

FREELING PRESCHOOL QUALITY IMPROVEMENT PLAN



2018



Government
of South Australia

FREELING PRESCHOOL REDEVELOPMENT

Officially opened by

The Honourable Michael J Atkinson M.P.

Speaker of the House of Assembly
Government of South Australia

on

Wednesday 18 October 2017

This project was funded by the Government of South Australia



Government of South Australia

Department for Education

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SERVICE DETAILS

| | | | | | |
|--|--|---|------------------------------------|-----------------|---------------|
| Service name | | Service approval number | | | |
| FREELING PRESCHOOL | | Service Approval No: 1784 Provider Number: PR-00006069 | | | |
| Primary contact at service | | | | | |
| Nicole Cawley (Principal) Irene Simpfendorfer (Deputy Principal) | | | | | |
| Physical location of service | | Physical location contact details | | | |
| Street: | Coulls Street | Telephone: | (08) 85252 045 | | |
| Suburb: | FREELING | Mobile: | | | |
| State/territory: | SA | Fax: | (08) 85252 319 | | |
| Postcode: | 5372 | Email: | dl.0139.info@schools.sa.edu.au | | |
| Approved Provider | | Nominated Supervisor | | | |
| Primary Contact: | Department for Education (SA) Ms Anne-Marie Hayes | Name: | Ms Nicole Cawley (Principal) | | |
| Telephone: | (08) 8226 3463 | Telephone: | (08) 85252 045 | | |
| Mobile: | | Mobile: | | | |
| Fax: | (08) 8226 0159 | Fax: | | | |
| Email: | DECD.NQFEnquiries@sa.gov.au | Email: | nicole.cawley493@schools.sa.edu.au | | |
| Postal address (if different to physical location of service) | | | | | |
| Street: | As Above | | | | |
| Suburb: | | | | | |
| State/Territory: | | Postcode: | | | |
| Operating Hours | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening time | 9:00 | 9:00 | 9:00 | 9:00 | 9:00 |
| Closing time | 15:00 | 15:00 | 15:00 | 15:00 | 15:00 |

ADDITIONAL INFORMATION ABOUT FREELING PRESCHOOL

Freeling Preschool is located on the site of the Freeling Primary School and is a part of Freeling Primary School P-7.

The children in the Preschool commenced at the start of a new school year (2018) with transition/orientation visits taking place in Term 4 of the year prior to them commencing.

The Preschool and their families have the same access to the facilities as the school families.

Car parking is available across the road from the Preschool on the corner of Coulls and Clarke Streets.

The Preschool is involved in school events wherever possible and is part of the Yard Buddy/ Work Buddy network.

This where a primary class is allocated to work with and support the Preschool students in activities and

During whole school events if required. Pupil Free and Closure days are generally aligned with the school.

Children are grouped in the following way....

Students are allocated 15 hours per week and are grouped in the following way...

- Monday, Tuesday and alternate Wednesday's (Even Weeks) Mrs Hanley (Currently 18 children – June 2018)
- Thursday, Friday and alternate Wednesday's (Odd Weeks) Mrs Karlovcec (Mrs K) (Currently 19 children – June 2018)

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

- Nicole Cawley (Principal)
- Irene Simpfendorfer (Deputy Principal/Preschool)
- Narelle Hanley (Teacher – Monday/Tuesday Group)
- Dawn Karlovcec (Teacher – Thursday/Friday Group)



FREELING PRESCHOOL

STATEMENT OF PHILOSOPHY

OUR CHILDREN ARE OUR FUTURE



Educators at Freeling Preschool are committed to and responsible for providing an engaging learning environment that is:

WELCOMING, SUPPORTIVE and SAFE, FLEXIBLE, RESPONSIVE and NURTURING

WE BELIEVE...

- ✚ Each child is a competent, capable and knowledgeable contributor and learner.
- ✚ In the collective responsibility of our Preschool, school and wider community to nurture each child's dispositions for life-long learning through an active, play-based learning environment.
- ✚ In the importance of valuing and respecting the contributions of children and their families to our learning environment.
- ✚ Genuine partnerships with families, our school and local community, provide our children with a holistic program to meet the well-being and learning needs of each individual.

We acknowledge and respect the rights of every child.

