



2019 Quality Improvement Plan

Wynn Vale Preschool



Government of South Australia
Department for Education

2019 Quality Improvement Plan – Wynn Vale Preschool

Service details

Service name	WYNN VALE PRESCHOOL		
Primary contacts at service	SHARON CREAGH, HILARY MATES, EVA RICHARDSON, ANNE COLLINS		
Service approval number	SE - 00011150		
Contact and Location Details		Provider and Supervisor Details	
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Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:45 am	8:45 am	8:45 am	8:45 am	8:45 am
Closing time	3:15 pm	3:15 pm	3:15 pm	3:15 pm	1:00 pm

Additional information about your service

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

Provide additional information about your service— parking, school holiday dates, pupil-free days, etc.	<p>Wynn Vale Preschool is a school-based preschool. There is a staff car park at the front of the school. Visitors need to sign in at the Wynn Vale School Reception desk as well as in the Preschool. The Preschool is located in the main Administration Building. There is a security code on the adjoining door and visitors need to be admitted by a staff member.</p> <p><u>Term 1 School Holidays:</u> Monday 15th April – Friday 26th April</p> <p><u>Term 2 School Holidays:</u> Monday 8th July – Friday 19th July</p> <p><u>Term 3 School Holidays:</u> Monday 30th September – Friday 11th October</p> <p><u>Term 4 School Holidays:</u> Monday 16th December – Monday 27th January 2020</p> <p><u>Pupil free days:</u> Monday 29th April, Monday 2nd September Further dates to be decided at a later time</p>
How are the children grouped at your service?	<p>The children are divided into two groups:</p> <p><u>Green Group</u> children attend full day Preschool on Mondays and Tuesdays & a half day of Preschool on Fridays in the odd weeks</p>

	<u>Yellow Group</u> children attend full day Preschool on Wednesdays and Thursdays & a half day of Preschool on Fridays in the even weeks
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Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)	SHARON CREAGH, PRESCHOOL COORDINATOR CERTIFIED SUPERVISOR
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Statement of Philosophy

WYNN VALE PRESCHOOL PHILOSOPHY

Wynn Vale Preschool is a vibrant learning community where children, families and educators work together to provide the best foundation for each child's individual growth and development. We believe that the children's overall wellbeing is of paramount importance. We foster a nurturing and stimulating environment that encourages children to make choices and become self-motivated learners. Children are encouraged to express their thoughts and feelings, and to develop the skills required to establish friendships with others. We uphold Wynn Vale School's values of Respect, Relationships and Resilience.

Wynn Vale Preschool educators are committed to building secure and trusting relationships with the children and their families. We believe that Preschool is an extension of the children's home learning environment. We value families as partners in the children's learning, recognising and embracing their diverse cultural knowledge, skills and experiences. Learning is continuous and the experiences children bring from home should be valued and built upon.

We cultivate open communication with our Preschool community and respond to their needs in a respectful and sensitive manner. Our curriculum supports diversity, fairness and equity, acknowledging that children are individuals and therefore develop at different rates and in different ways. The children's learning journey is documented, reviewed and openly shared with parents.

Our educators plan developmentally appropriate learning experiences using the Early Years Learning Framework for Australia curriculum document, "***Belonging, Being and Becoming***", as well as the ***Literacy*** and ***Numeracy Indicators***. We believe that children are active learners and that they learn best when they are engaged in hands-on experiences that are relevant, meaningful and fun. Our educators are highly qualified and experienced in the field of Early Childhood Education. We facilitate and extend children's learning through having high expectations of their ability to learn and by providing a challenging, stimulating and safe learning environment.

We believe that play and conversation are the main ways by which children learn about themselves, other people and the world around them. We use Critical Reflection to construct a play-centred curriculum that is creative, adventurous and challenging. We provide experiences that facilitate the development of the dispositions essential for lifelong learning. These dispositions include independence, involvement, purposefulness, confidence, resilience, persistence, self-control, commitment, collaboration, cooperation and empathy. Through a balance of spontaneous, guided and teacher directed activities the children are supported to be enthusiastic, curious and imaginative learners. Children learn best when their strengths are acknowledged and their self-concept is enhanced and therefore their needs and interests underpin our planning process.

