spaces for children inside that meet the needs of our learning program. A small separate room is utilised as a quiet space for children. Our atmosphere is relaxed, warm and welcoming, and children are provided with uninterrupted time to play and learn at their own pace, this is reflected in our Statement of Philosophy. The outdoor learning environment has been redeveloped to include many natural elements and play spaces for the children, and includes opportunities for active and passive play. Following this yard development, in 2021 additional garden upgrades were completed. Visual inspections and spot checks of equipment occur daily and any unsafe items are removed and disposed of appropriately. A cleaner is contracted to clean the premises three times a week to ensure that the preschool is clean and safe. Regular maintenance is budgeted for and carried out as required.

Theme Two: Practice is informed by critical reflection.

The preschool has toileting facilities for both children and adults. Children's toilets are sized appropriately, with lowered privacy doors to allow for supervision as necessary. The children's bathroom does not have an external door allowing for auditory supervision. Staff are vigilant in ensuring that equipment is in good condition and appropriate for its intended use. Equipment deemed inappropriate, broken or damaged is removed and replaced if necessary. Organisation of our resources is a priority; we have identified reduction of resources as a desirable solution to reduce clutter. Through the process of self-review and reflection we are regularly identifying elements of the physical environments that are no longer suitable or no longer fit the vision for our learning environment and replacing or removing them as necessary. Storage has recently been standardised with items uniformly labelled and stored.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

The preschool received an acoustic upgrade to meet the needs of a hearing impaired child attending preschool. Acoustically rated ceiling panels and pin up boards were installed to reduce reverberation and new quieter air conditioners replaced a large noisy unit.



## Strengths

### Quality Area 4: Staffing Arrangements

Theme One: Practice is embedded in service operations.

The preschool staff are a strong unit of committed educators who have high expectations of themselves and of each other. Staff work well as a team and collaborate in a respectful environment, where contributions are acknowledged and trusting relationships are maintained. There is a strong sense of shared leadership at the centre, where all stakeholders are encouraged to participate in decision making processes and reach their full potential. Staff induction processes are well documented and a Staff Induction folder is made available to new staff. Staff are aware of the Code of Ethics that governs their behaviour and is embedded in their practice. All staff complete the Code of Ethics professional learning module requirement. A contract Early Childhood Worker is used to deliver the preschool support program, and where possible regular relief staff are employed to ensure consistency for the children. When Temporary Relief Teachers are required, we aim to employ the same people where possible to ensure consistency for the children. Appropriate supervision ratios are maintained at all times, and staff roster/ schedules reflect this. All staff contracts are filed securely in the office and a folder with details of staff training, next of kin and other details is upgraded on a regular basis.

Theme Two: Practice is informed by critical reflection.

Staff communicate well between each other, engaging in critical dialogue, solving problems, supporting each other and sharing the load as required. Staff critically reflect on a continuous basis in relation to curriculum and program delivery while reviewing the individual needs of children and the allocation of staff to meet the children's needs. A staff meeting minutes book has been implemented facilitate communication across all staff at the site.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

Staff utilise Pupil Free Days approved by the Education Director and Governing Council for professional learning and to make progress on the site improvement plan. Parent representatives form the preschool Governing Council, who work in collaboration with the Director and a staff representative to oversee finance, fundraise and help with decision making. A Governing Council representative participates in the employment panel for the Director role. Staff volunteer their own time to work with parents, volunteers for community events such as fundraising and information nights or open mornings.



# Strengths

## Quality Area 5: Relationships with Children

Theme One: Practice is embedded in service operations.

The ability to communicate fosters a sense of connectedness and belonging; and visual cues and signs, plus key word signing is used to support children with additional needs. Staff consistently respond positively and sensitively to children throughout the preschool day. Staff facilitate, scaffold for, and model appropriate interactions with children on a daily basis to enable students to interact effectively with their peers. Behaviour is guided by our Behaviour Guidance Code and managed fairly and consistently.

Theme Two: Practice is informed by critical reflection.

Staff record anecdotal information on individual children. We record children's voice and use this to direct our future planning of activities, facilitating the interests of the students. All children have an Individual Learning Plan created in term one, it is created in collaboration with families and utilised to improve learning and build relationships and skills for individual children. We use the Kept Me app to create learning stories for children and record individual observations on stick notes- we store these in a book created for this purpose.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

We believe that relationships are the foundation of our work and we place a strong emphasis on this starting from very early on in the enrolment process and continuing after children exit our service. Parents complete a 'Getting to Know You' questionnaire prior to their child starting preschool so staff can gain an insight into individual children and in turn support them better. Parents are encouraged to complete questionnaires and have an interview with the Director throughout the year to establish learning goals for their child. Children are instilled with a sense of belonging at the preschool from the outset of their enrolment. They have a named locker, signing in procedures to follow and displays with photos of themselves and their families adorn the walls. Much of our term one program each year has a focus on children developing strong, trusting and respectful relationships with educators, and developing a strong sense of belonging to the preschool.



