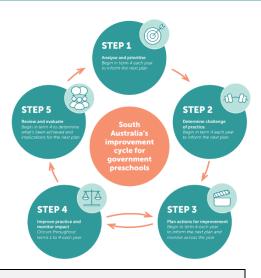
# **Quality Improvement Plan for**Woodside Preschool

Site number:

4676





### **Service name**

Woodside Preschool Playcentre

### **Service address**

12 Moffett St Woodside

### Service approval number

SE 00011138

### **Acknowledgment of Country**

We acknowledge the Peramangk people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

### **Service context**

Woodside Preschool is the centre of a community that wraps around a diverse range of townships. Woodside is known for its strong links with Australian Defence Force providing a base since the 1930's, currently housed by 16th Air Land Regiment. Woodside and neighbouring townships are experiencing stable growth and the wider community continues to welcome families from diverse cultural backgrounds.

Woodside Preschool promotes the co-construction (co-creation) of meaning, drawing on both adults and students as a powerful resource to support an active learning environment. Staff work in partnership with children to nurture individual interests and to scaffold (build) new learning based on these interests.

We use community data (e.g. AEDC) and local knowledge to inform decisions and provide a responsive environment. Following the 2019 bushfires and then COVID we have worked to support families and children to develop resilience and move forward through engagement with the community and provision of specific programmes (social skills, parent support).

### Programs operating at the preschool include

#### **Pre-Entry**

One preschool session per week offered to the families in Term 4 of each year, if space and numbers permit.

#### Sessional Kindergarten for eligible children

Up to 15 hours of preschool is provided to children in their eligible year prior to starting school. Sessions- Tues, Wed all day and all-day alternate Thursdays. Children bring their own food

#### Occasional Care

Funded Occasional Care Sessions Monday and Wednesday Mornings. Cost per session is applicable.

OSHC- recognising the needs of families and the lack of childcare options in the local community we are working with the local primary school to establish a pilot programme to offer OSHC on site in 2023

Woodside Preschool actively promotes the benefits and joy of discovery and exploration in the indoor and outdoor environment equally in all weather. Measured risk taking is encouraged and all children are supported to challenge themselves in their play and learning.

### Specific curriculum approaches:

At Woodside Preschool we believe that children learn best through play.

Play based learning: (EYLF) A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

At Woodside Preschool we support the belief that children learn best when actively engaged in the co-construction of meaning.

Co-constructs (EYLF): learning takes place as children interact with educators and other children as they work together in partnership.

We promote an active learning environment: a play-based curriculum that supports the co-construction of meaning.

There is an embedded focus on deep educator reflection, shared learning, inquiry and use of data to inform decisions to support children's literacy and numeracy development.

Page | 3 Woodside Preschool

# **Statement of Philosophy**

Belonging To belong - knowing where and with whom you belong. (E.Y.L.F, 2009)

### We Believe;

- "In the diversity of families in our community and that each family has the right to a service responsive to their individual needs.
- "That families are children's first and most influential educators and staff are committed to working in partnership with parents and the community to ensure a safe, welcoming, stimulating and relaxed learning environment.
- "That effective communication and trusting relationships support the development of each child's social skills."
- "That each child has the right to a learning environment that engages their heart, mind, body and spirit.
- "In the uniqueness and potential of each child and we recognize their right to play.
- "In demonstrating kindness through caring for ourselves, each other and the environment.

Being - recognizes the significance of the here and now in children's lives. The early childhood years are not solely preparation about the future but also about the present. E.Y.L.F (2009)

#### We believe:

- " We can support children to expand their thinking and enhance their desire to learn through play and exploration, spontaneity and risk taking.
- " Children have a natural sense of wonder and curiosity and have the right to a vibrant and flexible learning environment which provides powerful resources and builds connections with the natural world.
- "That responsive learning relationships are strengthened when staff and children learn together and share decisions."
- "In valuing and respecting the individuality that children and their families bring to our centre.