We believe that play is an essential aspect of learning for young children - it is their work. It is the process that is important, not the end product. Play is seen as the central component in developing a curriculum that integrates all areas of a child's development. We provide dynamic and inviting resources and learning experiences that entice children to engage in both solitary and collaborative play. We are committed to establishing flexible, attractive learning environments, both inside and outside, that stimulate the children's imaginations and evoke a sense of wonder.

Through their play, children are intrinsically motivated and are able to construct, test and apply their own understandings. They are able to engage in productive, creative experiences where they practise and master what they have learnt. They become stakeholders in their own learning.

Strengths Statements

Quality Area 1 – Education Program and Practice - Strengths Statement

- We use the Early Years Learning Framework and the Literacy and Numeracy Indicators to guide our curriculum decision making and plan activities that enable the children to work towards achieving the five learning outcomes
- We have developed mechanisms (including observations, reflections and children's voice) that enable each child's learning and development to be part of an on-going cycle of planning, documenting and evaluation
- We incorporate educator comments into the children's learning portfolios to continually inform parents of their child's progress and learning dispositions
- Parents are given regular opportunities to review their child's learning portfolios and to add their own reflections
- Children's photographs and their own words about their learning are regularly included in their work samples and displayed in the centre
- The children are offered a balanced play-centred curriculum. There are large periods of uninterrupted time allocated to spontaneous play as well as guided activities and teacher directed activities. There are opportunities for individual, partner and collaborative play experiences. Children are able to make choices about the inside and outside learning environments
- Fortnightly meetings are timetabled for collaborative educator planning. The beginning of each of our planning meetings is devoted to Reflective Practice, which informs our future planning. Individual children's development and learning needs are also discussed and incorporated into the planning process

Quality Area 2 – Children's Health and Safety - Strengths Statement

Educators support children's health and safety needs:

- We are a SunSmart accredited site, focused on children's education and awareness of sun protection. Through group discussions, the children observe and note the daily UV ratings, wear protective clothing such as long sleeves and wide brim hats and apply sunscreen regularly. Children are able to consider their outdoor sun exposure and risks through the educator-child and peer to peer conversations. This minimises the risk of skin/eye sun damage. This information is communicated to families via newsletters and induction/enrolment packages.
- Health care plans are obtained from parents and displayed where they can be easily accessed (when necessary)
- Reports for minor incidents (internal) are recorded and parents are notified in writing at the end of the day
- Parents are notified immediately (by phone) if children have any injury to their face or head. [For minor injuries – parents are given the choice of collecting their child or allowing educators to monitor the child's injury. For serious injuries - parents are asked to collect their child as soon as possible]
- Appropriate forms completed for critical incidents
- Equipment is inspected regularly to ensure that it is safe for children to use – faulty equipment is removed or replaced

- All educators have been trained in First Aid through Red Cross and updated their qualifications in 2017
- All educators updated their Anaphylaxis qualifications in 2018 by completing the 3 hour course provided by the Asthma Foundation
- All educators will attend the 3 hour Asthma training provided by the Asthma Foundation in 2019
- All educators attend the CPR refresher course annually
- Children's health needs inform our planning, especially with food preparation and cooking
- Parents are contacted when a child is unwell or injured
- We are an allergy aware centre
- We have an established medication log
- We promote healthy eating in partnership with parents
- We have implemented a specific process for toileting needs. This includes the use of a toileting log, notes for parents and a toileting procedure which is on display in both the adult and children's toilets

Quality Area 3 – Physical Environment - Strengths Statement

- We plan for inside and outside physical activity on a daily basis
- We have a large undercover area in our outdoor play environment that allows children to engage in active, outdoor play even on hot or rainy days
- The outdoor play area offers a natural and built environment that challenges and stimulates the children's large motor development as well as assisting them to develop the ability to assess risk
- We have regular access to the school hall where the children can engage in a range of physical activities using a wide variety of resources
- We access the Wynn Vale School playgrounds, undercover asphalt area and ovals
- Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the programme and allow for multiple uses
- The children engage in a three-week programme provided by the Little Athletics Association