Our philosophy underpins our daily practice, reflects and interconnects with the Early Years Learning Framework and the National Quality Standards.

The development phase of our STATEMENT OF PHILOSOPHY

A review of the existing preschool philosophy statement occurred in March 2018.

An analysis of the Preschool Parent Survey data provided feedback that directed some of the statements in the revised philosophy. A draft version was prepared and shared with families. An invitation to provide feedback about the content and the layout of the statement was extended.

Whilst there was a blanket invitation for families to be involved in this process, educators also were able to connect with individual families as they arrived to drop off or pick-up their children and speak with them directly.

Children were included in the review process through small group discussions with focus questions of:


- What do you enjoy doing at Preschool?*
- What do you like to do with your friends at Preschool?*
- If you had a 'magic wand' is there anything that you would change at Preschool?*

The Reception (Foundation) teachers in the school were also included in the review and development process. They contributed to and provided feedback on the draft version of the philosophy statement.

A visual representation of the philosophy statement is on display in the Preschool and acknowledges each of the quality areas of the National Quality Standards and gives just some examples of how we address each of the areas in order to provide a rich learning environment we. (See graphic below)

Embedded critical reflective practice and regular opportunities for our children and community to provide feedback, support educators at Freeling Preschool to ensure their practices are a true reflection of the co-constructed beliefs documented in our 2018 philosophy statement.

THE NATIONAL QUALITY STANDARDS at FREELING PRESCHOOL

| | | | | | | | | |
|--|--|---|---|--|--|--|---|--|
| Quality play-based learning experiences | Authentic and engaging activities | Equity & accommodations | Safety checks and risk assessments | Health and hygiene practices | Sun Smart Policy | Purposeful | Clean and well-maintained | Organised |
| Play, explore, discover – Open-ended tasks | Social & Emotional Programs | Flexible, active learning Problem-solving | Rules and expectations for safe interactions | CHILDREN'S HEALTH & SAFETY | Healthy Eating Guidelines | Risk managed Safety focused | PHYSICAL ENVIRONMENT | Indoor and outdoor learning spaces |
| Child-centred Spontaneity | EDUCATIONAL PROGRAM and PRACTICE | Just-in-time and teachable moments | Evacuation and invacuation processes | Supervision practices are clearly defined First Aid protocols | Child Protection Curriculum | | | |
| Dispositions for life-long learning Curiosity Cooperation Confidence Creativity Enthusiasm Persistence Imagination Reflexivity Resilience | | <div>FREELING PRESCHOOL STATEMENT OF PHILOSOPHY 2018</div> <div>OUR CHILDREN - OUR FUTURE</div> <div>Educators at Freeling Preschool are committed to and responsible for providing an engaging learning environment that is: WELCOMING, SUPPORTIVE, SAFE, RESPONSIVE & NURTURING</div> <div>We believe...</div> <div>Each child is a competent, capable and knowledgeable contributor and learner. In the collective responsibility of our Preschool, school and wider community to nurture each child's dispositions for life-long learning through an active, play-based learning environment.</div> <div>In the importance of valuing and respecting the contributions of children and their families to our learning environment.</div> <div>Genuine partnerships with families, our school and local community, provide our children with a holistic program to meet the well-being and learning needs of each individual.</div> <div>We acknowledge and respect the rights of every child.</div> <div></div> | | | | | Responsive to the needs of every child | Interactions are fair and equitable |
| | | | | | | | Early Years Learning Framework (EYLF) Indicators of Numeracy & Literacy Assessing Learning Reflect, Respect, Relate (RRR) | RELATIONSHIPS WITH CHILDREN |
| | Provocations Intentional teaching | | | | | | Promote Self-Regulation Independence Problem Solving | Respectful interactions building secure relationships |
| Feedback and support Representation on the Governing Council (School) | Critical Reflection Improvement focused GOVERNANCE & LEADERSHIP | COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES | Sharing knowledge and information about the child Providing regular opportunities for families to provide feedback / ideas /opinions | | Understanding and interacting with our community Engaging families in decision-making | Educators value and participate in ongoing, professional development | Regulatory ratios are maintained STAFFING ARRANGEMENTS Educators have the appropriate qualifications | Additional needs funding is sought and allocated Relief staff are well-informed and engage respectfully with others |



