



Tintinara
Preschool

Quality
Improvement
Plan

August, 2017

Service details

Service name	Service approval number
Tintinara Preschool	SE-00011053
Primary contact at service	
Michelle Desmazes and Catherine Prosser	
Physical location of service	Physical location contact details
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Nominated Supervisor	Responsible Persons and Educational Leaders
Primary contact: Mike Sadleir Telephone: (08) 87 572120 Mobile: 0427 390 594 Fax: (08) 87 572187 Email: Mike.Sadleir481@schools.sa.edu.au	Name: Michelle Desmazes and Catherine Prosser Telephone: (08) 87 572120 Mobile: 0427 560076 (Michelle) Fax: (08) 87 572187 Email: Michelle.Desmazes611@schools.sa.edu.au Cathy.Prosser655@schools.sa.edu.au

Postal address (if different to physical location of service)	
PO Box 1596 Suburb: Tintinara State/territory: South Australia Postcode: 5266	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:30	08:30	08:30			
Closing time		15:15	11:30	15:15			

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Tintinara Preschool is a school based Preschool which is on site at Tintinara Area School.

Children attend Tintinara Preschool on Tuesday's (8.30am – 3.15pm), Wednesday's (8.30 am – 11.30 am) and Thursday's (8.30am – 3.15pm) for 40 weeks of the year. Half of our enrolments access the Preschool via the School bus runs due to living on farming properties in and around the district of Tintinara. The Preschool operates in line with the school's holidays dates, pupil-free days etc.

Parking is available along Wendt Terrace in front of the Tintinara Area School and Preschool grounds.

Visitors to Tintinara Preschool are required to sign in (and out) at the Tintinara Area School's front office and will then be directed to the Preschool by the school's administration staff.

We pride ourselves on offering a safe, caring and supportive learning environment where individual learning styles and needs are catered for by our Individual Learning Plans and where play based flexible learning is intertwined with developing each child's social and emotional wellbeing through a wide variety of learning opportunities and experiences.

How are the children grouped at Tintinara Preschool?

Currently, Tintinara Preschool has 12 enrolments, however by the end of this term we will have 15 enrolments.

The 3, 4 and 5 year old preschool children are grouped as one group in their own learning environment.

In this current group of children, we have four children who are eligible for Preschool Support.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Educational Leaders – Michelle Desmazures and Catherine Prosser

Tintinara Preschool is a small rural school based preschool that is known for supporting children's individuality. We are proud of our high level of positive engagement with parents, families and the wider community. We are embracing of both staff and children being life-long learners and actively promote this. We are acknowledged by our community as having staff who are skilled in supporting and encouraging all children to develop creativity, imagination, resilience, collaboration and problem solving through the implementation of play based pedagogy. The guiding principles of the *National Quality Framework* are;

- ✓ The rights of the child are paramount.
- ✓ Children are successful, competent and capable learners.
- ✓ Equity, inclusion and diversity underpin the framework.
- ✓ Australia's Aboriginal and Torres Strait Islander cultures are valued.
- ✓ The roles of parents and families is respected and supported.
- ✓ Best practice is expected in the provision of education and care services.

These guiding principles underpin our philosophy in conjunction with *Belonging, Being and Becoming; the Early Years Learning Framework*.

The outcomes of the *Early Years Learning Framework* are as follows;

Children have a strong sense of identity, Children are connected with and contribute to their world, Children have a strong sense of wellbeing, Children are confident and involved learners, and Children are effective communicators.

Our daily 'quality practices' and interactions with the children that are in our care, through intentional planning of learning opportunities, are driven by the outcomes of the *Early Years Learning Framework*.

At Tintinara Preschool, through our shared understandings of how children learn best, we believe that;

- **Belonging** - Every child is a unique individual complete with their own 'virtual backpack' that contains their prior knowledge and life experiences and this is acknowledged through our daily actions and interactions.
- **Being** - Children learn through play experiences designed to promote: high levels of engagement; be developmentally appropriate to the individual child and encourages each individual child to construct their own identities and understandings about the world. 'Loose Parts' theory is used to enable children to explore this sense of being by the use of open-ended materials that can be moved, combined, taken apart, re-designed, lined-up and so much more.
- **Becoming** - In providing a safe, secure and supportive learning environment for each individual child in our care we will inspire, encourage and guide them to reach their full potential and to develop the necessary skills and abilities that are required for successful life-long learning. We guide children to explore their natural world through mindful risk-taking and using growth mindset pedagogy.
- **Partnerships** - Parents and families are a wonderful resource as they are their child's first teachers. They bring with them a great diversity. This is acknowledged and respected through our 'open door' policy, which encourages their involvement and participation to a level with which they are comfortable.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Tintinara Preschool Strengths

The Early Years Learning Framework (EYLF) is used at Tintinara Preschool as the overarching curriculum-planning and assessment tool. The Preschool Indicators for Literacy and Numeracy also informs our planning and assessment.

Children's development is stimulated holistically through spontaneous and planned experiences in both the indoor and outdoor learning environment. These experiences promote the acquisition of the positive learning dispositions of curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

We co-create the curriculum with the children and their families. All staff develop strong relationships with families by working with them to educate their children. On enrolment, families fill in a 'Family Questionnaire', which gives us important information about their child's background, culture, interests, strengths and needs. Parents/Caregivers are invited to share their ideas about their child, and the children themselves are invited to share their thoughts and ideas using the 'Family Questionnaire' as well.

The learning program is written regularly using information from reflections about learning experiences and observations about individual children with this information being used to further inform the planning and assessment cycle.

Cathy, Alana and Michelle observe, listen and reflect while documenting what children say and do. This information is collected in the form of photos, learning notes, program reflection notes, observational jottings and the floorbook.

This documentation is linked with the EYLF to inform further program planning and is a continuous cycle.

At fortnightly staff meeting Cathy and Michelle share their observations in regards to individual children through discussion and collaborative reflection which further informs and guides our planning.

Children contribute their ideas to our program and reflect on their experiences via our Floorbook and in conversations with the children as individuals and as a group. Children are also supported to formally reflect on their learning via the 'Term Reflection' document that forms part of their learning portfolios by staff scribing for the children their thoughts and ideas when guided through a some reflection questioning prompts.

Each child's learning needs are considered when planning. Children identified with additional needs receive support according to their level of need to access the Preschool Program via Preschool Support and the involvement of other support agencies when required.

Individual Learning Plan's (ILP's) are developed with educator, child and family input and reviewed as part of the programming cycle. It is important to us that parents are kept informed of their child's program and progress and we do this in a number of ways. ILP's are created in collaboration with families via our Parent/Teacher Interviews during Term 1. Progress notes are shared with families at the end of Term 3 as part of our Parent/Teacher Interviews.

Information about the learning program is displayed throughout the preschool, in the floorbook and shared via newsletters.

Learning displays around the preschool are regularly updated so children can share their learning with their families.