Becoming - Reflects the process of rapid and significant change that occurs in the early years as young children learn and grow. E.Y.L.F. (2009) We believe:

- "That children have a great capacity for learning, which when supported in Early Childhood will continue throughout their lives.
- "That Staff should strive for continuous improvement in their professional knowledge and practice."
- "That developing a sense of purpose and confidence in children supports their active participation in family and community life.
- "That children will develop into socially responsible citizens who show respect for the environment to make the world a better place."

Our full philosophy statement can be found on our website <a href="www.woodsidepre.sa.edu.au">www.woodsidepre.sa.edu.au</a> Reviewed by Governing Council and staff 2021

Page | 4 Woodside Preschool

# **Strengths**

## **Quality Area 1: Educational Program and Practice**

### Practice is embedded in service operations

- We have a focus on learning through nature both on site and through Bush Kindy days
- We have a strong focus on making the learning visible to the children and developing children's skills as powerful learners(1.1.1, 1.2.)
- Small groups are targeted, planned, focussed and critically reflected on weekly.

#### Practice is informed by critical reflection

• Our centre engages in critical reflection processes at a deep, collaborative level into children's learning and development utilising a range of data and evidence and unpacking and applying evidence based practices e.g. Numeracy guidebook informing a deep delve in to the development and how to secure children's foundations of number sense, a focused use of SSTEW to identify and intervene to support children's social and emotional development and interactions given the impact of trauma following bushfires, targeted teaching of PA and use of PASM and observational data to inform interventions and programming as part of an emerging, responsive and informed planning cycle. We use the Early Years Learning Framework, Preschool Literacy and Numeracy Indicators, Dispositions for Learning and the Respect, Reflect, Relate document to inform our curriculum and assessment and reporting practices to enhance each child's learning and development. Informal and formal information is provided to parents via displays, written articles, our website, Instagram & Facebook page and conversations. (1.1.1,1.2.1,1.2.3)

- Families have regular access to their child's individual learning through our Sharing Books and provide written feedback in these. All families are invited to attend sharing meetings during their child's preschool year. (1.3.1)
- Our child profile provides an opportunity for parents to give relevant information specific to their child and includes families in the planning process(1.1.2)
- Each child has an ongoing Statement of Learning that is developed and reviewed in partnership with families. This statement reflects the development of each individual child over their 12 months of preschool (children with additional needs also have short term learning plans which shape their planned experiences and learning activities). Parents are encouraged to be involved in the development of these plans and are asked to provide learning goals and feedback twice a year.(1.3.1,1.1.2)
- We encourage greater inclusion of child input into our individual assessment and recording through individual interviews including learning goals and their Sharing Books as well as the use of our Discovery Books(1.2.3)
- We continually develop the way that information about planned experiences is displayed for families to view. We regularly provide opportunities to encourage families to comment on the programme and provide relevant feedback and have an evolving and interactive programme and display.(1.1.3)

Page | 5 Woodside Preschool

# **Strengths**

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

### Practice is embedded in service operations

- We have a strong commitment to ensuring that each child's well-being is supported, and their health needs are me. Regularly reviewed policies are strictly adhered to by all staff members (2.1).
- We have processes for reporting and reviewing accidents, have emergency contact lists and medical conditions readily available (and ready for transportation in an emergency) and clearly document all medicines administered when required.
- Every child with medical needs (including food intolerances) has an up to date Health Support Plan and all staff including relievers are aware of these. (2.1)
- Our daily routine allows for periods of quiet play and active involvement. Lunch time and fruit time are used as opportunities to model and support healthy and hygienic eating practices. In 2022 our programme has been enhanced and supported by whole staff training from the Sensory Regulation Service(2.1)
- Our supervision roster is formally recorded in our staff news so that visitors and relief staff can easily see their responsibilities. Written procedures are available for conducting daily safety checks of building, equipment and animals and children are supported to take ownership of these roles on a daily basis.(2.2)

### Practice is informed by critical reflection

- We implement the Keeping Children Safe curriculum throughout the year and have included a planning table in our Reflective Planning Document to document and reflect on progress and ensure all staff are involved in the process.
- Staff are engaged in review and reflection of procedures through playground audits, policy review, risk assessments. (2.2)