QUALITY AREA 1 – EDUCATIONAL PROGRAM AND PRACTICE STRENGTHS

| | |
|---|---|
| <p>PROGRAM</p> | <p>1.1.1 APPROVED LEARNING FRAMEWORK <i>The Early Years Learning Framework and the Indicators of Numeracy and Literacy guide the planning and improvement cycle. Long-term planning and targeted observations reflect the areas within these documents together with the Early Years Learning Outcomes for children.</i></p> <p>1.1.2 CHILD CENTRED <i>Individual learning goals for children are developed and documented. These reflect information from families, targeted and anecdotal observations by educators and reflective conversations.</i></p> <p>1.1.3 LEARNING PROGRAM OPPORTUNITIES <i>A transparent, parent friendly teaching and learning program is displayed and accessible to families. It describes intentional / planned teaching and documents some of the spontaneous learning opportunities that emerge daily. Families share events, activities, information (template available) that can be a catalyst for conversation, sharing, learning ideas. Strong connections with the school through regular learning opportunities and inclusion in whole school events. eg. Buddy system (Classes assigned as 'Buddies' to each Preschool group)</i></p> |
| <p>PRACTICE</p> | <p>1.2.1 INTENTIONAL TEACHING <i>Reflective conversations, observations and individual learning goals direct educators to the framework and indicators in their planning process. Activities and provocations support children's engagement with the intentional learning.</i></p> <p>1.2.2 RESPONSIVE TEACHING & SCAFFOLDING <i>Documentation of observations provide data enabling responsive teaching and next steps for learning.</i></p> <p>1.2.3 CHILD DIRECTED LEARNING <i>A strong play-based program allows children the opportunity to direct their learning. Children have input to the learning program and their interests, ideas and conversations provide educators with information for programming and planning.</i></p> |
| <p>ASSESSMENT & PLANNING</p> | <p>1.3.1 ASSESSMENT & PLANNING CYCLE <i>Educators expanding knowledge of the improvement scales (RRR - Reflect, Respect, Relate) provides opportunities for targeted observations that inform the planning for improvement cycle.</i></p> <p>1.3.2 CRITICAL REFLECTION <i>Critical reflection is key to the process of planning for the collective and individual needs and interests of each child. Regular professional dialogue (formal and informal) supports this.</i></p> <p>1.3.3 INFORMATION FOR FAMILIES <i>Further development of the Statements of Learning provide families with a clearer understanding of the framework and within that, their child's strengths and 'next steps' to move their learning forward. Regular communication with families and opportunities for their input into the learning program.</i></p> |

QUALITY AREA 2 – CHILDREN'S HEALTH AND SAFETY - STRENGTHS

| | |
|---------------|--|
| HEALTH | <p>2.1.1 WELLBEING & COMFORT <i>Engagement with the Growth Mindset practices are a focus across the Preschool/School site. Accommodations are responsive and evident for children with special needs.</i></p> <p>2.1.2 HEALTH PRACTICES & PROCEDURES <i>Health plans are documented, shared and accessible to all educators. They are displayed where necessary, respecting the privacy of the individual child and their family. Daily health/hygiene practices explicitly taught and monitored – e.g. hand washing, toileting, stopping the transmission of 'germs'. Immunisation information/updates shared with families. Notifications related to infectious diseases are responsive and timely. The Community Health Nurse conducts health care checks at the centre each term.</i></p> <p>2.1.3 HEALTHY LIFESTYLE <i>Healthy snacks/ lunches promoted and mindfully encouraged. Respectful reminders via a lunch box note are sometimes used. Healthy eating programs are included in the teaching and learning program eg Eat a Rainbow program. Outside time and physical activity are a strong focus of the learning program. New outdoor activities introduced in a planned way to support the development of skills, to extend and challenge children.</i></p> |
| SAFETY | <p>2.2.1 SUPERVISION <i>Children well supervised by the educators who ensure that ratios maintained. Effective communication between educators ensures that indoor and outdoor areas adequately supervised and children can move between and engage in their chosen activity/area of interest. Staff stay mindful of their supervision responsibilities and seek to maximize the opportunities for children to access all areas when possible. (2 staff only on the floor makes this challenging at times). Flexibility within the environment is a regular consideration.</i></p> <p>2.2.2 INCIDENT & EMERGENCY MANAGEMENT <i>Policies and procedures are documented and accessible. Educators are assigned responsibility for safety checks and have designated documented roles to perform to ensure all children are accounted for and safe. Regular, logged practices aligned to the school and independent preschool procedures are scheduled and practiced. Risk assessments are an integral part of any purchases, new activities, and planned events. Procedures are developed and documented as required.</i></p> <p>2.2.3 CHILD PROTECTION <i>Trained educators in accordance with a documented yearly plan facilitate the Child Protection Curriculum (CPC). Educators support and develop children's knowledge and understanding of CPC content. Teaching and learning is both intentional and explicit as well as incidental during play and learning sessions. Processes and procedures for the management and approval of volunteer screening are aligned and managed through the school.</i></p> |