## Strengths

### Quality Area 6: Collaborative Partnerships with Families and Communities

Theme One: Practice is embedded in service operations.

Staff pride themselves on creating a warm and welcoming atmosphere. The learning program is communicated and shared with parents through the ClassDojo app (private social media platform), newsletters, emails to parents, pages in children's Profile Folders, regular text messages to parents and displays. Connections exist between Renmark West Preschool and Renmark West Primary School and this is fostered by visits to the school library and playground, visits to the preschool by the school principal and school counsellor and regular meetings between the leadership of both sites. Where possible preschool children join in with school events, Book Week parade and the end of year school concert. These connections foster a smooth and strong transition program for children as they start school. Grievance and complaints processes are in place. Parents and staff are notified annually of the process, and any complaints are managed confidentially, sensitively and in a timely fashion. Resolutions are documented and filed. Staff make connections with the community about our weekly playgroup families via text messages and the Renmark West Preschool Facebook page.

Theme Two: Practice is informed by critical reflection.

Throughout the year a 'Question of the Week' is posed to parents as a way of engaging them with the National Quality Standards and how they relate to our service. We seek their feedback and then critically reflect upon it. Parent opinion surveys are completed in term 3 each year and the results are published each year in the Annual Report.

Theme Three: Practice is shaped by meaningful engagement with families and the community. Staff build strong relationships with parents by making sure parents are greeted by name in the morning, and ensuring that all parents have the opportunity to chat to staff informally at the end of the session. All children are also greeted and farewelled by name and are encouraged to reciprocate. Parents and members of the community are encouraged to participate in events coordinated by the preschool including working bees, special person days, fundraising events, family BBQ's and our end of year concert and Graduation Ceremony. Parent/ teacher Interviews are offered twice a year to discuss each child's development and progress. We believe that strong, positive and effective relationships with families are crucial in ensuring children's learning and development is maximised. Information is communicated through regular newsletters and noticeboards. A playgroup is run each fortnight by one of the preschool's Early Childhood Workers and is support by a group of parent volunteers. This engages families and children with the service prior to their enrolment at preschool and is an important early transition aspect for families. Our Facebook page is maintained and gives parents regular information about our site, our services and helpful readings to assist with developing happy healthy children. All parents are connected to the preschool and staff through the ClassDojo app. ClassDojo is used to keep parents informed about the learning program, happenings and routines at the preschool. Parents and educators can also connect directly through the ClassDojo message system and this is useful to keep in touch with parents about their child's development, learning and needs. A New Parent Meeting is held annually and is well attend by parents with children starting at the preschool in the following year. This meeting is a time to discuss enrolment processes, preschool routines and responsibilities, policies, and curriculum with parents. Where possible, staff make connections with parents and families early, often prior to the enrolment process, to support them with their child's transition into preschool



## Strengths

### Quality Area 7: Governance and Leadership

Theme One: Practice is embedded in service operations.

All staff have access to and are encouraged to attend professional development to improve practise and develop skills. Training and development is supported through the preschool budget wherever possible and the Director promotes professional development for all staff. Pupil Free Days are used to enable staff to work collaboratively to ensure National Quality Standards and regulations are effectively implemented in our site and to work towards site improvement goals. As a DfE preschool our work is governed by a number of policies, specific acts and regulations, and core strategic directions of the department, and it is the responsibility of the Director to ensure that these are implemented and adhered to. Effective DfE administrative platforms are in place to support the management of aspects of the preschool including enrolment, work, health and safety, finance and site reporting. Records are stored confidentially and archived according to DfE requirements. The DfE STAR is used to record and review all Work Health and Safety requirements and issues, and the Incident, Response Management System (IRMS) is used as a recording tool for information and incidents. The DfE Procurement policy is adhered to and all items purchased are entered into the site's inventory. The Governing Council are involved in the operation of the preschool through setting directions, budget planning, approving policies and recommendations put forward by the Director. The Governing Council is a strong, empowered and informed group who work hard to improve the preschool in collaboration with staff and families. They are familiar with the National Quality Standards, Preschool Quality Improvement Plan, partnership directions and financial position of the preschool.