- A current list of local community resources to provide information and support for families and educators in relation to children at risk is readily accessible and regularly updated, including relevant website links. (2.2)
- Our processes for ensuring that new and existing staff and volunteers are aware of their responsibilities regarding child protection have been formalised. (2.2)
- Children are actively engaged in keeping their environment safe and acting responsibly through their Daily Safety Checks and spontaneous risk assessments (2.2)
- In 2022 Governing Council were involved in a full review of the Site Behaviour Code including accessing the expert advice of a member to provide feedback for Governing Council consideration.

Page | 6 Woodside Preschool

# **Strengths**

### **Quality Area 3: Physical Environment**

### Practice is embedded in service operations

- Our centre has beautiful facilities that provide plenty of natural shade, vegetable gardens, bird feeders, chickens, digging patch, fire pit and a range of different play spaces. The active area is flexible and can provide a variety of challenges. There are play spaces for fantasy play to develop and a range of powerful resources readily available. Our outdoor structure is flexible in use and purpose and enhances imaginative play opportunities. Children were involved in developing the areas and continue to regularly help to maintain the area. There are clear lines of sight to all sections. The indoor play spaces allow for flexibility and cater for the different age groups that we accommodate. (3.1, 3.2.)
- We have a recorded environmental and sustainability strategy which is provided to each child/family through their Sharing Book. (3.2.3)
- We have sustainable practices embedded throughout our daily routines including a focus on recycling, maintaining a vegetable garden, including using the produce from our garden and a strong focus on nature play and using natural resources. (3.2.3)

### Practice is informed by critical reflection

- Shared staff training and reflection led to a developing our garden area with a large open area available for loose parts play and vegetable gardens established in an unused area of the yard. (3.2.3)
- We are currently working with an Occupational Therapist to further develop an area of our vegetable garden for quiet, focussed engagement to support children needing additional support to block out distractions.
- Input from the Sensory Regulation Service has supported staff to audit the environment and make it less cluttered and distracting for children

- Our learning environments are intentionally planned to provoke challenge, safe risk taking and to support each child's development. Families are involved in establishing and maintaining new areas and are consulted through Governing Council before changes or purchases are made.
- Governing Council and volunteer parents implemented the actions following our Kidsafe audit.

Page | 7 Woodside Preschool

# **Strengths**

### **Quality Area 4: Staffing Arrangements**

#### Practice is embedded in service operations

- Our centre is staffed with qualified emerging and experienced educators who work effectively as a team and support each other in the implementation of the centre's philosophy statement and the early years curriculum.
- New staff have been mentored by existing staff and supported to balance study and work. A cohesive staff team plan regular social events which contribute to staff bonding and inclusion of all staff.
- To allow for continuity, regular relievers and/or current staff are used to cover illness and absences when possible, with accurate records maintained(4.1.2).
- A handbook for new and existing staff including code of ethics, core principle, and statement of philosophy, position descriptors and professional standards, timetables and rosters and assessment for learning information has been developed and is provided to all staff. This is updated at the commencement of each year, following a process of critical reflection by a small group of educators and reflects changes and updates agreed upon throughout the previous year (4.1.1).
- Performance Management procedures are closely aligned to the site PQIP and the TEFAL standards (4.2.2). Individual staff goals closely reflect the site goals as well as allowing from individual growth and development areas of need or interest.

### Practice is informed by critical reflection

- Administration time for staff is planned and programming and reflection time occurs outside of contact hours with children. We currently have a minimum of 3 teaching staff and one Early Childhood Worker on the floor each day. (4.1.1)
- Educators are highly focussed and reflective in planning and delivering the programme, with regular evaluation occurring with individuals and as a staff team. Critical reflection and individual observations are recorded as a staff team at the end of each day. (4.2.1)
- Staff engage in shared practice and learning at staff meetings and individual skills of team members are used to support and enhance our curriculum as well as the effective management of the centre (4.2). Observations of practice, use of evidence-based scales such as SSTEW and RRR and professional conversations inform the unpacking and refinement of practice and high leverage actions.

- Regular relief staff are from the local community, supporting an understanding of context.
- All staff are from the local Adelaide Hills community, contributing to strong relationships and engagement in the community.
- Parents enjoy supporting local walks and excursions to ensure correct ratios are in place.
- Parent feedback in 2022 includes 'from your beaming smiles and warm welcome every morning (I hope you know how good for the soul that is) to taking a moment in the afternoon to share about a lovely moment that happened during the day, it really is the simple things on the most ordinary days that make a big difference'.

Page | 8 Woodside Preschool

# **Strengths**

### **Quality Area 5: Relationships with Children**

#### Practice is embedded in service operations

- Through developing trusting relationships and supporting each child to feel secure, confident and included we develop respectful and equitable relationships with each child. These are maintained by a range of strategies which include: planned small group times, Sharing books, holiday books, family pages, casual fruit times with staff, planned lunch times, gathering relevant information from families and the children themselves as well as a reflective approach to planning and evaluation (5.1).
- Our Core Priority document clearly articulates our policy for interacting with children, staff and families.(5.1)Staff engage in observations of children's relationships. When we noticed issues following bushfires/ trauma we implemented wellbeing and social development programs which are now embedded in our programme due to their success.
- Through our focus on making learning visible we have encouraged children to be involved with staff and each other as collaborative learners (5.2).
- We have prioritised children's social and emotional development through our Sensory Regulation grant implementation and training and our social skills programme.

#### Practice is informed by critical reflection

• A large collection of collaborative resources are used to encourage social play and each child is supported to help and support others through collaborative learning experiences. Staff report on collaborative play in their observations and highlight these events in Sharing Books and Floor Books (5.2) which in turn informs future planning.

- Our Occasional Care programme supports the development of a sense of belonging to our site and provides a smooth transition to preschool. Staffing the programme with staff also working in the preschool programme also supports this transition and builds early relationships with families (5.1).
- Links between home and preschool are actively supported through community events such as Mother's Night, Father's Night, Grandparents and Special Friends day, and fundraising events involving children and families such as our Wheel-a-thon. (5.1)
- A staff member is released to sign children in and out each day providing a point of contact with every family twice a day.
- Pre-Entry is a priority which supports developing relationships with families as they commence their preschool journey.
- Parent feedback in 2022 includes 'thank you for the ways you have nurtured, supported, encouraged and inspired her. She leaves kindy with aspirations, full of anticipation for an incredible learning journey at school.'

Page | 9 Woodside Preschool

# **Strengths**

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

### Practice is embedded in service operations

- We have very thorough orientation process for new families to our site which is documented and communicated in a range of ways e.g. handbook, transition policy, orientation meetings, child profile summary, information pack, up to date website. This process is reviewed regularly using parent feedback. (6.1)
- There are extensive policies and reporting processes to keep families informed of systems and their child's individual progress and open, regular communication is actively promoted e.g. Sharing Books, Individual Learning Plans and Short Term Learning Plans, staff diary notes, family events, closed Facebook group.(6.1)
- Clear processes are in place to share referrals with outside agencies and to maintain links with them. (6.2.3)
- Protocols are established for the use of the Acknowledgement of Country at meetings and during sessions so that children develop an understanding of the meaning of this action through our teaching (6.2.3)
- A regular walking focus ensures children are familiar with the local community through regular walks around town including to the school, town oval, Emergency Services and shops (6.2).

#### Practice is informed by critical reflection

- Our Parent Survey results regularly support current methods of recording and reporting to parents. Parents comment that our Sharing Books provide an excellent way for families to know where their child is up to and see their progress. They also enjoy the opportunities for focussed conversations at Sharing Meetings, with parents considering them a great way to have 1:1 time with staff and ideal for working parents. (6.2)
- In 2022 the Governing Council designed and distributed their own Parent Opinion Survey.