QUALITY AREA 3 – PHYSICAL ENVIRONMENT - STRENGTHS

| | |
|---------------|---|
| DESIGN | <p>3.1.1 FIT FOR PURPOSE <i>The new Preschool facility opened at the start of 2017 and was purpose built based on Early Childhood best practice. Staff provided feedback and made recommendations about elements of the design within the parameters of the criteria and budget. Bathroom facilities are located within the building. This supports the maintenance of ratios, supervision, monitoring of children's health and hygiene practices and promotes self-management for all children.</i></p> <p>3.1.2 UPKEEP <i>Daily cleaning procedures undertaken by staff and by the cleaning contractor to the school with regular inspections each term. Children are encouraged and supported to take pride in their environment – 'resetting' it as required.</i></p> |
| USE | <p>3.2.1 INCLUSIVE ENVIRONMENT <i>The environment and resources are accessible to all children and their families.</i></p> <p>3.2.2 RESOURCES SUPPORT PLAY-BASED LEARNING <i>Children have a range of resources that support development of their dispositions. Educators reflect on and add resources that encourage children to explore, imagine, create, persist and develop confidence.</i></p> <p>3.3.3 ENVIRONMENTALLY RESPONSIBLE <i>Care for the environment, the resources – natural and man-made are both explicitly and incidentally taught. Nature Play has a strong influence in the environment and the purposeful use of loose parts is expanding. Children are encouraged and supported to recycle – waste. 'Nude food' is encouraged as is composting. (Worm Farm) Sustainability and self-sufficiency through gardening opportunities. Conservation of water and recycling opportunities are explored and discussed with children.</i></p> |

QUALITY AREA 4 – STAFFING ARRANGEMENTS - STRENGTHS

| | |
|------------------------------|--|
| STAFFING ARRANGEMENTS | <p>4.1.1 ORGANISATION OF EDUCATORS SSO works across both groups of children and all educators on site together at least 1 day of the week.</p> <p>4.1.2 CONTINUITY OF ALL STAFF Direct contact with HR services and recommendations of particular staff is aims to ensure continuity. Department for Education seeks waivers for non- EC trained school staff to provide supervision / lunch-breaks for preschool educators.</p> |
| PROFESSIONALISM | <p>4.2.1 PROFESSIONAL COLLABORATION Staff meet regularly to reflect, plan and set targets (Formally – Weeks 4 and 8 of each term). The primary SSO is employed and paid to be part of this process and workdays are negotiated as part of the conditions of employment.</p> <p>4.2.2 PROFESSIONAL STANDARDS Performance development planning and meetings are linked to the Professional Standards for Teachers and the Quality Improvement Plan. Discussion and consideration to adapt these standards, making them more applicable/relevant in an Early Childhood setting. (Working with the Early Years Consultant)</p> |