Theme Two: Practice is informed by critical reflection.

All stakeholders are involved in self-review processes. These processes draw on evidence and feedback from the Preschool Quality Improvement Plan, learner data, partnership data, child feedback and parent opinion surveys. Staff have a written Performance Development Plan that guides their work as a professional and is closely linked to preschool and partnership priorities. Performance Development meetings are guided by the AITSL standards for teachers and leaders, they form the basis of goal setting and a guide for conversations. Policies are reviewed by staff in partnership with Governing Council. Copies of policies are available online and also hard copy in our policy folder.

Theme Three: Practice is shaped by meaningful engagement with families and the community.

Renmark West Preschool is part of the Renmark Loxton Partnership group and directions for improvement are influenced by the local community needs.

All parents are invited to become members of the Governing Council which represents the parent body and participates in decision-making. All staff are involved in decision making and improvement planning, and this includes representation on Governing Council. The preschool website is maintained by preschool staff and updated regularly.



# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Renmark West Preschool

**Goal 1: To support children to become confident with number concepts.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If educators ensure they have a clear understanding of the numeracy indicator 'I quantify my world', provide daily intentional teaching experiences and an environment rich in number opportunities, then children's understanding of number concepts will improve.

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

- Subitise collections up to 5 without counting
- Understand that subitising can also tell us how many
- Understand the countable units of ones
- Understand the arrangement of a collection won't change the quantity
- Know everything about numbers 1 to 10.



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<b>Educators will collect baseline (Term One) and follow up (Term Three) data and engage in a whole site critical reflection of the data to inform the intentional planning and programming.</b>	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3	Term One 2024 & Term Three 2024	All Educators will be required to provide input on the data collection process. All educators will collect data and be involved in the reflection process.	Assessment for Learning data collection tool Observation book TRT days DfE Literacy and Numeracy handbooks Observations
<b>For educators to implement a daily intentional numeracy group focusing on a range of skills.</b>	1.1.1 1.1.2 1.1.3 1.2 1.2.1	At least twice a week	All Educators	Numeracy guidebook actions- pg: 8-18 Numeracy indicators Ann Baker- Natural Maths






	1.2.2 1.2.3 1.3.1			Let's Count- <a href="http://www.thesmithfamily.com.au">www.thesmithfamily.com.au</a> Staff Meeting time RWPS numeracy sequence DfE advice papers Cognitive Domain DfE papers on Plink
<b>Educators to plan and program for meaningful numeracy play opportunities in both the indoor and outdoor play spaces.</b>	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 3.1.1 3.2.1 3.2.2 4.1.1	During fortnightly planning time	All Educators will contribute to the programme.	Various preschool resources Laptop & screen in the QR for whole group activities. Numeracy indicators Numeracy guide books DfE advice papers Ann Baker – Natural Maths
<b>Educators will document a sequence of numeracy concepts to introduce. To subsequently develop a more concrete intentional teaching plan.</b>	1.1.3 1.2.1 1.3.1	Weekly recording	The Director will lead the whole site numeracy agreement.  All educators will provide input and contribute.	Pupil Free Days Numeracy indicators and handbook Natural Maths resources Previous notes and plans Best advice papers Planning diaries and templates



**Goal 1:** To support children to become confident with number concepts.




**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 collect baseline (Term One) and follow up (Term Three) data and engage in a whole site critical reflection of the data to inform the intentional planning and programming.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
For educators to implement a daily intentional numeracy group focusing on a range of skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators to plan and program for meaningful numeracy play opportunities in both the indoor and outdoor play spaces.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will document a sequence of numeracy concepts to introduce. To subsequently develop a more concrete intentional teaching plan.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



**Goal 1: To support children to become confident with number concepts.**

 **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: Renmark West Preschool

**Goal 2:** Children will become increasingly effective communicators, with improved oral language skills.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we consistently engage children in conversations, and expose them to high quality intentional literacy learning, then we will improve children's oral language and their ability to communicate effectively.