Families are invited to our 'Learning Journey' days that are held in conjunction with the Junior School, where our preschool families are encouraged to spend some time in the preschool with their children to explore the learning environment as guided by their children.

Each child has a portfolio that reflects their learning and progress over the year, this is available to parents at all times and is sent home to families each term. Staff are

available for conversations with parents/caregivers at drop off and pick up, or in a more formal meeting environment, such as parent/teacher interviews with Cathy and Michelle. Staff are mindful of maintaining contact with families who do not enter the preschool regularly often through notes home via individual children's communication books and/or phone conversations.

A statement of learning is given to every child on their completion of the preschool year. With written permission from parents/caregivers this is also shared with the Foundation Teacher, and other relevant staff, at the school. This is via formal and informal transition planning meetings between relevant School and Preschool Staff. The use of the Transition to School Rubric has guided these conversations for a number of years.

The preschool session begins with a long period of connecting time involving both child initiated and teacher guided indoor play. This enables children to settle in to the environment, share experiences with their family and separate effectively. Children have time to interact with their friends and staff and share important events from home. The remainder of the day follows a routine that includes group times, meal times, relaxation time, indoor playtime as well as lengths of time for extended outdoor play. Routines at Tintinara Preschool promote each child's independence e.g. managing bags and food, hand washing, etc. The deliberate balance between routine and spontaneity stimulates engagement and deeper learning as experiences progress over the day.

Key improvements sought for QA1

Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	To continue using the Partnership Preschool Assessment Cycle as part of our well documented ongoing cycle of planning, also to assist with documented data.
Standard/element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
	Identified issue	To support children in developing a growth mindset - improving their ability to solve problems effectively, improving their confidence when facing challenges and thereby building resilience.
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	TfEL compass results within the Partnership showed four themes children wanted: more challenges, more time to think, less teacher talk time, and more opportunity to work with friends.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Regular assessments in place to provide data & to assist with planning.	H	Cathy, Alana and Michelle contributing to child observations; reflection & discussion on individual child development at Staff Meetings.	All children to have an ILP which is reviewed a minimum of twice a year – Cathy, Alana and Michelle contribute to this. TROLL Assessment twice/year. Each child has Numeracy Indicator Chart with sticker dots that are evidence based. Preschool Statements of Learning each child once /year – Cathy to manage these and discuss with Michelle and Alana as needed.	ILP end of Term 1 & 3. TROLL mid Term 1 & 3. Numeracy Chart ongoing. SOL end Term 4.	
1.1.6	Growth mind-set outcomes - children developing understanding of 'stretching their brain'.	H	Cathy, Alana and Michelle to have read article "Preschoolers Grow their Brains" by Shelby Pawlina & Christie Stanford & to be conversant in this with the children and their families.	Cathy, Alana and Michelle, to intentionally use consistent growth mindset language with the children and each other about how we are working on challenges – as a bouncy ball or flopping like a beanbag. Children showing evidence of greater resilience & problem-solving, & being able to articulate how they have 'stretched their brain'.	Term 4, 2017	
1.2.3	'Loose Parts' play available to provide children more challenges/time to think/opportunity to work with friends	H	Cathy, Alana and Michelle to Purchase/scrounge/ acquire 'loose parts' that have opportunity for rigorous open-ended learning both indoors & outdoors.	Children selecting loose parts to play with in collaboration with their peers. Children showing evidence of growth through engagement with Loose Parts displaying greater challenge, open ended play. This will be shown via floorbook documentation, Tfel data and	Term 4, 2017	

				observational notes.		
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Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Tintinara Preschool Strengths

Each child's health needs are supported in consultation with parents/caregivers and each child's doctor (in the case of children with an identified medical condition). All staff are notified of children's health needs during induction and relevant information is clearly displayed where appropriate.

If medication is required, as per the health care plan, it is clearly labelled and stored in the medication tub on top of the fridge or the fridge if required. If medication is administered it is done so following the health care plan, our administration of medication and documentation process.

Parents/caregivers are notified according to our documentation process.

In the case of an emergency evacuation or on excursions staff take all medications and health care plans.

The learning environment is deliberately set up to offer areas of both active and quiet play. Pillows/cushions are available to children at all times if rest is needed. Relaxation is implemented after lunch to support children in learning how to rest and relax.

Children are taught adequate hygiene practices explicitly by staff early in the preschool year and are reminded of these through posters and prompting staff. Preschool staff promote model good handwashing techniques and expect regular hand washing before all eating times. Other practices are in place to prevent the spread of infectious diseases such as how to use tissues safely. Parents/caregivers are asked to keep sick children at home and are called to collect their child if they become unwell on site.

When infectious illnesses are reported, other parents/caregivers are notified by means of notes home.

Preschool staff routinely assess the safety of all play equipment and environments on a daily basis, and take action to prevent and/or minimise risk at all times. This is documented using the inside and outside environment checks. Hazards and near misses are reported to the schools WHS officer.

Children are adequately supervised at all times in all areas, as preschool staff communicate with each other to ensure their positions offer above adequate supervision.

Healthy eating is promoted at our preschool through daily healthy snacks in the afternoon, This is modelled by preschool staff and relevant information sent home to families about nutritious food for children. Previously strong links with the OPAL team (Coorong District Council) have been formed to further promote healthy eating and lifestyles choices.

Intentional and spontaneous teaching focuses on healthy eating and being active, and the benefits of this, while respecting limitations that exist due to allergies or cultural beliefs.

Physical activity is promoted through both planned and spontaneous learning experiences, both inside and outside.

Clear emergency procedures exist and are practised by all children each term. These are reviewed and updated regularly.

All preschool staff have relevant and up to date training in First Aid, and so know how to respond to injuries, including procedures for recording and reporting injuries to parents/caregivers. Medication/Accident/Injury/Incident reports are used effectively.

Mandatory notification training is up to date for all preschool staff and regular volunteers.

The "Keeping Safe: Child Protection Curriculum" is implemented. All areas of this curriculum are explored with children over the year in consultation with families in a professional and respectful manner.

Health care plans are in place for children who have been diagnosed with asthma, allergies, etc. and systems in place to check that all medications have current expiry dates. All preschool staff are aware of these plans and this information is shared with the relevant school staff.

The learning environment is deliberately set up to offer areas of both active and quiet play, both alone as well as in groups.



Learning environments are assessed to identify possible hazards and risks, with appropriate control measures and procedures recorded to maintain safety, including any excursions.

Policies and procedures are reviewed bi-annually, or at times when a review is deemed necessary due to a change in circumstances.

Inside and outside learning environments safety checks are carried out daily by preschool staff.

Potential risks are recorded, and this information is passed onto the WHS person at the school.

Often preschool staff (when their roster allows) eat whilst the children are eating, and spend time talking with the children about what they are eating and encouraging them to eat items, such as sandwiches, before other snack items.

The preschool raises awareness about healthy eating through the sharing of relevant information at time of enrolment and as deemed necessary throughout the year.