QUALITY AREA 5 – RELATIONSHIPS WITH CHILDREN - STRENGTHS

| | |
|---|---|
| RELATIONSHIPS BETWEEN EDUCATORS & CHILDREN | <p>5.1.1 POSITIVE EDUCATOR TO CHILD INTERACTIONS Educators are welcoming, and interact respectfully with all children providing an inclusive, responsive and flexible program. Children's contributions are valued and used in planning to ensure children are interested and engaged in their learning. Educators are aware of the individual needs of the children and support equity through their interactions accordingly.</p> <p>5.1.2 DIGNITY & RIGHTS OF THE CHILD A high degree of awareness of the needs of individual children exists and accommodations made through mindful interactions that respect dignity and privacy. Mandatory notification processes are clear and followed by all educators.</p> |
| RELATIONSHIPS BETWEEN CHILDREN | <p>5.2.1 COLLABORATIVE LEARNING Co-operative and small group activities support opportunities for children to interact and develop relationships with one another. Educators notice and acknowledge when children are engaged in co-operative play and record their observations via notes, photographs and videos.</p> <p>5.2.2 SELF-REGULATION Children are involved in the development of rules for the service guided by the key aims of Respect for Self, Respect for Others, Respect for the Environment. Educators encourage and support children to monitor and manage their own behavior. Children's agency is supported by educators and includes choice, responsibility and logical consequences.</p> |

QUALITY AREA 6 – COLLABORATIVE PARTENRSHIPS WITH FAMILIES AND COMMUNITIES - STRENGTHS

| | |
|--|--|
| <p>SUPPORTIVE RELATIONSHIPS WITH FAMILIES</p> | <p>6.1.1 ENGAGEMENT WITH THE SERVICE <i>Transition processes are clearly articulated and family interviews set up personal contact from the initial phase of the enrolment process.</i> <i>Families are welcomed, and educators monitor their interactions with families to ensure inclusion and equity.</i> <i>Special events are scheduled and advised in a timely manner, encouraging families to engage with their children and the learning program. eg. Mother's Day Makeover</i></p> <p>6.1.2 PARENTS VIEWS ARE RESPECTED <i>Regular opportunities to provide feedback - provided and encouraged.</i> <i>Educators ensure they reply/respond to each family with respect and without judgement.</i></p> <p>6.1.3 FAMILIES SUPPORTED <i>Resources are provided for families to ensure access and participation. eg. Opinion Survey – Ipads set up for use morning and afternoon as well as hard copies of documents available for participation.</i> <i>Access to information and regular opportunities for face to face and written communication. Electronic communications include: DOJO, Skoolbag, Email, Facebook. School newsletter fortnightly (Preschool – 7) Preschool newsleter each term.</i></p> |
| <p>COLLABORATIVE PARTNERSHIPS</p> | <p>6.2.1 TRANSITIONS <i>School/Preschool processes for Transition are planned, supported and documented.</i> <i>Opportunities for sharing information, class placement recommendations and supported transition from Preschool to school are planned and implemented.</i></p> <p>6.2.2 ACCESS AND PARTICIPATION <i>Face to face opportunities to engage with families builds relationships in which families feel supported and not judged.</i> <i>Accommodations to support access and participation are respectful of the individual's and family's privacy.</i></p> <p>6.2.3 COMMUNITY ENGAGEMENT <i>The Preschool are involved in most of the activities and events of the school R-7. (eg. Sports Day, School Concert, ANZAC Day, Town Day) providing many opportunities for engagement and involvement.</i> <i>Access to community resources and services (eg. Library, CFS) complement the learning program and build relationships with the community.</i></p> |

QUALITY AREA 7 – GOVERNANCE AND LEADERSHIP - STRENGTHS

| | |
|-------------------|---|
| GOVERNANCE | <p>7.1.1 SERVICE PHILOSOPHY AND PURPOSE <i>Developed collaboratively with the voices of all stakeholders encouraged and heard. Ongoing opportunities to provide feedback.</i></p> <p>7.1.2 MANAGEMENT SYSTEMS <i>Representation on the school's Governing Council of a Preschool parent is expected and promoted.</i></p> <p>7.1.3 ROLES AND RESPONSIBILITIES <i>Educators engage in decision-making processes that identify their roles and responsibilities to the service and to the children. Educator representation at school staff meetings, on site improvement committees, staff committees.</i></p> |
| LEADERSHIP | <p>7.2.1 CONTINUOUS IMPROVEMENT <i>The improvement planning cycle is embedded in our practice and considers all elements of the service.</i></p> <p>7.2.2 EDUCATIONAL LEADERSHIP <i>A school leader (Deputy Principal) oversees and supports educators in the Preschool. They are on site in the service at least 1 day per week. Shared leadership is encouraged and supported – teacher educators have the Early Childhood knowledge, expertise and qualification to lead quality programs.</i></p> <p>7.2.3 DEVELOPMENT OF PROFESSIONALS <i>Performance development plans document each educator's strengths and areas for development and is supported with targeted professional learning. Staff engage with the Goyder and Light Partnership formally twice per term by way of PLC's (Professional Learning Communities) with a shared responsibility to lead learning. Educators observe at other sites and provide professional support eg. Involvement Scale Observation and feedback. The Early Years Consultant provides ongoing information and support, facilitating professional learning and ensuring high quality service provision at Freeling Preschool.</i></p> |