- Children's learning and well-being is a priority for this site, and we collaborate with other organisations and service providers as required to support this e.g. communication pockets, early intervention folder, attendance register, school information nights, Child & Youth Health checks. We have processes in place to support communication to families for whom literacy is an issue as well as systems to ensure the Parent Library continues to be relevant and meets the needs of our families (6.1).
- Our Big Buddy programme with the local primary school is well supported by families and both sites and we have documented outcomes for the programme (6.2).
- We regularly seek parent opinion and have a number of surveys to support our data collection e.g. Pre-Entry survey, Parent Opinion Survey and Communication Survey. Information and data from these is collated, reported on and used to inform practice. Following feedback, we have streamlined our newsletter to include the information parents most want to read. (6.1)
- Feedback from families in 2022 includes 'both our boys loved their kindy experiences and we believe that this is due to the beautiful teachers and environment that is Woodside Preschool'
- A challenge through Covid has been to continue relationships with families despite necessary adjustments to practice. We have managed this by being flexible, ensuring our community is regularly updated and informed and by reaching out to them through other means (e.g. sharing our learning each day through our social media pages) (6.2.)
- We foster relationships with local service groups and have worked with these groups to engage them in our activities, apply for grants through external agencies or through the organisations themselves and to work with them on a range of projects (6.2.3)

Page | 10 Woodside Preschool

# **Strengths**

With reference to the three exceeding themes:

1

### **Quality Area 7: Governance and Leadership**

#### Practice is embedded in service operations

- We have been able to maintain continuity of staff (including relief staff) and work to meet the needs of staff and children/ families when scheduling work rosters. When organisational changes meant some staff changes in 2022, we worked as a team to mentor and support the new staff. The lead role of supervision was embraced by our ECW Coordinator, sharing the responsibility with the site leader (7.1).
- Documented position descriptors are available to inform staff of their roles and responsibilities and have been provided to all staff as part of an extensive induction process. (7.1.3)
- Administrative staff work closely with all team members to develop and implement effective systems for the operation of the centre (a recent example was all staff working together during holidays to finalise a full review of the inventory and complete our archiving (7.1).

#### Practice is informed by critical reflection

- The effective leadership in our centre supports and actively encourages a culture of continuous reflection and improvement. All staff are encouraged to build their professional knowledge and reflect on their practice regularly. Children's learning is at the forefront of everything we do and this is reflected in our educational programme and organisational systems. Our planning cycle, including Quality Improvement Plan and annual report reflects our culture of ongoing reflection, commitment to continuous improvement and targeting resources to support improvement plans (7.2).
- Performance Development Plans are in place for all staff and are closely aligned to the site's QIP (7.2).
- Reciprocal site visits to a site in a different Partnership have provided opportunities for discussion and reflection with other staff and amongst our team, sparking

- Our service Statement of Philosophy guides all aspects of the service's operations and is annually reviewed by staff and Governing Council to ensure continued relevance. (7.1.1).
- Major fundraisers are parent initiated and run, seeking support from the local community with preschool staff offering advice and support as requested. In recent years, as a response to added pressures in the community (bushfires, Covid) Governing Council have made the decision to adjust fundraisers so they are not asking as much of vulnerable businesses.

Page | 11 Woodside Preschool

# **Learning Improvement Plan – Goal 1**



**Site name: Woodside Preschool** 

Goal 1: Children will extend and enrich their learning through prioritizing regulation which will increase their ability to engage consistently in purposeful play-based learning.

### **A** STEP 2 Determine challenge of practice

**Challenge of Practice:** 

If we implement a whole site approach to evidence-informed intentional teaching strategies though regulation strategies and purposeful play, we will improve children's ability to 'integrate information and apply it to new contexts' (AEDC)

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

When children demonstrate an ability to co-regulate, show empathy and use metacognition they will:

- -show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others (EYLF Outcome 3)
- -be empowered to make choices and problem solve to meet their needs (EYLF Outcome 2)
- -enjoy moments of solitude (EYLF Outcome 3)
- -increasingly co-operate and work collaboratively with others (EYLF Outcome 3)

When children demonstrate an ability to narrate their play they will:

- -use play to investigate, imagine and explore new ideas (EYLF Outcome 2)
- -use the creative arts to express ideas and make meaning (EYLF Outcome 5)
- -initiate and contribute to play experiences emerging from their own ideas (EYLF Outcome 4)
- -contribute their ideas and experiences in play and group discussions (EYLF Outcome 5)
- -use language and engage in play to imagine and create roles, scripts and ideas (EYLF Outcome 5)
- -manipulate equipment and manage tools with increasing competence and skill (EYLF Outcome 3)

Page | 12 Woodside Preschool

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<ul> <li>Each educator will engage in Zones of Regulation training.</li> <li>We will engage with the SRS to provide training, coaching and mentoring.</li> </ul>	1.1.2. Child centred 4.2.1 Professional Collaboration 5.2.2. Self-Regulation	Ongoing throughout the year.	Sensory Regulation Service- provide support and training if possible. Director (Robyn) will liaise with them. Staff will engage in training, reflection and implementation Change Champions- Jodie & Jane	We will receive the support of an OT from the SRS to facilitate training and implementation. Our site will purchase the Zones of Regulation resources and fund training for 2 staff to access the online training.
<ul> <li>Each Educator will use their learning from the Music in Education training to support the implementation of planned and sequenced lessons to support enhanced executive functions in children.</li> </ul>	1.1.3 Programme learning opportunities 1.2.1 Intentional teaching 4.2.1 Professional collaboration 5.2.2 self-regulation	Ongoing throughout the year- focussed small groups in Term 2 and 4.	Lead Teacher (to be confirmed) to plan and implement targeted music groups All staff- to engage in planned music activities throughout the day Director & Finance Officer-budget for buy in of HPI	Buy in HPI to support the implementation of music programme if available (once a term).  Music for a World class Education- Music Education Strategy.
Each Educator will plan for the development of whole arm and finger skills and focus on sensory play activities every day- responsive to the individual needs of each child.	3.2.2-Resources support play based learning 1.1.2. Child centred 1.3.1 Assessment and planning cycle	Ongoing throughout the year. Particular focus on intakes in term 1 & 3.	Teaching staff- assessment and sequenced planning for individual support and development (including documentation process)	K Stegnetti 'Learn to Play' Tuning into our Senses- Educators Resource
Each Educator will support intentional engagement in pretend play through modelling and scaffolding	1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 3.2.2 Resources support play based learning	Ongoing throughout the year.	All Educators	(Learn to Play Resource)

Page | 13 Woodside Preschool

Goal 1: Children will extend and enrich their learning through prioritizing regulation which will increase their ability to engage consistently in purposeful play-based learning.

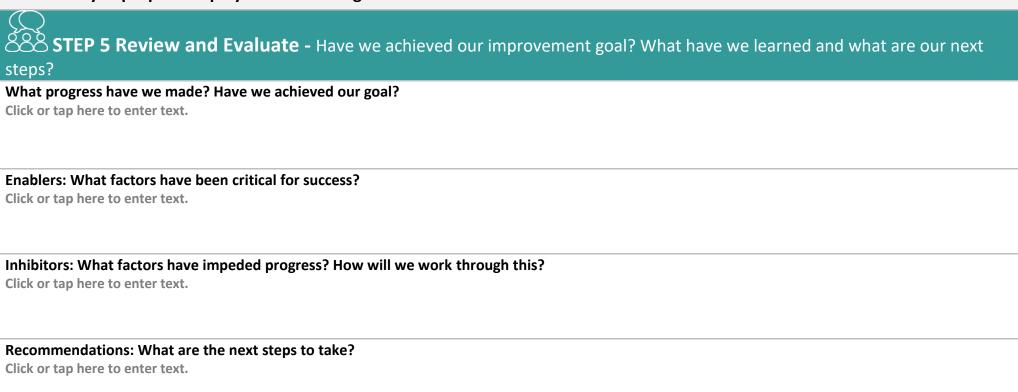
STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	On track  Needs attention/work in progress  Not on track  Date your notes to ensure you track and monitor adjustments and progress of your plan	Evidence  Are we doing what we said we would do?  Are we improving children's learning?  How do we know which actions have been effective?	What are our next steps? Potential adjustments?	
<ul> <li>Each educator will engage in Zones of Regulation training.</li> <li>We will engage with the SRS to provide training, coaching and mentoring.</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
<ul> <li>Each Educator will use their learning from the Music in Education training to support the implementation of planned and sequenced lessons to support enhanced executive functions in children.</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
<ul> <li>Each Educator will plan for the development of whole arm and finger skills and focus on sensory play activities every day- responsive to the individual needs of each child.</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