Physical activity is planned for small and large groups of children, involving fine and gross motor learning experiences and opportunities.

Our philosophy supports a play based program, which was evident through extended periods of child initiated and teacher guided play in both the indoor and outdoor environment.

All preschool staff follow appropriate health and safety procedures including washing hands, using gloves, wiping down tables and equipment, regular cleaning schedules.

All preschool staff role model and support children to use strategies to develop health and hygiene practices, such as coughing into elbow, washing hands, toileting, wiping noses, putting tissue into the bin and then washing hands.

Health and Hygiene practices also reflect our commitment to sustainability with the use of warm soapy water to wipe down surfaces.

Children have access to filtered tap water (town supply) and are encouraged to refill when needed.

Preschool staff remind and support children to regularly drink from their water bottles, which are accessible at all times.

Preschool staff role model and educate healthy eating practices and attitudes.

Preschool staff are exploring with the children some common understandings about the 'MYTERN' Program (implemented Term 3, 2017) which will support children's ability to manage their emotions, including self-regulation.



Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported.	
	Identified issue	Whilst children's individual Health Care Plans are in place, a process needs to be developed to ensure that this information remains up to date, medication supplied by families is in date, and that relevant information about these children's needs are appropriately shared with all Preschool Staff and relevant School Staff.
Standard/element 2.1.1	Each child's health needs are supported.	
	Identified issue	Whilst children's individual Health Care Plans are in place for children with Anaphylaxis and/or Allergies an "Allergy Awareness and Anaphylaxis Management Procedure" needs to be created to clearly show how these conditions are managed in a collaborative way with families and preschool staff.



Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Individual children's Health Care Plans are in place, but a process needs to be developed to ensure that this information remains up to date, medication supplied by families is in date, and that relevant information about these children's needs are appropriately shared with all Preschool Staff and relevant School Staff.	H	<p>Action Plan Folder to be reviewed by Alana in terms of organisation.</p> <p>A document to be created that clearly shows;</p> <ol style="list-style-type: none"> 1. Date each plan established 2. Expiry Dates of medication supplied by families <p>Identification Charts to be created that show;</p> <ol style="list-style-type: none"> 1. Child's Name 2. Child's photo 3. Child's medical condition 	<p>Alana to sort and organise with tabs to identify each each's relevant documentation.</p> <p>Alana to create a document that can be easily used to keep track of medication supplied by families and expiry dates. Dates medication are due to expire are to also be recorded in our Daily Attendance and Communication Folder, on the relevant page a month prior to the medication expiring to give families ample time to replace it.</p> <p>Alana to create identification charts for children with diagnosed medical conditions that have a Health Care Plan</p>	<p>End Term 3, 2017</p> <p>End Term 3, 2017</p> <p>End Term 3, 2017</p>	
2.1.1	Health Care Plans are in place for children with Anaphylaxis and/or Allergies however, an "Allergy Awareness and Anaphylaxis Management Procedure" needs to be created to clearly show how these conditions are managed in a collaborative way with families	H	Michelle to research what needs to be in an "Allergy Awareness and Anaphylaxis Management Procedure"	<p>Michelle to create a draft document of "Allergy Awareness and Anaphylaxis Management Procedure".</p> <p>Michelle to share draft "Allergy Awareness and Anaphylaxis Management Procedure" with Preschool Staff, relevant</p>	<p>End Term 2, 2017</p> <p>End Term 2, 2017</p>	



	and preschool staff.			Preschool Families and Mike (Nominated supervisor) for comment. Draft version to be edited as required and then presented to Governing Council for ratification.	End Term 3, 2017	
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Quality Area 3: Physical environment - This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Tintinara Preschool Strengths

In 2015, the outdoor play space was finally re-opened after some significant changes which included the removal of the 'old preschool building' (that was decommissioned by DECD in 2006), the removal of the old metal/plastic play equipment and the subsequent re-designing of the whole space. This was a very lengthy process that took place over several years and involved the collaboration of preschool children and their families, preschool staff, school staff, DECD/DTPI staff and the wider community. Families and the wider community donated much of the resources needed in our outdoor area including the plants, rocks and logs. Careful management of financial resources, including financial contributions from fundraising efforts of parents and families, ensured the outdoor area was redeveloped and managed successfully within a very limited budget during 2014/2015.

The outdoor preschool learning environment is now an inviting space, with the trees, grasses, plants and shrubs rapidly growing. Eventually this area will provide a variety of different play spaces and the trees will provide great shade to protect children from the sun. However, there are still some designated areas that preschool staff, children and their families are keen to further develop over time. We have some undercover areas (the cubby, the cubby verandah and the 'shed') to allow for outdoor play during wet weather.

The various lawn areas offer space for water play, ball games, running, group games and many other learning opportunities and experiences.

The digging patches allow different options for play and safe risks to be explored through the use of our growing collection of Loose Parts. Our preschool families continue to support our growing loose parts collections through the donation of specific items following a recent loose parts audit process.

Our 'garden patch' is used by the children as they lovingly care for our 'mystery seeds' (giant sunflower seeds that were planted in Term 2 of this year, which were previously harvested by last years children from the giant sunflowers that they successfully planted).

The raised garden bed, which was kindly donated a number of years ago by the Tintinara Men's Shed, allows children to engage in real life learning opportunities, including planting, tending and harvesting our sunflowers – as this is where the children's interests lie.

The water source and creek bed offers the children the opportunity to explore water play whilst being mindful of not wasting water by turning off the tap.

This year during a working bee day with families the soft fall zones have been replenished with appropriate soft fall chips, water way cleared of weeds and rocks replaced, digging patch re-filled with river sand.

Sustainable practices are encouraged by providing the children with the various 'local council approved' waste bins both inside (in mini versions) and outside (as the full sized wheelie bins) as well as a 'chook scraps' bucket. When doing cutting or other creative activities (for example), or simply blowing their noses on a tissue we model and teach the children to make the appropriate choice as to which bin. Often this requires some 'stretchy brain thinking' as we are all learning how to do this.

The outdoor areas at the preschool are well maintained by the school grounds staff, preschool staff and children, parent volunteers, and community members who all contribute in different ways to this wonderful space. The indoor areas are regularly cleaned by the school cleaners, as well as being well maintained by the preschool staff and the children throughout the day.

The indoor environment offers a number of different play areas within the room for children to explore art, craft, puzzles, writing and drawing, books, dramatic play and construction. These play areas require children to make independent choices about the equipment they need to resource their own learning. Resources are stored in such a way that makes them easily accessible to the children via open shelving and see through storage tubs. There are areas that can also be used as 'quiet spaces' with pillows/cushions available for children at all times.

We have a wide range of both indoor and outdoor equipment, which is kept in a well-organised, clean and safe condition.

Preschool staff invest considerable time in organising the physical environment to encourage open ended and versatile play experiences and these are transient depending on the children's needs, interests and engagement levels.