2018 IMPROVEMENT PLAN – FREELING PRESCHOOL

IMPROVEMENT PRIORITY ONE: QUALITY EDUCATIONAL PROGRAM and PRACTICE

Educators and coordinators take a planned and reflective approach to implementing the program for each child.

QA1: A program helps children to learn and develop. Educators engage children in quality learning experiences.

Rationale:

Key educators articulate planning for improvement related to each child's learning. The collection of relevant and purposeful data for every child ensures their skills, knowledge and challenges in Numeracy, Literacy and Wellbeing are well documented and clearly identify areas for improvement. Reflective practice will guide educators in providing opportunities and activities to support and further develop each child's dispositions for life-long learning.

Links to NQS

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*

| Targets | Strategies | Timelines/ Responsibilities | Outcomes/ Monitoring | Resources/Resourcing |
|---|--|---|--|---|
| <p><i>Each child's learning and development is planned, assessed and evaluated as part of an ongoing improvement cycle.</i></p> <p><i>Children's learning goals will be responsive and relevant to their stages of development.</i></p> <p><i>The teaching and learning program will reflect all aspects of the EYLF and the Indicators of Numeracy and Literacy.</i></p> | <p><i>Educators will:</i> <i>Collect and use data to regularly reflect and document the individual learning goals of each child.</i></p> <p><i>Engage with children and families to gather data to inform their planning/goal setting.</i></p> <p><i>Scheduled and formal observations of each child using will occur at least twice per term:</i></p> <ul style="list-style-type: none"> <i>- Educators are assigned 3 children per session/week as a focus. (3 x 5 minute observations per day per child).</i> <i>- An agreed foci will be negotiated for these observations. (eg using EYLF Outcomes, Literacy, Numeracy & Wellbeing)</i> <i>- Data collected will be analysed, and used to direct 'next steps' as part of the improvement cycle.</i> <p><i>Identify and document how they will progress showing the links to the EYLF and Indicators of Numeracy and Literacy</i></p> | <p><i>Ongoing for all educators.</i></p> <p><i>Educators provide families of the 'focus children' with a template to engage them and their child in the provision of information in readiness for the week ahead. (1 week prior to the child's scheduled day/s).</i></p> <p><i>Weekly at staff meeting ...Staff - Narelle, Dawn, Tamara, Lesley will nominate focus children and area of focus.</i></p> <p><i>All staff to use record cards to review and document goal and progress notes.</i></p> | <p><i>Educators will review and update each child's learning goals at least twice per term. These will be documented and easily accessible.</i></p> <p><i>Educators focused observations and intentional learning opportunities access a recording system that clearly identifies each child's learning goals and their current interests/needs.</i></p> | <p><i>Improvement cycle planning template</i> <i>Examples of recording information, observations, conversations and learning goals from other services.</i></p> <p><i>Focussed observation schedule and parent/child template.</i></p> <p><i>Belonging, Being, Becoming – Early Years Learning Framework. Indicators of Numeracy and Literacy</i></p> |