Quality Area 4 – Staffing Arrangements - Strengths Statement

- 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
- Interactions convey mutual respect, equity and recognition of each other's strengths and skills
- Strong and supportive leadership that values early childhood philosophy and pedagogy

Quality Area 5 – Relationships With Children - Strengths Statement

- Interactions with the children are warm and responsive
- Educators strive to build reciprocal, trusting relationships with the children
- Each child is supported to work with, learn from and help others through collaborative learning opportunities
- Educators work closely with each of the children through the small group intentional teaching programme

Quality Area 6 – Collaborative Partnerships With Families and Communities - Strengths Statement

- Parents have an active voice in their child's learning through the Child Survey (beginning and middle of the year)
- Parents have the opportunity to contribute to the children's learning portfolios and End of Year Statement of Learning
- We inform parents about current and relevant information relating to their children's learning and the Early Childhood curriculum
- We display the current programme prominently in the preschool building
- We have a designated parent information area
- Parents are encouraged to approach staff with any concerns or questions
- We endeavour to maintain an open relationship with our parents
- Links with relevant community and support agencies are established and maintained
- Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- Access to inclusion and support assistance is facilitated
- We are sensitive to parents' needs and place special emphasis on building supportive relationships with them
- We have a strong relationship with Wynn Vale School
- Preschool families can nominate to be on the Wynn Vale Governing Council – we actively inform families about the date and time of the Annual General Meeting
- We use local community resources such as the Sherry Court Playground as well as

Quality Area 7 – Leadership and Service Management - Strengths Statement

- Administrative systems are established and maintained to ensure the effective operation of the service (EYS, Wynn Vale Preschool administrative structures, special needs support processes etc.)
- We strive to remain up-to-date with all current DfE initiatives and directives
- One of our teachers has been appointed as the Preschool coordinator
- We have an educator who attends the Golden Way Partnership Leaders' meetings
- Two of our teachers are responsible for children with additional needs – they liaise with families and support agencies (DfE & private) as well as with the Assistant Principal, Carlee Knox, who is responsible for special needs at Wynn Vale School
- We are proactive in organising training and development for our educators
- Our preschool values continuity of educators
- As a school-based preschool we are managed by the principal of the school with whom our teachers engage in Performance Review meetings
- Our School Services Office engage in Performance Review meetings with our Preschool Coordinator

<p>Links To Exceeding Themes</p>	<p>Theme 1: Practice is <i>embedded</i> in service operations</p>	<p><i>Hygiene practices</i> (e.g. washing hands, toilet routine) <i>Environmental Practices</i> (e.g. sustainability, recycling, Preschool garden) <i>Routines</i> (e.g. small group, large group, spontaneous play, leadership [Star of the Day], caring for & packing away equipment) <i>Healthy Lifestyle</i> (e.g. eating healthy food, reminders to drink throughout the day, engaging in active play, providing opportunities to learn & utilise new skills [Little Athletics Association, Sports Day]) <i>Children's Engagement</i> (e.g. accessing resources and learning experiences, fostering of dispositions such as curiosity, confidence, independence, resilience & persistence) <i>Educators' Curriculum Knowledge</i> (e.g. Professional Development, Performance Review, accessing current pedagogy)</p>
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		<p><i>Behaviour Expectations</i> (e.g. introduction of boundaries, respect for others & the environment, accepting responsibility)</p> <p><i>Sun Safety</i> (e.g. policy, monitoring the UV, reapplication of sunscreen, wearing of sun safe hats, playing in the shade)</p>
	<p><i>Theme 2:</i> Practice is informed by <i>critical reflection</i></p>	<p>An integral aspect of the <i>formal</i> planning process (e.g. focus on individual children's needs, children with additional needs, interests of all children, examining practice, establishing individual learning goals)</p> <p><i>Informal</i> discussions between educators throughout the day and at the end of the Preschool session (e.g. observations & priorities to be included in the more formal process)</p>
	<p><i>Theme 3:</i> Practice is shaped by meaningful engagement with <i>families and/or the community</i></p>	<p><i>Welcoming atmosphere</i> (e.g. at the beginning & end of the session, informal conversations with families)</p> <p><i>Valuing input from families</i> (e.g. survey at the beginning of the year, opportunities to contribute to children's overall learning)</p> <p><i>Induction of new children and families</i> (e.g. formal induction policy, tours of the Preschool in the year prior to starting, new parent meeting)</p> <p><i>Information for Families</i> (e.g. newsletters, specific notes, parent notice board, programme / curriculum display, term & year overviews, large reminder notes)</p> <p><i>Sharing the children's learning</i> (e.g. displays, regular access to the children's portfolios, evening viewing of portfolios)</p> <p><i>Assessment & Reporting of children's learning</i> (mid-year statement of learning, end of year summative report, educator comments on children's work in their portfolios)</p> <p><i>Regular opportunities for families to engage with the preschool programme</i> (e.g. excursions [Farm Barn], special events [Come & Join Us, Sports Day, Wheels Day, Grandparents' Day, End of Year / Christmas Concert], fundraising [Spot-a-thon], working bees)</p> <p><i>Families sharing interests and expertise</i> (e.g. cooking, gardening)</p> <p><i>Incidental occurrences</i> (e.g. pets, environmental finds [bird's nest, insects from the garden], photos from special family events)</p> <p><i>Educators sharing with families in a formal manner</i> (e.g. Statement of Learning in Terms 2 & 4, meetings about children's needs, learning & behaviour, moderation of children's learning in their portfolios)</p> <p><i>Culture</i> (e.g. working with AEW Jaimie-lee Wark, significant cultural events from around the world, acknowledging cultural backgrounds of families)</p> <p><i>Community</i> (e.g. sharing events with Wynn Vale School [Continuity of Learning</p>

		process, Sports Day, Buddy Class, performances, assemblies, shared Story Reading], inviting community services personnel into the Preschool [firefighters, police officers], visiting the local community [Sherry Court playground], visiting the wider community [Farm Barn], inviting others into the Preschool [Nature Education, Little Athletics]
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Resources	<p><i>Professional Development for Educators</i> - external, site-based, partnership level, professional reading, online learning</p> <p><i>Budget allocation</i> to purchase resources to support the programme, maintenance of current facilities & resources, provision of professional development for educators to build capacity</p> <p><i>Pupil-free Days</i> to enable all educators to engage in professional development together</p> <p><i>Collection of created & natural resources</i> - from within the Preschool, Wynn Vale School, families & the wider community</p>
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Improvement Inquiries

Following reflection and self-assessment of current practices in the service, the next step is to identify the opportunities where quality improvements can be made and to plan effectively to implement them. The QIP must include strategies to address the areas for further improvement identified during the self-assessment process. A service rated Meeting or Exceeding NQS in all quality areas should be able to demonstrate its ongoing commitment to continuous improvement by documenting how the service will continue to explore opportunities to improve quality.

You can focus on one inquiry in depth or up to three areas/inquiries. Inquiries will relate to more than one quality area, standard and element.

“How can we foster the development of the skills required by children to be **PRODUCTIVELY INVOLVED** in the Preschool curriculum?”

Rationale	<p>As a part of our Reflective Practice during 2018, we discussed the children’s involvement in our programming and planning process. We use educator observations and critical reflections of the children’s interests. To engage at a deeper level, our goal is to increase the use of “children’s voice”, children’s engagement and interaction with each other, the educators and with the overall Preschool curriculum.</p> <p>Increasingly over recent years, we have observed that the children are coming to Preschool with some concerning trends:</p> <ul style="list-style-type: none">▪ Undeveloped oral language skills (e.g. asking and answering questions, level of comprehension, respectful listening, engaging in shared reciprocal conversations,)▪ Underdeveloped numeracy skills▪ Undeveloped social and self-regulation skills <p>The educators want to increase children’s engagement and involvement in the curriculum by providing a dynamic learning environment that provides the opportunity for <i>genuine learning that increases children’s intellectual stretch</i>; increased literacy skills in oral language development; increased numeracy skills; increased social and independence skills leading to increased self-regulation.</p>
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Standards/Elements	<p>QA 1: Education Program and Practice 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3</p> <p>QA 2: Children's Health and Safety 2.1.3</p> <p>QA 3: Physical Environment 3.2.1, 3.2.3</p> <p>QA 5: Relationships With Children 5.1.1, 5.1.2, 5.2.1, 5.2.2</p> <p>QA 6: Collaborative Partnerships With Families and Communities 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3</p> <p>QA 7: Governance and Leadership 7.2.3</p>
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Actions	Data	Success Measure	Reflections on Progress
<p>Educators explicitly teach skills essential for positive group participation (e.g. attentive & respectful listening, turn taking, having the confidence to participate in group activities, learning to persist when something is difficult, being an involved and engaged learner)</p>	<p>Use "Dispositions for Learning" checklist</p> <p>Early Years Learning Framework (EYLF)</p> <ul style="list-style-type: none"> Learning Outcomes Practices Principles <p>Educators observe and document the children's learning and use this to plan further learning experiences</p> <p>Use Golden Way Partnership Observational EYLF Data checklist – collate data collected</p> <p>Use of the Reflect, Respect, Relate document (RRR)</p> <p>Educator comments from the Intentional Teaching programme</p>	<p>Children are productive, successful and involved learners</p> <p>Data collected reflects improved learning outcomes</p> <p>Children <u>display</u> the dispositions required for successful learning</p>	<p><i>Reflections are over time</i> <i>Staff meetings, GC meetings, pupil free days etc.</i> <i>Reflections should link to subsequent actions.</i></p>