SCHOOL QUALITY IMPROVEMENT PLAN created February 2017 and updated August 2017
The children are encouraged to be responsible for their own learning and they are able to source their own materials but are also responsible for using it safely and returning it when they are finished.

All children assist in packing up the learning environment and have a responsibility in keeping it tidy and ready for the next person to use.

Key improvements sought for QA3

Standard/element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Identified issue	The carpet mat in the Preschool is over ten years old and needs replacing.
Standard/element 3.2.1	Outdoor and Indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Identified issue	Finishing touches to the outdoor space still needed such as a shaded area over the raised paved area.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	The carpet mat in the Preschool is over ten years old and needs replacing.	H	Michelle will raise the concern with Mike (Nominated Supervisor). Michelle to seek a quote from Carpet Court Murray Bridge. Michelle to create submission to Finance Committee in consultation with Ros (School Finance Officer).	Quote received from Carpet Court Murray Bridge. Submission made to Finance Committee. New carpet mat in place.	End Term 3, 2017 End Term 3, 2017 End Term 4, 2017	
3.2.1	Finishing touches to the outdoor play space, in particular a shade structure over the raised paved area.	M	Consultation with families (via Early Years Sub Committee) in regards to target areas that require further development, in particular a shade structure as previously identified during the re-development of the outdoor area. Consultation with Mike (Nominated Supervisor) and Ros (School Finance Officer) on what options are available to finance the purchase and installation of a new shade structure	Michelle to meet with the Early Years Sub Committee to discuss next steps towards the new shade structure. Plan is in place for the new shade structure to be placed over the raised paved area. New shade structure is installed.	End Term 3, 2017 End Term 4, 2017 End Term 1, 2018	

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Tintinara Preschool Strengths

Tintinara Preschool is currently staffed as follows: Preschool Coordinator – Michelle Desmazures, Preschool Teacher – Cathy Prosser and Preschool SSO – Alana Schreiber. Both the Preschool Coordinator and the Preschool Teacher share the role of 'Educational Leader'. The Nominated Supervisor at Tintinara Preschool is the Area School Principal Mike Sadlier.

Our Preschool SSO, Alana Schrieber has completed her Certificate III in Education and Care.

Our Preschool Teacher, Cathy Prosser has a Diploma of Teaching (Early Childhood).

Our Preschool Coordinator, Michelle Desmazures has completed a Bachelor of Education (Junior Primary/Primary) and a Bachelor of Early Childhood Education (In-service).

2017 is the first time that Tintinara Preschool has been staffed with two qualified teachers and this has led to a number of positive changes in the way our preschool operates that having increased staff numbers facilitates.

Educator-to-child ratios and qualification requirements are maintained at all times with preschool staff being allocated to provide inside and outside supervision to children.

We are fortunate to have a dedicated and hardworking group of preschool staff who give many extra hours of their own time.

We function well as a staff team and work together to facilitate the best possible outcomes for the children and families at our preschool.

We have a highly valued small pool of relieving staff, who we can call on to assist during times of staff absences if these are planned in advance.

Unexpected absences are currently covered internally by our regular preschool staff, who increase their time to cover if and when needed.

We have a small group of children with additional needs.

All preschool staff is aware of these children's needs and their right to have access to a quality learning program and environment.

Preschool staff members show high levels of compassion, empathy, understanding and direction towards all children. This is evident in our day to day interactions with the children, our relationships and time given towards parents/caregivers, and our commitment to developing individual goals, documenting evidence and creating programs and experiences that are of interest to all children.

Preschool staff members share the responsibility of keeping our preschool neat, organised, clean and tidy throughout each term including indoor and outdoor areas.

All preschool staff are responsible for tidying and managing resources throughout and at the end of each day.

We have two cleaners who clean the preschool after each session as part of their roles in cleaning all of the school.

Preschool staff and families do minor repairs on toys / resources / furniture and some garden maintenance.

The school grounds-person is responsible for the routine maintenance of the facilities (inside and outside) and professionals are used for major

repairs and maintenance when needed, once approval is given by the School Principal/Nominated Supervisor.

Formal induction of preschool staff and volunteers is conducted which includes aspects of Work Health Safety (the school has a WHS officer) so all preschool staff members are aware of their responsibilities.

Preschool staff are encouraged to access DECD counselling services via weekly reminders at Whole School and Junior School staff meetings which Cathy and Michelle attend.

Preschool staff meetings (held fortnightly) and programming sessions (held weekly) involve the majority of the preschool team, when Alana's rostered hours allow her to participate. The educational leaders, Cathy and Michelle, have time allocated every week to collaborate together.

All preschool staff communicate professionally, respectfully and appropriately with each other. We share information via formal and informal face to face meetings, phone calls, daily communication, emails, text messages, and weekly reflection sheets for Cathy and Michelle in our teaching program.

All preschool staff members are respectful of each other's ideas and contributions.

The preschool team is quite diverse in age, experience, skills and interests and we pull from this to strengthen our teaching and learning.

This year our team has increased in size with the allocation of an additional 0.5 Teacher in Cathy Prosser. As a former Director in a stand-alone preschool Cathy has been able to share her skills and experiences with Michelle and Alana.

This increase in preschool staff has supported many children and their families in feeling more comfortable and confident in the preschool environment. This is because it has allowed Michelle to have more time in her role as Preschool Coordinator to dedicate to supporting children and their families. A private room, which is located in the school, can be booked in advance so that preschool families to talk confidentially with preschool staff when necessary.

Successes and milestones are celebrated together, and the team has become a valuable support network for each other.

Any conflicts are resolved quickly, and respectfully and do not affect the learning environment for children.

Since 2016 the Coorong Mallee Partnership has acted upon its members feedback to now include all staff from school-based and stand-alone preschools as part of their Professional Learning Community (PLC), previously it was only the Directors from the partnerships stand-alone preschools who were released to attend.

As a result, this year Cathy, Alana and Michelle have had the opportunity to attend some Student Free Day's at Geranium, where the Coorong Mallee Partnership Preschool group meets. We have been able to participate in shared learning experiences and professional development together. We have used these shared experiences, common understandings, increased skills and knowledge to enhance the program. If preschool staff members attend other professional development then our learning is regularly shared back with the preschool staff team.

A performance management process is in place for all preschool staff and is in line with the DECD Performance and Development Policy. Michelle is Alana's Line Manager, Mike (as the Nominated Supervisor) is Cathy and Michelle's Line Manager. The process of performance management at Tintinara Preschool involves critical reflection by preschool staff as a team usually via formal staff meetings, informal chats and at the Coorong Mallee Partnership Preschool days. This year our focus at these partnership days (we have attended two so far) has been on increasing our knowledge and understandings about critical reflection, reflective practice, planning for improvement and professional learning. The DECD Preschool Parent Opinion Survey is also used as a way of gaining feedback about our performance as a team from our families.