| | | | | |
|--|--|--|--|---|
| <p><i>Children have strong Numeracy and number sense</i></p> | <p><i>Educators engage in professional learning around Big Ideas in Number (A local and partnership priority)</i></p> <p><i>Educators gather base-line data related to number sense as negotiated with the EC partnership group.</i></p> <p><i>Intentional and explicit teaching to provide numeracy learning opportunities based on data collected, observations and critical reflection..</i></p> | <p><i>Number sense data collection Term 2 – 2018 (All educators)</i></p> <p><i>Critical analysis of Number Sense Data</i></p> | <p><i>Children understand and are able to ‘subitise’ and Trust the Count’ which are foundational skills in numeracy development.</i></p> | <p><i>Number sense observation tool</i></p> |
| <p><i>Children engage in Oral Language exchanges during group activities/play that over time increase in complexity.</i></p> | <p><i>Educators gather data using “TROLL” in Term 1 and Term 4.</i></p> <p><i>Educators engage in PD relating to Oral Language and the Levels of Questioning (Deslea Konza).</i></p> <p><i>Observations are undertaken linked to Formative Assessment (LDAR) project provocation “ Data is collected over the term on the target group of children undertaken by educators using a proforma (target group of boys)</i></p> | <p><i>Irene – Develop proforma Narelle/Lesley/Tamara – Daily observations/recording for Term 2 Dawn/Tamara- Daily observations</i></p> | <p><i>Baseline data will be available for reflection/planning purposes using LDAR learning.</i></p> | <p><i>Recording Template that documents the: Level of engagement in reciprocal conversation, imaginative dialogue and contextual vocabulary.”</i></p> |

| Progress Records: | | | | |
|-------------------|--|---|--|---|
| | Level 1 –low level indicators Things that you did What has occurred? How much was done? How well was it done? | Level 2- moderate level indicators Change in things educators do What has changed? How do you know? | Level 3- medium level indicators Change in things children do/ experience What has changed? How do you know? | Level 4- higher level indicators Improvement in outcomes/ learning What has improved? Who has improved? How do you know? |
| Term 1 | Discussions between educators as to current processes, the purpose of the proposed change | Educators have a focus for part of the day that relates to the nominated goal. | Children are asked /informed by their focus educator about their observation. | |
| Term 2 | A recording card system has been established Number sense data has been collected and analysed. | Staff have designated focus children nominated for each session. Higher levels of engagement with numeracy as part of the planning process | Children have quality 1 to 1 interactions with educators Children participate daily in numeracy related activities that are intentionally planned and spontaneously captured. | |
| Term 3 | | | | |
| Term 4 | | | | |
| | | | | |

IMPROVEMENT PRIORITY TWO: RELATIONSHIPS WITH CHILDREN

Positive interactions and meaningful relationships promote quality learning opportunities

QA5: Relationships with children are responsive, respectful and promote children's sense of security and belonging.

Children are free to explore the environment and engage in play and learning.

Rationale:

Educators reflected on their daily interactions with the children and began to question how often they interacted with each child and the type of exchange that transpired. Discussion and critical reflection focused on verbal interactions that were primarily to direct and instruct as opposed to open-ended questions that supported children to think, respond and problem-solve with increasing independence.

Links to NQS

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

| Targets | Strategies | Timelines/ Responsibilities | Outcomes/Monitoring | Resources / Resourcing |
|---|---|--|--|--|
| Educator/child interactions during learning activities will be 80% open-ended questions/conversations and provocations that promote independent thinking and problem-solving. | <p>Educators will:</p> <p>Actively monitor and record the nature of their interactions with their focus children.</p> <p>Support one another in raising their awareness of their interactions.</p> <p>Trial a "Thrive on three" strategy which aims for at least 3 open-ended interactions with each of their focus children each day.</p> <p>Engage with the Relationships observation scale and invite the EY Consultant to support this process.</p> | <p>Ongoing (2018) All educators</p> <p>Educators provide families of the 'focus children' with a template to engage them and their child in the provision of information in readiness for the week ahead. (1 week prior to the child's scheduled day/s).</p> | <p>The wellbeing of each child and their engagement in learning is progressing each day toward independence.</p> <p>Educators will develop positive, equitable and responsive relationships with each child.</p> | Data is collected on an agreed proforma that shows the number & type of interactions between an educator and each child each day. (Term 2) |
| Children monitor and manage their behaviour and interactions with others in a respectful and empathetic manner with increasing independence. | <p>Review the Behaviour Management Policy</p> <p>Attendance at PD sessions for educators that build skills and knowledge to achieve the target.</p> <p>Small group Oral Language – Social skills opportunities guided by educators</p> | | Each child will be able to demonstrate and articulate how they are able to self-regulate their behaviour, interact appropriately with others, and use effective communication to resolve conflicts. | <p>Growth Mindset resources and picture books</p> <p>Program Achieve – Early Childhood</p> |