<p><i>Educators incorporate “children’s voice” when planning learning experiences (including their own vocalisations and information shared by parents)</i></p>	<p>Use the children’s interests from the parent surveys completed at the beginning of the year</p> <p>Use the child surveys completed at the beginning of Term 2</p> <p>Educators observe and document the children’s play and learning</p> <p>Photo stories for portfolios</p> <p>Classroom displays of photos and work samples</p> <p>Direct requests from individual children</p>	<p>Children display a strong sense of belonging to Wynn Vale Preschool</p> <p>Children are happy and engaged in the whole Preschool curriculum</p> <p>Educators respond to the “Children’s Voice” in a respectful, supportive manner</p> <p>Evidence of “Children’s Voice” on display in the Preschool</p> <p>Children have the confidence to “share their voice”</p>	
<p><i>Educators provide long periods of uninterrupted play (so that the children are able to develop and refine their social and problem solving skills and to develop friendships)</i></p> <p><i>Educators are actively involved in the play programme (so they can observe the children at play first hand)</i></p>	<p>Educators allocate long periods of time for spontaneous play when planning the Preschool day</p> <p>Educators observe and document the children’s play</p> <p>Photo stories for portfolios</p> <p>Classroom displays of photos and work samples</p> <p>Incorporate learning about social and friendship skills into the Intentional Teaching programme</p> <p>Educators support children if issues arise during their play and model appropriate language and actions</p> <p>EYLF</p> <p>RRR</p> <p>Educators share their reflections as</p>	<p>Children are happy and engaged in the whole Preschool curriculum</p> <p>Classroom displays reflect the children’s involvement and learning</p> <p>There are structures in place to provide long periods of uninterrupted play every day</p> <p>Children are managing their own issues more and educators are intervening less</p> <p>Children are friendly and respectful with each other</p> <p>Educators are informed and display a solid understanding of the children and their play</p> <p>The curriculum is relevant to the children and caters for their interests</p>	

	<p>part of the planning process (Critical Reflection)</p> <p>Educators facilitate play when necessary and model appropriate language and actions</p>	and needs	
<p><i>Educators provide stimulating and open ended learning experiences (so that all children are able to participate at their own level)</i></p>	<p>Educators allocate long periods of time for spontaneous play</p> <p>All children engage in the Intentional Teaching programme</p> <p>Educators observe and document the children's learning and use this to plan further learning experiences</p> <p>Educators share their reflections as part of the planning process (Critical Reflection)</p> <p>EYLF</p> <p>RRR</p> <p>Literacy and Numeracy Indicators</p>	<p>The curriculum is relevant to the children and caters for their interests and needs</p> <p>Educators are informed and display a solid understanding of the children's learning</p> <p>All children can access and participate in the learning experiences</p> <p>Children are successful, self-motivated learners</p>	
<p><i>Educators foster the development of self-regulation, self-control, empathy and consideration of others</i></p>	<p>Educators engage in PD – (e.g. Early Childhood Australia Online Course “Supporting Children’s Self-Regulation - 3 to 5 years”)</p> <p>Play is the Way (use suggested strategies)</p> <p>Use of DfE personnel, such as the special educator</p> <p>All educators have consistent behaviour expectations</p> <p>Use of literature (stories) with the</p>	<p>Children manage their emotions in a positive manner</p> <p>Children increasingly try to manage conflict themselves</p> <p>Children seek help when required</p> <p>Children adapt to unexpected changes</p> <p>Children behave appropriately because it is “the right thing to do” – they are intrinsically motivated</p> <p>Children interact with each other in a</p>	