2017 has been a year of significant change at Tintinara Preschool with changes being made to our preschool staff team. Michelle has been the Preschool Coordinator at Tintinara Preschool since 2007. During the last ten years Michelle has been wonderfully supported by a small but skilled and dedicated team of Preschool SSO's (four in total over that time). At times Michelle has been the only Preschool Staff member on site (prior to the implementation of NQS). As a result of this Michelle has advocated strongly for adequate staffing in the Preschool and since the implementation of the NQS maintaining the required preschool staff to child ratios has been maintained.

Alana has been the Preschool SSO since the beginning of 2016 and has competently and capably fulfilled her role. Mike has been the School Principal/Nominated Supervisor since the beginning of 2016 and freely admits that '...all things Early Years is a steep learning curve' given his previous roles in senior secondary schools. Cathy has been the Preschool Teacher at Tintinara Preschool since the beginning of 2017 and comes with a wealth of experience as a former Kindergarten Director. Due to an unexpected ongoing medical issue Michelle was on sick leave for all of Term 1 – which saw Cathy capably step into the dual role of Preschool Coordinator/Teacher wonderfully supported by Alana. To date Cathy, Michelle and Alana have only been working together for approximately twelve weeks and what we have managed to achieve in this short space of time together with the children is inspiring!

Key improvements sought for QA4

TINTINARA PRESCHOOL QUALITY IMPROVEMENT PLAN – created February 2017, updated August 2017

**Standard/element
4.2.2**

Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

Identified issue

2017 will be the first year of a new staff team comprising of Preschool Coordinator, Preschool Teacher and Preschool SSO, our goal is to develop collaborative working relationships.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Preschool Staff to develop collaborative working relationships and confidence in working together as a team.	H	Collaborative planning sessions. Regular preschool staff meetings (with Alana also in attendance). Participating in shared PD as a whole preschool staff at the Coorong Mallee Partnership Preschool PLC days. Regular critical reflection. Establishment of negotiated roles and responsibilities, both shared and individual.	Cohesive preschool staff team who collaboratively work together. Preschool staff have clarity about their shared and individual roles and responsibilities. Formal Preschool Staff Meeting roster created (fortnightly on Wednesday afternoons). Minutes recorded (in minute book) for Preschool Staff Meetings. Alana's hours negotiated to facilitate her attendance at our fortnightly Preschool Staff Meetings. Cathy and Michelle will attend together Whole School and Junior School Staff Meetings (these are held weekly on alternating Wednesday)	End of Term 3, 2017	<i>Alana Schreiber has been on sick leave since Week 4 Term 3, 2017. Tracey Leske has been employed to backfill Alana Schreiber for all of Term 4, 2017.</i>



Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Tintinara Preschool Strengths

Respectful and responsive relationships with children and families are at the centre of all that we do at Tintinara Preschool. This relationship building actually begins prior to children enrolling as we have long established strong links with the Tintinara Playgroup, situated across the road, that sees our preschool and playgroup children celebrating together at our annual Christmas Party.

Our 'Transition to Preschool' program also paves the way for a strong foundation in establishing respectful and responsive relationships with children and families as this takes place during Term 4 in the year prior to actually starting preschool. Our 'Transition to Preschool' program provides families and their children with the opportunity to visit the preschool and parents/caregivers are invited to attend an 'Information Session' that covers all aspects of their child transitioning to preschool. During the 'Transition to Preschool' visits preschool staff make a point in spending time with the children and becoming known to them in the presence of their parents/caregivers. By the time children start their preschool program they will already be familiar with preschool staff and comfortable in their new learning environment. This gives all children a positive start to their learning journey whilst at Tintinara Preschool.

We also have a highly successful 'Transition to School' program that is managed in conjunction with the schools Foundation Teacher, Nerida. Nerida and Michelle formally meet at specific times during the year to plan our transition programs so that they compliment one another and the individual needs of children are being met. Conversations and meetings are guided by the DECD's 'Transition to School' Rubric and have been documented using this format since 2014.

For a number of years the Foundation Class has visited the preschool and vice versa at specific times as part of our 'Transition to School'. This time is always focused on open-ended child initiated/teacher guided play experiences. These visits are highly valued by both school and preschool staff as it enables the children and the foundation teacher to form a working relationship with each other in a supportive environment over a significant length of time – not just the first day of school!

All preschool staff acknowledge that transition is a long term process that involves a child's identity, being able to internalise the leaving of one setting and then developing a sense of belonging within the new setting. Successful transition requires input and effective communication from all key stakeholders – preschool staff, families, and most importantly the children themselves.

As soon as children and their families walk in the door they are welcomed by preschool staff in a friendly, approachable and professional manner which begins by staff introducing themselves. This is also supported by preschool staff wearing their name badges whilst onsite.

With a small preschool staff team consisting of Cathy, Alana and Michelle the preschool children have the opportunity to develop strong and trusting relationships with preschool staff.

All members of the preschool staff team are friendly and approachable. Our relationships with the children are reciprocal as we share aspects of our

lives and interests with children and vice versa.

Such strong relationships provide the foundation upon which we are able to help each child fulfil their highest potential, through a sense of security and belonging.

Preschool staff interactions with each other, the children and their families are consistently warm and respectful which builds trusting and supportive relationships for all.

Preschool staff greet children and their families on arrival and talk to children about what is happening in their lives and their families.

Children are supported in developing positive relationships with each other, as preschool staff value the feel of belongingness that comes from developing friendships, and the high learning outcomes that can be achieved as children interact with and learn from each other.

Opportunities for social interactions are endless and more structured collaborative learning opportunities are carefully balanced with opportunities for child initiated spontaneous experiences. Preschool staff are ever attentive in being available to provide assistance to children during these interactions if and when needed.

Tintinara Preschool has a culture of inclusion. Regardless of age, culture, appearance, interests or abilities, all children belong in the preschool and children learn to interact

with others using inclusive practices. Differences are celebrated and provoke further learning opportunities for all children.

Cathy, Alana and Michelle are very aware of the wellbeing and involvement levels of children, and this area is a focus of in-depth conversations and planning during staff meetings and informal discussions.

All children are supported in their learning and are assisted to develop their cognitive, social emotional, physical, sensory, and motor skills as well as to further enhance their self-esteem and sense of accomplishment.

Children's privacy is respected and children are encouraged to get themselves changed, or with support if required, in the cubicles provided. The dignity and rights of every child is maintained at all times as children are supported to make positive choices and manage their own behaviour appropriately.

Children have the responsibility of sourcing their own tools for learning, use a variety of techniques to answer their own questions and to resolve their own conflicts- however support is always available when needed. We encourage children to take risks in their learning and to make attempts, with more emphasis on processes than products.