| Progress Records: | | | | |
|-------------------|--|---|--|---|
| | Level 1 –low level indicators Things that you did What has occurred? How much was done? How well was it done? | Level 2- moderate level indicators Change in things educators do What has changed? How do you know? | Level 3- medium level indicators Change in things children do/ experience What has changed? How do you know? | Level 4- higher level indicators Improvement in outcomes/ learning What has improved? Who has improved? How do you know? |
| Term 1 | Conversations re building relationships / interactions and some of the challenges that having only 2 staff on site presents. | Awareness raised re engagement/supervision and what both mean. Formal discussions at meetings and questions raised. | | |
| Term 2 | Observations undertaken using the Relationship Scale with both groups. | Critical reflection in response to feedback from EY Consultant's observations/scaling. | | |
| Term 3 | | | | |
| Term 4 | | | | |
| | | | | |

FREELING PRESCHOOL (1784)

| ACTION ITEM | TASKS INVOLVED | WHO/WHEN | COST | COMPLETED |
|--|---|---|---|--|
| QA 2 <i>Health and Safety</i> | <i>Blinds to window adjacent to change/wash area to preserve children's dignity/privacy</i> | <i>Irene/Narelle</i> <i>Term 2</i> | <i>\$180.00</i> | <i>Yes</i> |
| | <i>Taps in 'wash machine'/change area have been closed to protect against accidental turning on</i> | <i>Irene/Narelle/Tamara</i> | <i>\$50.00</i> | <i>Yes</i> |
| | <i>Blind-spot mirrors to be sourced and purchased for the 'quiet room' and for the outdoor fence area to improve visual supervision.</i> | <i>Irene/Narelle</i> | <i>TBD</i> | |
| | <i>Investigate and purchase an outdoor lockable cupboard for the verandah to place phone/ art/craft supplies for easy access.</i> | <i>Irene</i> | <i>TBD</i> | |
| | <i>Purchase additional adult size mobile stools for staff indoor spaces to ensure staff have access to suitable size furniture.</i> | <i>Lesley</i> | | |
| QA 3 <i>Physical Environment</i> | <i>Quotation for Zip-track Blinds to the outdoor verandah area (2 sections) to protect from sun and weather. Determine best options and undertake work.</i> | <i>Irene/Lesley</i> | <i>\$1550/section</i> <i>Total \$3100.00</i> | <i>Beginning</i> <i>Term 3 - 2018</i> |
| | <i>Investigate and purchase a communal lunch table for the indoor / outdoor environment to ensure children can be seated comfortably to eat and engage in conversations without having to pack up activities at tables each time before eating.</i> | <i>Irene/Narelle/Lesley</i> | <i>\$670 x 2</i> | <i>Purchased</i> |
| | <i>Review the water course from the hand-pump to ensure water recycling</i> | <i>Lesley</i> | <i>Neutral</i> | <i>Term 3 & 4 (2018)</i> |
| QA 4 <i>Staffing Arrangements</i> | <i>Ensure ratios and line of sight supervision is as well-organised and managed as possible.</i> | <i>All educators</i> | | |
| | <i>Documented information regarding processes and procedures to be accessible for relief/new educators.</i> | <i>All educators to contribute</i> <i>Irene to produce</i> | | <i>Beginning Term 3</i> |
| | | | | |
| | | | | |
| QA 6 <i>Collaborative Partnerships with families and communities</i> | <i>Engage in community related activities and access the services in the community. eg Café, Wholefood Store, Shop</i> | <i>Educators</i> | | |
| | <i>Promote further the use of electronic communication</i> | <i>Dawn K</i> | | |
| | <i>Scheduled visits to the Aged Care facility in Freeling - Wheatfields</i> | <i>Abby Jones (Teacher)</i> | | |
| | <i>Strengthen links between the Preschool and Playgroup to support transition</i> | <i>Irene – Term 3</i> | | |
| QA 7 <i>Governance and Leadership</i> | <i>Preschool representation on Governing Council to be mandatory. Discussed with current GC and considered as an addition in the constitution.</i> | <i>Irene</i> | | |
| | <i>Build confidence and independence of the GC representative for Preschool to report at meetings twice per term.</i> | <i>Irene</i> | | |
| | | | | |