	<p>children to reinforce concepts</p> <p>Educators model appropriate behaviours and language</p> <p>Keeping Safe: Child Protection Curriculum</p>	<p>friendly manner</p> <p>Children are kind and thoughtful towards others</p> <p>Children show an understanding of how their words and behaviour affect others</p>	
<p><i>Educators explicitly teach children about respect for the Preschool environment (natural and built) and respect for each other</i></p>	<p>Appropriate behaviour modelled by the educators</p> <p>EYLF</p> <p>RRR</p> <p>Educators observe and document the children's use of resources and use this to plan "the next step"</p> <p>Educators share their reflections as part of the planning process (Critical Reflection)</p> <p>Educators teach the children about care of the Preschool garden</p>	<p>Children are responsible for the packing away of equipment at the end of the play session</p> <p>Children demonstrate care towards resources - they are not treated roughly or disrespectfully and are not left scattered around the room or outside area</p> <p>The play environment looks appealing and cared for</p> <p>Children are kind and thoughtful towards others</p> <p>Children help to establish and maintain the Preschool garden</p>	
<p><i>Educators establish structures and routines that facilitate the development of independence and self-help skills (to help children to manage their own possessions, understand the routines of a regular preschool day and to cope with unexpected changes)</i></p>	<p>Children are organised into small groups - these are used for the intentional teaching programme, eating their morning snack and for saying goodbye at the end of the preschool day</p> <p>There are regular activities scheduled each week (e.g. library visits, the hall)</p> <p>Specific storage containers are allocated to accommodate individual items (e.g. crates for library books and</p>	<p>Children separate readily from their parent / caregiver at the beginning of the session</p> <p>Children organise their lunch boxes at the beginning of the day</p> <p>Children manage their possessions throughout the day</p> <p>Children pack their own bags at the end of the session</p> <p>Children bring the required resources</p>	

	<p>lunches, shelves for preschool books, puzzles and blocks)</p> <p>Specific areas are allocated for individual activities (e.g. collage table, science table, literacy table, story table, maths table, art table, Imagination Area)</p> <p>Educators explicitly teach required skills and routines (e.g. application of sunscreen, hand washing routine before food, healthy hygiene practices, pack up procedures, care of resources)</p>	<p>from home (e.g. drink bottles, snacks, lunch box, library books, hats)</p> <p>Children apply their own sunscreen with minimal support from an educator</p> <p>Children wash their hands before consuming food</p> <p>Children display healthy hygiene practices when using the toilet</p> <p>Children follow the routines outlined by the “Star of the Day”</p> <p>Children independently select their own activities and move safely around the inside and outside play environments</p>	
<p><i>Educators provide a wide variety of language rich experiences to extend the children’s oral language skills, their processing of information and their comprehension</i></p>	<p>EYLF</p> <p>Literacy and Numeracy Indicators</p> <p>Intentional Teaching programme</p> <p>Literacy activities are incorporated into the spontaneous play programme</p> <p>Whole group activities</p> <p>Educators and children share a wide variety of stories / books together - whole group, small groups, story table, independent “reading”</p> <p>PASM - data is collated and entered onto a spreadsheet</p> <p>Educators intentionally teach skills required for literacy learning (e.g. rhyme, syllables, comprehension,</p>	<p>Children are immersed in and show enjoyment of literacy learning experiences</p> <p>Data collected reflects an increased understanding of literacy concepts</p> <p>Children enjoy sharing books and demonstrate a knowledge of early reading behaviours</p> <p>Children readily engage in reciprocal conversations with their peers and educators</p> <p>Children demonstrate comprehension of a story they have heard and can discuss the themes and content</p> <p>Children demonstrate phonological awareness and phonemic awareness</p>	