Tintinara Preschool staff place a high value on acknowledging children's voices. As educational leaders Cathy and Michelle value what children say and use their ideas to help form our curriculum through the use of the floor book, observational notes and anecdotes. Alana also places great value on celebrating children's voices and supports children by scribing their words, when asked by children to do so. Evidence of the celebration of children's voices can also be seen in the Tintinara Area School and Preschool Newsletter via the Preschool Focus Pages that are included at rostered times throughout the year. The children become excited in sharing their thoughts, ideas, opinions and reflections to caption the many photographs that are included. The children are very comfortable with doing this as capturing children's voices is strongly embedded in our daily practice. Parents/Caregivers, families and the broader community delight in seeing these newsletter items and the joy the children share when reporting back to us about these experiences is delightful!

Preschool staff talk with the children about routines and processes to encourage independence and interdependence when, for example, preparing to eat, unpacking, packing up, healthy snack, lunch, hand washing etc.

Preschool staff provide opportunities for children to share stories and things from home with the group through planned times such as 'Star of the Week' and at spontaneous times throughout each and every day!

Cathy, Michelle and Alana listen to children and respond accordingly—encouraging children to ask questions if they want something rather than just make statements

Children with separation anxiety are comforted and reassured that parents/caregivers will return. Parents/caregivers are phoned if child does not settle or to reassure them that their child is doing fine.

Preschool staff and families work together to ease children into their new environment at a pace suitable for their individual needs.

What children do at the centre is valued by preschool staff and this value is portrayed to families through conversations and documentation

Preschool staff model group entry skills and conversations during play and help children to develop friendships

There are many collaborative experiences on offer to encourage social skills- eg dramatic play, block construction, big floor puzzles.

The Child Protection Curriculum is taught and covers a range of topics including feelings, values education, safe and unsafe situations, body parts and protective practices. We use a range of age appropriate books, songs and activities to deliver the program.

Preschool interactions and ways of operating are developed in collaboration with the children and each child is empowered to speak up if there is a conflict.

Self-help skills are encouraged but preschool staff are always close by to help if needed.

Children receiving extra support don't realise they are being 'supported' as their support is integrated into the program as we believe this is the best way of being inclusive of their needs rather than being exclusive.

Children respond to preschool staff and seek them out for all kinds of reasons and types of interactions, including conversations, play, support, comfort, to have needs / wants met.

Children and preschool staff share a mutual respect; with children enjoying their sense of humour and also having adults around who listen, be fair and trustworthy.

The uniqueness, talents and efforts of every child are recognised and celebrated. This is managed by art work shown and displayed as well as our 'Star of the Week' roster.

Children are encouraged to participate in varying learning experiences and opportunities and specific tasks to highlight and strengthen abilities and enhance confidence.

The program is designed to support children with feeling secure, confident and included.

Led by the educational leaders our preschool staff are very good at recognising children who may need additional support in these areas, such as separation anxiety, fear, shyness, self-doubt and lack of self-confidence.

Whenever possible preschool staff eat recess, lunch and have a healthy snack in the afternoon with the children; this is aimed at developing closer relationships with children.

Children are assisted to manage their own behaviour through self-regulation, whilst preschool staff give them clear expectations of what is expected in line with our site specific Behaviour Management Policy and Site Behaviour Code.

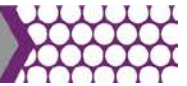
Preschool staff encourage and support all children's participation and involvement in the program. In particular, as educational leaders Cathy and Michelle encourage children to problem-solve and pose broad, open-ended questions to children prompting their thinking and responses to solutions. This is all achievable due to the strong sense of belonging that is displayed by children, their families and by preschool staff.

Key improvements sought for QA5

Standard/element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	
	Identified issue	We believe that as a site we do this well, continue to trial best way of documenting this.
Standard/element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	
	Identified issue	Continuing to do this through 'loose parts' play, this is also a Partnership goal.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Children's voices being consistently documented	H	Observations as evidence; scribing in the Floorbook; talking with families and the children, in ILP's; child interview, newsletters, term reflections etc.	Documentation showing evidence of children's voices being embedded in our daily practice (scribing in floorbook, scribing as part of children's learning, in ILP's, in children's learning portfolios, newsletters, school magazine) and informing our programming (PLOD's, floorbooks, program documentation),	Term 4 2017	
5.2.1	Children learning from, working with & helping each other.	H	Providing loose parts for play both indoors & outdoors – this promotes collaborative learning opportunities. Also, group/ circle games & other activities that require cooperation, collaboration.	Lots of collaborative & interactive play will be visible to a visitor to the Preschool eg; children asking for loose parts, resourcing their own learning with loose parts, families contributing to our loose parts collections.	Term 4 2017	



Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Tintinara Preschool Strengths

Being a school-based preschool in a small country town, our collaborative partnerships with families and communities are embraced as being fundamental to achieving positive outcomes not only for the children in our care but for all involved with Tintinara Preschool. Our preschool is a very visible part of our community and a place that many families have a deep and long connection. Michelle and her husband both attended Tintinara Preschool, as did their three children. Cathy's husband attended preschool at Tintinara with some grandchildren due to attend in the near future and Alana's daughter is a current enrolment. Families feel connected, valued, and acknowledged as belonging at Tintinara Preschool. We are continually aiming to build collaborative partnerships with families and our community and this is evident in their willingness to participate in all aspect of our preschool. An example of this was during the re-development phase of our outdoor play space a couple of years ago. We have people from the community participate in working bees who didn't even have children enrolled at Preschool at that time – they just wanted to make a difference and be involved as community members with young children who would attend the Preschool in the future. We had local businesses supply goods, such as the river sand for our digging patch and the canvas for the tee pee supplied and delivered free of charge! A local farming family donated the rocks along the creek. The Coorong District Council Landcare Team who joined the children and preschool staff at our many 'tree planting days' donated the trees, plants and shrubs. Successes and achievements of children, families and preschool staff are celebrated. This is done regularly notes home to families, newsletters and articles in our local media but most importantly this is done face-to-face with our daily interactions with children and their families in the preschool and out in the community – that only living and working in such a connected community can bring. This has built a cohesive culture at the preschool and with recent preschool staff changes this has provided the provocation to closely look at the ways in which this is achieved – what we are doing well, what can be improved. The support from our families, preschool and school staff members and community members is very high, with many providing assistance in a range of different ways throughout the course of a year. The links between preschool staff and school staff continues to grow. Preschool staff participate in whole school and junior school staff meetings. We join in with any relevant staff training and professional development opportunities. In many ways, we are seen as just another classroom at the school such is our intrinsic link to the everyday fabric of the school. Preschool staff and families acknowledge that the School is a wonderful resource right outside our front door! We access the school library for our weekly library-borrowing lesson, as well as at any other time when we see the need. We also have access to the school's Agricultural Block, which sees us visit the resident animals at various times throughout the year with the school students proudly giving us guided tours! In Term 2, we had



the Year 5/6 class visit the Preschool to share their puppet plays with us and recently we had them visit again as part of Book Week when they read their favourite picture books to us.

High levels of communication with families is achieved in a number of different ways. The use of a bulk text messaging service (via the school front office staff) and an informative and well written newsletters, both whole school and preschool, being used effectively to keep parents and caregivers informed, of not only what is happening in terms of the preschool program, but also in regards to their own children's learning and wellbeing.