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

- break words into syllables
- say rhyming words
- say the beginning sound of a word
- maintain a reciprocal shared conversation
- describe experiences and express ideas



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will collect baseline (Term One) and follow up (Term Three) data and engage in a whole site critical reflection of the data to inform the intentional planning and programming.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3	Term one 2023 & Term three 2023	All Educators will be required to provide input on the data collection process. All educators will collect data and be involved in the reflection process.	Assessment for Learning data collection tool Observation book PASM Speech and Language screeners Parent Questionnaire-Getting to know you Student Support Services
For educators to continue daily intentional group time (PreLit) with an emphasis on the identified	1.1.1 1.1.3 1.2.1	Three times a week	All Educators will be required to be involved in the planning and	Literacy guidebooks






<b>vocabulary words using word cards and following up with these words through the programme.</b>	1.2.2 1.3.1 1.3.2 1.3.3		delivery of group time with intentional notes being kept.	Prelit program and resources Literacy songs/games and resources Preschool curriculum materials Talk, Play, Read Intentional teaching note book
<b>To provide an afternoon group time with a focus on oral language through stories, songs and group games.</b>	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 5.1.1 5.2.1 5.2.2	Three times a week – all year.	Educators will work together to support an afternoon group with a strong oral language focus.	Songs, games and resources QR laptop and screen Literacy Handbook
<b>Through planning and provision of provocations, provide opportunities for written language and oral rich play. Eg: home corner, block corner, playdough, outside.</b>	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 3.2.1 3.2.2 5.1.1 5.2.1 5.2.2	Ongoing	All Educators	Literacy guidebook Preschool Curriculum resources Literacy notes and observations -children's interest DfE best advice papers



**Goal 2:** Children will become increasingly effective communicators, with improved oral language skills.



**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	<b>Evidence</b> Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<b>Educators will collect baseline (Term One) and follow up (Term Three) data and engage in a whole site critical reflection of the data to inform the intentional planning and programming.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>For educators to continue daily intentional group time (PreLit) with an emphasis on the identified vocabulary words using word cards and following up with these words through the programme.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>To provide an afternoon group time with a focus on oral language through stories, songs and group games.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Through planning and provision of provocations, provide opportunities for written language and oral rich play. Eg: home corner, block corner, playdough, outside.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.







**Goal 2:** Children will become increasingly effective communicators, with improved oral language skills.



**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
<b>Providing children with an opportunity to engage in physical activity through learning skills and group games at the school COLA and oval.</b>	2.1 2.2.1 1.1.1 1.1.2 1.1.3 1.2.1 1.3	Identify what gross motor skills will be a focus	Ongoing	School COLA and/or oval Sport equipment Music/speaker	All Educators
<b>Take home numeracy packs with resources for families to be involved in the numeracy learning at home.</b>	1.1.1 1.1.3 1.2.1 1.3.1 1.3.2 1.3.3 6.1.1 6.1.2 6.1.3 6.2.2	To review previous plans and activities.  Review the sequence in line with the sequence being taught at preschool.	Ongoing	Pencil cases Dice Dot and number cards Game cards RWPS Numeracy folder Ann Baker resources	Director All Educators
<b>Review of the planning and programming cycle.</b>	1.1.1 1.1.2 1.1.3 1.2.1 1.2.3 1.3.1 1.3.2 1.3.3 5.1.1	To review the current planning and programming cycle, alongside NQS. Analyse and discuss possible changes and make them accordingly.	End of Term 1 2024	Current planning and programming cycle Program templates PFD ECL	Director All Educators






	5.2.1 5.2.2 6.1.1 6.2.2 6.2.3 7.1.1 7.1.2 7.1.3 7.2.3				
<b>Review and improve the individual planning cycle for children.</b>	1.1.1 1.1.2 1.1.3 1.2.1 1.2.3 1.3.1 1.3.2 1.3.3 5.1.1 5.2.1 5.2.2 6.1.1 6.2.2 6.2.3 7.1.1 7.1.2 7.1.3 7.2.3	To review the current planning and programming cycle, alongside NQS. Analyse and discuss possible changes and make them accordingly.	End of Term 1 2024	Current planning and programming cycle PFD Program templates ECL	Director All Educators
	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			
Providing children with an opportunity to engage in physical activity through learning skills and group games at the school COLA and oval.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Take home numeracy packs with resources for families to be involved in the numeracy learning at home.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Review of the planning and programming cycle.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.



<b>Review and improve the individual planning cycle for children.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Individual planning for chn.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



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

# Endorsements

Endorsed by director/principal

<b>Name</b> Meegan Townsend
<b>Date</b> Tuesday, 20 February 2024

Signature:



Endorsed by governing council chairperson

<b>Name</b> Elyse Beavis
<b>Date</b> Tuesday, 20 February 2024

Signature:

Endorsed by education director

<b>Name</b> Brenton Chapman
<b>Date</b> Wednesday, 21 February 2024

Signature: