

Quality Improvement Plan for

Fraser Park Preschool

2020

Service name

Fraser Park Preschool

Service approval number

SE-000103 60

Acknowledgment of Country

We acknowledge the Ngarrindjeri 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.



Context

Service Context

Fraser Park Preschool (Pulyeri) is part of the wider Fraser Park Preschool -7 school site, in Murray Bridge. We aim to provide a safe, supportive environment where respect, care, enthusiasm and fun are valued. Our outdoor environment boasts a spacious grassed area, gardens accessible for children to engage in hands on learning and substantial sandpit where children can enjoy sensory and creative play. We develop a play-based curriculum as the foundation of our educational program and we use Accelerated Literacy as a pedagogy to support our educational approach to literacy. All of our children have Learning Plans developed to meet their individual educational needs, and families are highly valued in this process.

Building strong relationships with children and families is fundamental to the children's learning. This is achieved through a willingness to talk to families, encouraging involvement in Family Partnerships, holding Pulyeri Family Days, Governing Council meetings, and communicating via our Family Book, Work Sample Books, Displays, Portfolios, Newsletters and Website.

Context

Statement of Philosophy

The Preschool provides a safe, secure and supportive environment for children and families where Respect, Care, Enthusiasm and Fun are valued.

We believe children learn best through play which engages them in concrete, active experiences.

We believe in strong family partnerships and working with the community.

Strengths



5

Review
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

At our site we use the approved curriculum framework (EYLF) as a basis of our planning and assessment cycle. We currently provide Personalised Learning Plans (PLP's) for each child in Pulyeri, which consists of learning goals for the children. Additionally we use One Plans for Indigenous, GOM and special needs children, with the view to expanding this to each child in Pulyeri. Aboriginal perspectives are incorporated across the curriculum; we also reflect home cultures in our programming. Play is at the centre of our curriculum, and literacy, numeracy and STEM are focal. Emergent writing, phonological awareness, oral language and print Knowledge (EPOP) are the fundamental aspects of our literacy programming. We also incorporate the Accelerated Literacy pedagogy when working with texts to increase the accessibility and understanding of texts. Diversity and multicultural perspectives are promoted at Pulyeri. We use persona dolls to enable the children to access Indigenous perspectives in their play and explorations, Dreaming stories are used across the curriculum, and language and ways of living are also explored via multi-literacy resources. Celebrations from diverse cultural backgrounds are acknowledged and multicultural educational tools are utilised when appropriate.

Socialisation, social skills and the values respect, enthusiasm, care and fun are promoted through the use of the "Fill your bucket" resources and Restorative Justice. These are designed to develop a sense of empathy which in turn enables the children to have positive secure relationships. Our program reflects the input we receive from educators, families and children, accommodating our children's interests, drawn from professional observations and children's voice. Open lines of communication are maintained with families via informal/formal conversations-personally and on the telephone, letters/notices, Newsletters, Governing Council reports and home visits. Upon enrolment families are given a questionnaire and a *Family Map*. These documents provide us with a picture of the children and the people in their lives. At the end of a child's eligible year at preschool we hold a graduation party that is open for families and friends to attend. At these events the children are presented with a portfolio of their work and photos of their time with us, as a keepsake for their family. This Portfolio consists of a Statement of Learning and Learning Stories. Children also have work sample books which can be accessed by children and their families. Throughout Pulyeri we have photo and work sample displays of different learning experiences in which the children have been engaged. Each of these methods of correspondence regarding the children's work is linked to the EYLF curriculum outcomes.

Family Days, are another way in which we keep lines of communication open with families: All families are welcome to look at their child's work and to talk with preschool educators. It is an expectation that all educators be non-judgmental when communicating with families. Educators are required to assist families and provide a service to them that is helpful and supportive. We also provide children with breakfast, daily fruit, well-being lunches and transport to and from preschool when needed.

Strengths



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Quality Area 2: Children's Health and Safety

Wellbeing and comfort

In Pulyeri we provide spaces that are dedicated quiet areas for the children to have opportunities for rest, we also program quiet times during the day. Our nappy changing facilities are located in the bathroom, out of direct sight of other children, to maintain the children's privacy and dignity whilst being tended to. We also have changes of clothes available.