An effective enrolment process is in place at Tintinara Preschool through our 'Transition to Preschool' program. Prospective parents/caregivers will often drop into the preschool or the school front office to express their interest in finding out more about what we offer.

The information session (usually held in term 4 the year prior to a child starting preschool) involves being taken through the preschool and school as well as the Preschool Handbook and key policies and guidelines. A comprehensive enrolment pack is also given to parents/caregivers.

Throughout the year new families to the district are, quickly introduced by current preschool families to preschool staff. We have enrolment packs pre-prepared for these times ready to be handed out. The child's details are collected and we have a general chat with parents/caregivers regarding their child's development. Parents/caregivers are offered suggestions of places they can go to receive support if needed. This process continues with offer letters, information sessions and pre-entry visits, with parents/caregivers kept up to date with information each step of the way.

Whilst the school has a fully functioning Governing Council, in 2015 Michelle realised (whilst being the school/preschool staff representative on Governing Council) that families of children in the years prior to school were not represented at this level. At this time, the Preschool was being run as a Child Parent Centre and so the need to have its own Governing Council was not a requirement. In consultation with the school Governing Council, school principal, and preschool families Michelle was instrumental in the formation of the Early Years Sub Committee.

This subcommittee of the school Governing Council sees representation from families of the Tintinara Playgroup, Tintinara Preschool and the schools Foundation class. This committee, which aims to meet once a term, continues to grow in being advocates for the children and young families in and around the Tintinara District.

The major project that we are currently working on is the upgrade of the playground situated at the Town Oval to a Nature Play space – as families were so inspired by the transformation of the outdoor play space at preschool. The interest in this project is so high that a sub committee has been formed to collaborate with local government (Coorong District Council) and TRADE (Tintinara Regional Areas Development Enterprises) in sourcing grants to help fund this project. The Nature Playground subcommittee is being facilitated by Alana with a number of preschool families and preschool staff also being represented. This exciting project will see our preschool children directly benefit as well will be able to access the new playground once it is completed as a 'local excursion' as the town oval is only a few hundred metres from preschool.

Families are offered a range of opportunities to contribute to service decisions. Comprehensive and current information about the service is communicated to parents/caregivers and families on a regular basis.

The coordinator and teacher communicate frequently with families verbally, through newsletters, via phone calls and notes home in the communication books.

Parents/caregivers contribute to the service through the Early Years Sub Committee as well as being on the school Governing Council, through fundraising, volunteering, yard maintenance (particularly watering the garden during the summer) and working bees.



Parents/caregivers and families were involved in consultations and decisions about the redevelopment of the outdoor area and also the Fundraising and implementation of the yard work involved at the time.

Our preschool shares a website with school and our section of this website has a current and up-to-date information, policies and procedures. The preschool has its own landline to make phone calls as well as being used as an intercom to contact any area of the school, in particular the school front office where parents/caregivers, preschool staff and visitors sign in and out.

Families are acknowledged and their input is recognised with contributions to their child's learning and wellbeing sought and taken into consideration.

Our Individual Learning Plans (ILP) involves meetings being scheduled with parents/caregivers (parent/teacher interviews) where they have contributed to a joint learning goal for their child.

On enrolment parents/caregivers also provide information about their child including what their child likes to do, what they are good at and what they need help with via our 'Family Questionnaire'.

Parents/Caregivers have contributed family photos and posters of their children to support their child's belonging at the service.

The preschool has also supported events such as Grandparent's day, Learning Journey day and Dad's day along with recognising what is special about children's family members. Much of the documentation shared at these events have also been communicated with links to the National Quality Standards, and the Early Years Learning Framework supporting parents/caregivers understandings of both frameworks.

Current information about community services and resources are also provided to parents/caregivers in a variety of formats. For example, along with current displays of information for families, the Preschool Handbook for families, and the enrolment pack, as well as via school and preschool newsletters.

Alana organises the 4-year-old check-ups with the Child and Family Health Services (CaFHS) nurse who uses the local community Health Centre on a non-preschool day to complete the health checks for the children. Michelle and the CaFHS nurse then link up via phone call to discuss concerns/issues. Michelle then shares this information as needed with Cathy and Alana or any other support services deemed necessary.

Parents/caregivers are welcome at any time into our preschool and are encouraged to volunteer on a regular basis (provided they meet the requirements). Families are also invited to regular events such as Learning Journey days are held in terms 1, 2 and 3, Parent/teacher interviews held in terms 1 and 3, Early Years Sub Committee meetings once a term, Governing Council meetings twice a term, Graduation Day, Christmas Party and Presentation Night are all held once a year towards the end of term 4.

During the preschool year, parents are informed of the curriculum and other important events through a variety of mediums. Each child has a communication book that is checked daily every morning for notes/messages between home and preschool.

There is a range of information for parents/caregivers in the bag locker area of the preschool with information changed as needed. There is also a term planner on the wall that reflects important dates/events communicated to preschool families via the school and preschool newsletters.

Within the preschool information about the learning that is taking place is evident, a floorbook with photos and descriptions of learning experiences, opportunities, and school and community events is available.

Children's learning is communicated to families through general conversation, and through their child's Learning Portfolio, which is sent home each term and shared at Parent/Teacher interviews. Educational leaders, Cathy and/or Michelle meet with families in these formal meetings at least



twice a year, and more if required.

Parents/caregivers have the opportunity to ask questions about their child's learning at any time either in person, through phone or email.

Parents/caregivers are able to give feedback through their child's learning portfolio, during meetings, via the communication book, face to face, or formally through the DECD Parent Opinion Survey.

Constructive feedback is respected as we strive to improve our practices at the preschool.

Children are supported in their learning at the preschool. If further support is needed, that cannot be accessed through the DECD Preschool Support,

Parents/caregivers are directed to health services in the local area and/or in places like Murray Bridge and Adelaide.

Cathy and Michelle ensure a team approach is taken in supporting children with their learning when working with families and other support services such as Murray Mallee Community Health and the Women's and Children's Hospital Child Development Unit.

We have a strong presence in our Coorong and Mallee Partnership PLC and continue to enjoy learning and sharing in this professionally supportive community.

Key improvements sought for QA6

**Standard/element
6.2.1**

The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Identified issue

To provide the opportunity for the recognition of the expertise of families in a way that can positively impact on decision making processes that improve their child's learning and wellbeing.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.1	To better recognise the expertise of families and support them in participating in the decision making about their child's learning to a higher degree.	H	The preschool continues to be involved as part of the whole school parent/teacher interview night. Plan to meet with each family to allow some open discussions to take place while looking at their child's Individual Learning Plan. Parental concerns/ideas to be written into ILP.	A increased attendance of preschool families at twice yearly parent/teacher interview nights. Parents/Caregivers contributing to the learning goals for their child on the child's ILP document.	End term 1 & 3	

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Tintinara Preschool Strengths

Tintinara Preschool operates as a successful teaching and learning environment due to our high levels of organisation, communication skills and capacity to build a strong sense of community amongst families.