	<p>phonological awareness, phonemic awareness)</p> <p>Incidental literacy learning throughout the day - utilising “teachable moments”</p> <p>Songs and rhymes</p> <p>Educators provide opportunities for children to engage in conversations with each other</p> <p>Educators engage in reciprocal conversations with children</p> <p>Online resources and games</p> <p>Board / group games</p>	<p>Children are confident, independent and persistent as they engage in literacy activities</p> <p>Children display confident and competent oral language skills</p>	
<p><i>Educators provide a wide variety of numeracy rich experiences to extend the children’s mathematical skills</i></p>	<p>EYLF</p> <p>Literacy and Numeracy Indicators</p> <p>Intentional Teaching programme</p> <p>Numeracy activities incorporated into the spontaneous play programme</p> <p>Whole group activities</p> <p>Educators intentionally teach skills required for numeracy learning (e.g. number, measurement, data collection, patterns, sorting into groups)</p> <p>Number stories, songs and rhymes</p> <p>Online resources and games</p> <p>Board / group games</p> <p>Tracking “number knowledge” throughout the year – entering data on</p>	<p>Children are immersed in and show enjoyment of numeracy learning experiences</p> <p>Children are confident, independent and persistent as they engage in numeracy activities</p> <p>Data collected reflects an increased understanding of numeracy concepts</p> <p>Children demonstrate an understanding of numeracy concepts during their play and the Intentional Teaching programme</p>	

	<p>a spreadsheet</p> <p>Incidental numeracy learning throughout the day - utilising “teachable moments”</p>		
<p><i>Educators establish meaningful relationships with the children and their families</i></p>	<p>The responses from the parent surveys and the child surveys are collated and recorded on a spreadsheet - these responses are an integral aspect of the planning process</p> <p>Educators endeavour to get to know the children and their families early in the year (this includes using the names of siblings, parents, grandparents)</p> <p>Through conversations, educators learn about and discuss the activities children and their families like to do away from Preschool</p> <p>Educators use individual conversations, the intentional teaching programme and whole group discussions to gather information</p> <p>Opportunities for family members to join in with Preschool activities (e.g. Come and Join Us, excursions, Spot-a-thon, folder viewing, Grandparents’ Day, Sports Day)</p>	<p>Educators greet children and their families at the beginning of each session in a friendly manner</p> <p>Educators and family members engage in informal conversations</p> <p>Special “Family” events are well attended</p> <p>Families embrace opportunities to share their child’s learning</p> <p>Family members feel comfortable about approaching educators and engaging in learning conversations with them</p> <p>The parent and child surveys are an integral aspect of the planning process and are used regularly to inform educators about individual children’s needs and interests</p>	
<p><i>Independence Day on Fridays</i></p>	<p>Parents provide minimal help to their child as they organise their belongings and then quickly leave</p> <p>The children sit together on the carpet</p>	<p>Children confidently separate from parents / caregivers at the beginning of the session</p> <p>Children readily adapt to the different</p>	

	<p>with the educators ready for whole group time</p> <p>Children select the resources and help to set up the learning spaces</p> <p>Children sit together for snack and lunch</p> <p>Children sit altogether at the end of the session</p>	<p>structures on Fridays</p> <p>The children confidently select resources for the different learning spaces and quickly engage in an activity</p>	
<p><i>Educators provide an adventurous play environment (that helps the children to understand their own and others' safety and allows them to take considered risks)</i></p>	<p>Keeping Safe: Child Protection Curriculum</p> <p>EYLF</p> <p>RRR</p> <p>Educators explicitly teach children about safe play in the inside and outside play environments</p> <p>Educators reinforce the Preschool behaviour expectations of "Play safely" and "Be friendly"</p> <p>Educators have consistent behaviour expectations</p> <p>Educators observe and document the children's play and reflect on their observations during planning meetings</p>	<p>The children navigate the different play spaces, especially in the outdoor environment in a confident, safe, considered manner</p> <p>The children's needs and interests are reflected in the activities and resources that are available for them to access</p> <p>Children demonstrate an understanding of the behaviour guidelines</p>	