The promotion of the Fraser Park values via Restorative Justice and the *Fill Your Bucket* resources enables educators and children to develop secure relationships. The inclusion of breakfast, wellbeing lunches and fruit into our program have also contributed to developing the children's levels of comfort and wellbeing whilst at Pulyeri.

Health practices and procedures

The health of our children is supported by offering families opportunities to engage with health professionals and by maintaining open communication regarding health matters, between Pulyeri educators and families. This is achieved by offering families regular on site 4^{1/2} year old health checks conducted by Child and Family Health Services, holding confidential conversations with families regarding their children's health, giving opportunities for families to indicate health support needs and providing *Health Support Plans* for relevant families, which are kept in their child's record, making this information available for educators.

In response to 1st aid issues we have 1st aid and asthma kits that are readily available and regularly maintained. Educators are trained in the processes to follow to handle injuries as stipulated in the *Health Support Policy*, they have access to 1st aid and medication logs, and all educators are trained in Department for Education approved first aid.

The importance of hand washing is also promoted in Pulyeri. To assist in this we have posters regarding hand washing displayed in the 1st aid room, bathroom and kitchen. We also regularly clean the Pulyeri environment and resources to minimize the spread of germs.

Healthy lifestyle

Being healthy is promoted via the Rite Bite, fruit, breakfast and well-being lunch programs, cooking experiences, regular eating times, having filtered water available for children to drink and providing healthy options during celebrations. Physical activity is also programmed for, during play and large group learning experiences.

Supervision

Adherence to certain structures and processes helps us to maintain the supervision of our children: Accurately maintain staffing ratios, expecting children to sit down whilst eating, organising play spaces with visibility in mind, expecting visitors to sign in at the front office and children to be signed in and out of the preschool, accurately recording the children's daily attendance and following up on absences and educators being mindful of their positioning to maximize what they can see all assist in adequate supervision of children. Educators are also aware of the processes regarding children with custody and health issues.

Emergency management

The Pulyeri emergency processes are maintained by regularly updating the emergency contact folders kept in Pulyeri and the Fraser Park Front Office, displaying and termly practice of emergency procedures and having emergency equipment readily available in Pulyeri.

Child protection

All Pulyeri educators are trained in *Responding to Abuse and Neglect* and the teaching educators are trained in Child Protection Curriculum.

Strengths



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Quality Area 3: Physical Environment

Our outdoor and indoor spaces offer a safe environment for children to take risks and engage with learning experiences. We have a large amount of space for providing a variety of explorative and sensory experiences utilising natural and man made products. There are large shaded areas, soft fall areas, gardens and sand and mud pits. We have adequate fencing with working gates. The equipment used in Pulyeri is developmentally appropriate, regularly maintained and updated. All equipment and resources are clean and stored in for easy access storage. Daily risk analysis occurs and equipment that is damaged is removed for repair or disposal. We ensure adequate amounts of equipment and furniture are available for the children and quiet areas are also accessible. The facilities utilise natural light and ventilation. The building and yard are wheelchair accessible, and shelving is accessible for children to retrieve a wide range of learning resources. Children have opportunities to play with and on natural elements within Pulyeri. Open and closed ended learning experiences are made available for children. Recycling cardboard/paper and drink containers, putting rubbish in the bin and looking after plants and gardens are promoted at our preschool.

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Quality Area 4: Staffing Arrangements

All Teachers in Pulyeri are Early Years trained. All School Support Officers and Early Childhood Workers working with the preschool children have obtained or are enrolled in courses to obtain a minimum qualification of Certificate 3 in Children's Services. Staffing ratios are maintained at all times. All educators are trained in Department for Education approved 1st aid training and *Responding to Abuse and Neglect* training. Each educator participates in Performance Management meetings. Training and Development is promoted to educators and encouraged. Educators, volunteers and practicum students are expected to adhere to the *Code of Ethics for the South Australian Public Sector* of which they are made aware upon induction. Volunteers and practicum students upon induction are given a *Volunteer Agreement* to sign before commencing at Pulyeri. Ideas and concerns are encouraged to be voiced by educators, volunteers and practicum students in appropriate forums. Due to a significant number of Aboriginal children there is a focus on employing Aboriginal educators, to support our families and children's engagement with learning. We also endeavor to maintain consistency of educators.