The Preschool Coordinator Michelle has a leadership style of working as a team, supporting and assisting Preschool staff to achieve personal and team goals; this style is building a positive and proactive environment.

Parent/caregivers and preschool staff have played an active role in the creating and reviewing of many policies and procedures over the last few years.

Expenditure is carefully monitored throughout the year by both preschool staff who work in conjunction with the School Principal/Nominated Supervisor and the school Finance Office to ensure children's learning is facilitated through purchasing appropriate resources and equipment.

Organisation systems have been implemented to ensure records and information is stored appropriately at preschool.

Student files are managed electronically using the Early Years System and also kept in lockable filing cabinets in the office, as well as in the locked compactus in the school front office which is managed by EDSAS.

Preschool staff continue to work with the schools WHS officer to ensure that there are clear processes and procedures in place to manage WHS.

Risk Benefit Assessments are carried out at both Partnership level as well as site level.

Tintinara Preschool is an organised, effectively managed service with instilled confidence in preschool staff and parent community.

Strong attendance at preschool is encouraged. Regular communication with families about children's absences has built a common practice where families notify preschool staff if children are absent for family or sickness reasons using the appropriate documentation.

A well established and constructive partnership exists with Tintinara Area School staff.

We are continually working with the schools Foundation teacher to ensure a highly effective transition to school program is in place that meets the individual needs of the children.

Coordinated visits to the Foundation class and their designated 'play areas' (such as the adventure playground) throughout the year to access their facilities and to familiarise children with the school surroundings.

Experience a low level of grievances and complaints as regular communication with parents/caregivers and families about operations at the preschool is evident, and if a grievance does occur, procedures are in place to be followed and the process will be documented appropriately.

Each child is recognised and valued as an individual, but collectively Cathy and Michelle work together with a number of services and agencies to provide programs to support their learning.

Active participation within the Coorong Mallee Partnership Preschool PLC is evident.

Positive outcomes are strongly advocated for which support the wellbeing, development and learning of children from birth to five years.

Through collaborative work in the preschool, together with the Early Years Sub Committee and school leaders, it is evident through our daily interactions with children and their families that we provide a high level of education and care.

Tintinara Preschool is governed by the School Governing Council consisting of a dedicated team of both preschool and school parents/caregivers. This Governing Council is informed of service management via the Early Years Sub Committee Representative on the Governing Council as well as the school principal in his capacity as nominated supervisor. At times in her capacity as Preschool Coordinator Michelle has been invited to attend Governing Council meetings when the need has arisen, such as the sharing of a new policy or procedure in its initial draft format. The preschool staff led by Michelle as the Preschool Coordinator is responsible for decisions made regarding finances and purchases, site policy, fundraising, excursions and curriculum, preschool staff feedback and other major decisions that arise over the year are shared collaboratively with Mike in his capacity as School Principal/Nominated Supervisor and Ros in her capacity as School Finance Office.

All regular volunteers working on site have the relevant criminal history clearances and are also trained in Mandatory Notification, this is managed by Michelle.

All Governing Council members and regular contractors who work within the school have their required documentation managed by Mike in his role as School Principal.

All preschool staff, including relief staff, have a current authority to work/teach certificate which is filed in the School Front Office or on site in the Preschool. Procedures are in place for the unfortunate event that an updated screening has not arrived and current screenings are expired which sees these staff members/volunteers/ not being permitted to work on site until clearances are received.

All preschool staff at Tintinara Preschool take responsibility and great pride in ensuring our preschool operates as a positive and professional learning community.

Michelle has been at our preschool for over ten years, providing a great sense of continuity for children and families. This creates a good balance with Cathy and Alana who are relatively new to joining the team. Together we offer a complementary wealth of experience, skills and knowledge. Both Cathy and Michelle are suitably qualified and experienced, allowing us to offer a program informed by current best practice in early childhood education.

New preschool staff receive a site induction that is co-managed by the Preschool Coordinator and Nominated Supervisor.

The school has a Work Health and Safety Representative who oversees all of the relevant WHS near miss documentation, electrical tagging etc.

A training and development budget exists to ensure preschool staff are supported to attend required training, and also other professional development that relates to individual performance management goals, the Preschool's quality improvement plan and the schools Site Improvement Plan.

Whilst the preschool staff team may be small it is essential to ensure that consistent communication practices are in place. We value the time that we are all on site together and use this constructively for staff meetings, programming, sharing, discussion and reflection.

The Preschool Coordinator leads the team on these occasions and ensures that the curriculum and practice are of a high standard. The quality improvement plan is continuously revisited to ensure that we are achieving improvement goals and maintaining a site that is of high quality in terms of safety, relationships, teaching and learning and with Cathy, Alana and Michelle all working collaboratively on this.

All aspects of the services operations are guided by the sites Statement of Philosophy which was written collaboratively and is reviewed regularly.

An effective performance management process is in place which follows guidelines in the DECD Performance and Development Policy and this is managed by Mike as the School Principal/Nominated Supervisor.

As educational leaders, Cathy and Michelle are continuously participating in reflection, be it at the end of the day, about a specific event, the environment, relationships with children and families, curriculum, teaching and learning or many other aspects of the Preschool environment. Reflection, whether individual or collaborative, is an important part of our cycle for improvement.

Alana has worked diligently with Michelle in planning an effective filing and storage system. This has involved the purchasing of more filing cabinets. Alana is currently working at creating a new filing system and regular archiving process to ensure there is no longer a build-up of irrelevant documents. These changes whilst on-going have assisted in refining the administrative systems that are in place within our preschool. Records and important information is kept in locked filing cabinets with in the Preschool. Whilst some documentation such as enrolment forms, for example, are stored in the locked compactus in the school front office once their have been processed and entered onto the Early Years System (EYS) by Preschool Staff.

Michelle as the Preschool Coordinator has volunteered to be responsible for the management of the preschool on a day to day basis however it is one of Mike's responsibilities. It is acknowledged that in his dual roles as both School Principal and Nominated supervisor, Mike simply does not have the time available to manage this.

Preschool staff all have access to the Early Years System with Alana managing attendance on a daily basis, and all preschool staff working collaboratively to ensure that data is submitted on time.

Key improvements sought for QA7

Standard/element 7.1.1	Appropriate governance arrangements are in place to manage the service.
Identified issue	Continue with Early Years Sub Committee to allow representation from community, preschool, and parents to make decisions regarding Early Years Services.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	To continue Governance arrangements as established, with the Early Years Sub Committee.	H	Have two representatives from Tintinara Playgroup, two representatives from the Preschool (Coordinator/Teacher and a Parent), the Foundation teacher, and the School Principal	An Early Years Sub Committee has been formed. This is a Sub Committee of the School's Governing Council. The Early Years Sub Committee to meet once a term.	Term 4, 2017	