• Each Educator will support intentional engagement in pretend play through modelling and scaffolding  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text.
---

Page | 15 Woodside Preschool

Goal 1: Children will extend and enrich their learning through prioritizing regulation which will increase their ability to engag
consistently in purposeful play-based learning.



Page | 16 Woodside Preschool

# **National Quality Standard priorities**

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Are our sustainability practices exceeding?	3.2.3 Environmentally responsible	1.Self-assessment of the 3 exceeding themes with focus on sustainability 2. Work with children and families to develop an Action Plan for change 3. Implement Action Plan	1.End of Term 1 2. End of Term 2 3. End of term 3	Investigate using resources of KESAB as an incursion	Tash to follow up
Exploring and working with the local community towards provision of OSHC services on site	6.2 Collaborative Partnerships	1.Meet with OSHC Director, school principal to formulate actions 2.One Term trial- in consultation with families 3.Review effectiveness and plan next steps	1.Term 4 2022 2. Term 1 2023 3.End term 1 2023	Provide venue and consumables needed to implement programme.	Robyn- liaise with OSHC Service. Monitor effectiveness of service.
Continuing to provide continuity of a quality preschool curriculum and staffing as we move to midyear intakes	1.1 Programme 1.2 Practice 4.1 Staffing arrangements	1.Understand an implement departmental processes 2.Brain storm and document potential areas of concern, plans and problem solving 3. Ongoing agenda item for staff meeting	Ongoing throughout the year as timelines dictate	Some site resources may be needed to support this. No decision can be made without further information	Robyn-document possible scenarios &budget implementation. Keep staff informed and involved
Review processes to support quality critical reflection, assessment and planning with an additional intake and increased numbers	1.3.1 Assessment and Planning 1.3.2 Critical Reflection	1. Initial meeting to table concerns and review processes.	1.Week 10 T4 2022 2. Week 1 2023	Updated Assessment for Learning Schedule- available to all from start of year.	Teaching Staff

Page | 17 Woodside Preschool

for families whole possib 3. Ong issues proble	e year when ole going review as surface or ems are solved-	Some additional staffing may need to be allocated to support processes in T3 & 4. Purchase additional iPad to support digital documentation of reflections
--	--	--

Page | 18 Woodside Preschool

# **Progress notes**

**National Quality Standard priorities** 

**Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families	Next steps	
Priority	On track  Needs attention/work in progress  Not on track		(Are we improving practice and learning outcomes?)		
			Enter the evidence of impact of your actions for children and families		
	Date your notes and progress of	s to ensure you track and monitor adjustments your plan			
Are our sustainability practices exceeding?	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	
Exploring and working with the local community towards provision of OSHC services on site	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	
Continuing to provide continuity of a quality preschool curriculum and staffing as we move to midyear intakes	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	
Review processes to support quality critical reflection, assessment and planning with an additional intake and increased numbers	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	

### Page | 19 Woodside Preschool

| Click or tap here to enter text. |
----------------------------------	----------------------------------	----------------------------------	----------------------------------

Page | 20 Woodside Preschool

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

# **Endorsements**

Endorsed by director/principal

ame obyn Herringer	
ate Yednesday, 15 February 2023	

Signature:

Endorsed by governing council chairperson

me	
<b>me</b> m Lord	
te	
te ednesday, 15 February 2023	

Signature:

Endorsed by education director

Name
Caroline Fishpool

Click or tap to enter a date.

Signature:

Date