Weekly staff meetings are run by the Educational leader, attended by Pulyeri educators and the Reception/1 teacher, and offered to volunteers and practicum students to attend, giving opportunities for collaboration in the planning and assessment cycles. The Reception/1 teacher's attendance at these meetings helps Pulyeri to maintain a strong connection to the Fraser Park School, supports the Fraser Park transition program and assists in maintaining consistency in our educational approaches. These meetings also facilitate training opportunities for educators and provide a formal forum for the Educational Leader to mentor the Reception/1 teacher.

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Quality Area 5: Relationships with Children

Educators are welcoming, caring, friendly and respectful of children and their families. Clear and consistent boundaries and expectations are set early. Restorative Justice is the foundation of conflict resolution at Pulyeri. Children with attachment issues are identified and supported upon their arrival to help them negotiate their feelings. Co-operative play is encouraged and developed. Programming considers each child's cultural background. Photo displays, newsletters, and work sample displays and books are used to value children's work, and develop relationships with them. Identity webs, Family Maps and family questionnaires are used by educators to learn more about children. Values are promoted via social skills programs and language.

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1. Practice is embedded in service operations
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Quality Area 6: Collaborative Partnerships with Families and Communities

We foster a collaborative connection to our community and promote inclusive practice. Upon enrolment each family is given an enrolment pack that consists of an information booklet, enrolment form, family map, family questionnaire, immunisation schedule, Fraser Park's Grievance Policy, medication authority form and a Health Support Plan. Families are offered an opportunity to complete the form on site and they are given a tour of Pulyeri.

At the beginning of each year families are encouraged to be a part of the Fraser Park Governing Council. The minutes and reports from these meetings are available upon request. Families have opportunities to read about what we are doing in the preschool via newsletters, the Family Book, the preschool calendar, the preschool program boards and by looking at the displays of work and photos around the preschool. Educators also talk to families about what their children are doing. There is an established Family Partnerships group comprised of Aboriginal families to support family involvement in developing curriculum resources and supporting partnerships between Fraser Park and home. The Family Partnerships group meets once a term.

Information regarding Community agencies and events are available to families in the Front Office. We maintain an ongoing relationship with Murray Mallee Community Health, CAHMS, Child and Family Health Services, Learning Together and Families SA. We also follow the current pre-referral, referral and NEP processes with Department for Education agencies to get extra support for children with additional needs.

Our Transition program includes weekly visits of the school librarian, joining in with the Fraser Park school in special events, having a joint drumming/play time with the R/1 class, and a 5 week visiting program in the R/1 class for children who will be attending Fraser Park School in the next year. If a child is to attend a different school than Fraser Park then we slot into the transition program run by that particular school.

Other Community connections made include visits from prominent people of our community.

Strengths



5

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and evaluate

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Quality Area 7: Governance and Leadership

Our site is governed by a Governing Council, consisting of Fraser Park community and wider community members. We also hold regular educators meetings-ensuring all preschool educators are informed and have opportunities to air opinions. Continuity of educators, be it regular or relieving is considered to be essential for the smooth running of the preschool. The preschool program is facilitated by a qualified Early Years Teacher. All adults and volunteers working in our site have a current Criminal History Check, a copy of these are kept in educators records in the Front Office.

Our site has developed a statement of Philosophy that has been passed by the Governing Council. Our Quality Improvement Plan has been created in collaboration with educators, families, children and our community.

Educators performance is evaluated and facilitated by attending regular performance management meetings with the site leader. Preschool teaching educators have undergone training in RRR. All confidential records are stored in a locked filing cabinet.

Grievances and critical incidences are dealt with according to Department for Education regulations.

Quality Improvement Plan for

Fraser Park Preschool

2020

Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

For further information and advice contact your local education team.

Learning Improvement Plan




Goal 1: Responsive Relationships --build children’s oral language

Challenge of practice: If we focus on oral language strategies such as singing, rhyming, word play and listening games, children's oral language will improve.

Actions	NQS links	Timeline	Resources	Responsibility
Incorporate singing, rhyme, word play and listening games in educational experiences such as Accelerated Literacy and the play based program	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.1	Terms 1-4	Books with rhyming verse Songs AL Texts word play games	All Educators
Extend educators' understandings of oral language development	1.1.1,1.1.3,1.2.1, 1.2.2,1.3.2,4.2.1, 4.2.2, 7.1.3,7.2.2, 7.2.3	Each Term	Books on oral Language development	Educational Leader
Explicitly teach oral language concepts and then incorporate the concepts in the play curriculum and environment	1.1.1, 1.1.3, 1.2.1, 1.2.2, 3.1.1, 3.2.1, 3.2.2, 5.1.1	throughout Terms 1-4	Program, Texts with rhyming verse, AL Texts, Songs, word play games, online resources	All Educators
Ongoing critical reflection of practice through analysing documentation in relation to children's engagement in the program -- focussing on oral language	1.1.3, 1.3.2, 4.2.2	Week 7 of each term	Observations Learning stories Video footage	Educational Leader
Success criteria	Children are verbally sharing their ideas with educators and peers on a regular basis. Educator documentation and EPOP data will provide evidence of this.			



Goal 1: Responsive Relationships --build children's oral language

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

Learning Improvement Plan




Goal 2:

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				



Goal 2:

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

Learning Improvement Plan




Goal 3: Goal 3 goes here

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				



Goal 3: Goal 3 goes here

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed
1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 4.2.1, 4.2.2, 7.1.3, 7.2.2, 7.2.3	Extend educators' understandings of oral language development	Train staff in the importance of vocabulary development for oral language development	Term 1	Educational Leader	Silverman R., & Meyer A, Developing vocabulary....	
		Further reading on Development of Oral language, discuss in staff meetings	Term 1 & 2	Educational Leader and other educators	Books on oral language	
		Develop strategies to engage children for developing vocabulary	Termly, Weeks 1, 4, 7	Educational Leader and other educators	Staff meetings	
1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.1, 7.2.2	Incorporate singing, rhyme, word play and listening games in educational experiences such as Accelerated Literacy and the play based program	Complete initial program	Every 3 weeks	Educational Leader	Staff Meetings	
		Use observations to determine how to scaffold the children's oral language development	Weekly	All Educators	Staff Meetings	
		adjust program to meet the children's needs and interests	Weekly	All Educators	Staff Meetings	
1.1.3, 1.3.2, 4.2.2, 7.2.1	Ongoing critical reflection of practice through analysing documentation in relation to children's engagement in the program -- focussing on oral language	Conduct RRR involvement scale Take note of Oral language in the observations	Termly	Educational leader	RRR observational tools	
		Staff meeting to have opportunities for staff input into the weekly program, reflecting on children's experiences and interests	Weekly	All Educators	Children's ideas, family book Observations, Weekly program	
		children work with staff to add to the family book and work sample books, talking about the experiences and recording the children's voice in them	Weekly	All Educators	Family book, work sample books	
1.1.2, 1.2.2, 5.1.1, 7.1.3, 7.2.2	Intentionally teach Oral Language concepts	Sit with children and read nursery rhymes and other books with rhyme	Daily	All Educators	Books featuring rhyme	
		Incorporate Rhyming words and vocab extension in the AL program-- analyse the text, determine rhyming words, program when appropriate to timetable for this	Termly	Educational Leader	AL Text, EYLF, Rhymes	
		Use songs in learning experiences	Daily	All Educators	Children and staff	

Review and evaluate



5
Review
and evaluate

Responsive Relationships --build children's oral language

Learning improvement goal 1:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?



Learning improvement goal 2:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Review and evaluate



5

Review
and evaluate

Goal 3 goes here

Learning improvement goal 3:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Approvals



Approved by director/principal

Michelle Kamma

02/11/2020

Approved by governing council chairperson

Julie Hillam

02/11/2020

Approved by education director