

# Littlehampton Preschool Quality Improvement Plan 2018



<b>Service name</b>	<b>Service approval number</b>
Littlehampton Preschool	
<b>Primary contact at service</b>	
Irene Scriven – Principal Evelyn Lam – Lead Teacher Jason Fishers - Teacher	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Baker Street Suburb: Littlehampton State/territory: South Australia Postcode: 5250	Telephone: 83911194 Mobile: Fax: 83982154 Email: <a href="mailto:dl.0225_info@schools.sa.edu.au">dl.0225_info@schools.sa.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
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<b>Postal address (if different to physical location of service)</b>	
Street: Suburb: State/territory: Postcode:	<b>As above</b>

## Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.45am	8.45am	8.45am	8.45am	8.45am	-	-
Closing time	15.00pm	15.00pm	15.00pm	15.00pm	13.45pm	-	-



## 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.

Parking facilities on Baker Street.

Operates on school terms, refer to DECD website for details.

How are the children grouped at your service?

Children are grouped in A (Monday, Tues, Alternate Fri) and B (Wed, Thurs, Alternate Fri)

21 children are enrolled in Group A

26 children are enrolled in Group B

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

Nominated supervisor – Irene Scriven

Responsible people in charge – Evelyn Lam, Jason Fishers



## Service statement of philosophy

Please insert your service's statement of philosophy here.



### *Littlehampton Preschool Philosophy Statement*

At Littlehampton Preschool we provide a welcoming and caring environment which fosters curiosity and inquiry. Children are our central focus. Our program is one which is based on the principles of the Early Years Learning Framework which underpins the Council of Australian Governments' vision that:

'All children have the best start in life to create a better future for themselves and for the nation.'

We draw on a rich repertoire of pedagogical practices to promote children's learning by:

- Adopting holistic approaches and ensure we view the child as a whole including their interconnectedness with the natural environment
- Being responsive to children's strengths, abilities and interests
- Planning and implementing learning through play
- Intentional teaching
- Creating physical and social learning environments that have a positive impact on children's learning
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transition
- Assessing and monitoring children's learning to inform programming and to support children in achieving learning outcomes

Our emphasis is a *play-based* curriculum and recognises the importance of communication, language (including early literacy and numeracy) and social and emotional development. We believe all children are capable and competent learners and we utilise the environment to enrich children's learning experience.

We assess children using the five Learning Outcomes in the EYLF and Literacy and Numeracy indicators which are designed to capture complex learning and development of all children.

The children and families at Littlehampton Preschool value **Encouragement** (Your teachers have a lovely way of encouraging the children to take part in activities, make friends, use their imaginations etc. You also have a great way of 'encouraging' them to feel safe and happy there without Mum and Dad). **Development. Exuberant. Engaging. Acceptance. Differentiation. Nurturing** (It's great to see the children are cared for and supported while they are at Preschool). **Togetherness. Inclusion.**

Revised March 6<sup>th</sup>, 2018 Guided by *Belonging Being Becoming*. The Early Years Framework for Australia.

Welcome to Littlehampton Preschool, a place where children delight in learning through a fun, safe and supportive environment. We provide a caring and exciting environment where your child is the central focus.

Our program is one which is based on the principles of the Early Years Learning Framework, "Belonging, Being, Becoming." We believe that children learn best when in control of their own learning. We encourage children and their parents to explore, discover and be creative. We document the children's learning using photographs, Learning Stories, group discussion and scribing of children's voices.

At Littlehampton Preschool, we are inspired by the Reggio Emilia philosophy, which uses a Project Approach, that is, inquiry based learning. Projects often start with educators conversations with children around their interests. Our projects are then driven by the children with observations and cues documented by educators. As children proceed in their investigations, they are encouraged to depict their understandings through one of many 'symbolic languages' including drawing, painting, writing, sculpture, dramatic play and dance. Creativity is encouraged and celebrated.

The children's projects are continuously displayed through photos, wall displays, Facebook and folders for all to appreciate.

We involve the parent community through inviting parents to be involved in the child's learning and including parent groups in the preschool for specific purposes:

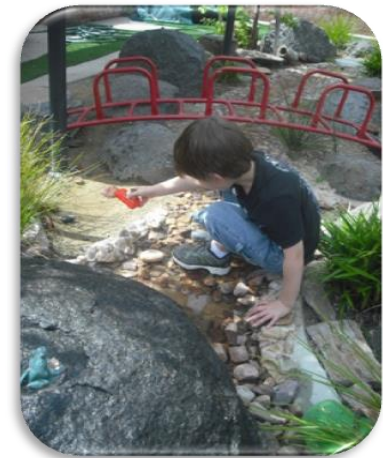
- Parents observing their children and how they learn on the day their child is Class Manager;
- Community group involvement such as gardening, cooking, craft work
- Celebrations such as Christmas concert

We are involved in wider community such as:

- Being an active member in the Butterfly Conservation Society S.A.
- Being a member of Nature Play SA
- Local CFS and Police, vet clinics, CYH nurses.
- Aligning our celebrations with the Primary School eg. Harmony Day, Book Week

We foster strong links with the primary school through:

- Having buddies regularly visit our Preschool to get to know the children and support our programs
- Regular visits to the school playgrounds, library, courts and computer room
- Inviting school children to visit, and help with our garden.







## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	All aspect of the programs, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development</b>	
	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>	<b>Educator and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing



		learning, documentation, planning, implementation and reflection.
	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
	Element 1.3.3	Families are informed about the program and their child’s progress.

## Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

## Quality Improvement Plan for QA1

Summary of strengths for QA1

**Strengths**

At Littlehampton Preschool we are inspired by the Reggio Emilia philosophy, which uses a Project Approach, that is, inquiry based learning. We believe that children learn best when in control of their own learning. We encourage children and their parents to explore, discover and be creative. Our projects are driven by the children. We allow children time and space to explore their own ideas and we provide resources to support and extend their own learning.

In the past few years' attention was given to modifying routines to enable children to be more deeply engaged in their learning. Routines have been modified to allow children to continue with their activities after morning fruit (i.e. we do not pack up before fruit anymore). Children are given 5 minutes notice prior to pack up before lunch. Children are encouraged to work as a team to help pack up.

Our strengths are we document and incorporate children's knowledge, strengths, ideas, culture, abilities and interests into our program using photographs, Learning Stories, slide shows, group discussion and scribing of children's voices.

We encourage parent and caregiver involvement in our program and share children's learning through our Preschool Facebook Page, emails, belonging page, class manager sharing, photos and videos which are displayed on the tv screen in our foyer.

Staff are committed to collaborating to develop skills and understandings with using the Early Learning Years Framework and Respect Reflect Relate documents.

Parents have commented that the interviews are useful in finding out more about their children's progress at preschool, and that the preschool Facebook page is another very beneficial way of finding out about children's learning.

Each child's agency is promoted as they are encouraged to do indoor or outdoor play. They have easy access to the indoor and outdoor spaces, toilets, drinking water and water for use in the sandpit using the creek.

Teachers have been using the indicators in their learning stories. Literacy and numeracy indicators were used in our termly overview. Parents were given a copy. Many parents commented that they found it useful and enjoyed reading the term overview. A poster has been done to outline our cycle of planning and is displayed in our daily review folder. A system is in place (photos, cds, learning stories, observations, group stories) to ensure each child has a thorough record of their activities and progress at preschool. A poster has been created with staff to outline the cycle of observations, planning and evaluation of children. We observe fine motor skills through their use of the floorbooks.

At the end of each week we reflect on children's development using the daily program and floor books, as well as through discussions with staff during staff meetings.

Parents are happy with the information they received from their children's folders about their learning. On our preschool Facebook page numerous parents have expressed their gratitude and satisfaction for the preschool program survey. Feedback from a 2017 parent, "We are so grateful for your kindness and caring nature, your skills to teach with passion and your support to the children and families".

## Key improvements sought for QA1

<b>Element 1.2.1</b>	Educators are deliberate, purposeful and thoughtful in their decisions and actions.
<b>Identified issue</b>	Development of children's individual learning plans to be more sustainable and utilised by all educators and families.

<b>Element 1.3.2</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
<b>Identified issue</b>	Critical reflections to have an increased focus by all educators on all children's learning outcomes.

## Improvement Plan

Standard /element	Outcome or goal	Priority	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Having a more sustainable individual learning plan.	H	Discussion with staff about requirements of plan and the usefulness for the end of year reports. Child and family centred. Interviews will be done earlier this year in Week 10 Term 1.	Ease of use by all staff and families.	End of Term 3	27/2 Discussed and draft copy written.
1.3.2	Professional judgement incorporated into daily observations.	H	Printout of Early Years Learning Framework and attach to daily program to prompt staff of professional language to use. Use post it notes if there is not enough space.	Our observations reflect professional language and not just description.	End of Term 4	

## Quality Area 2: Children’s health and safety

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child’s health and physical activity is supported and promoted.</b>	
	Element 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
	Element 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk or abuse or neglect.

### Quality Improvement Plan for Q2

Summary of strengths for QA2

<b>Strengths</b>	<p>Our policies provide clear guidelines for accommodating children’s health and safety and children’s wellbeing is positively reflected through our daily practice.</p> <p>Our centre is maintained to a high standard of cleanliness. We promote healthy eating and safe clothing through regular communication with parents and positive role modelling by staff. We use paper towels for children to dry their hands after washing. During Term 1, routines ensured all children had learnt the practice of washing hands before fruit and lunch. Children are now monitored before fruit and</p>
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meal times to ensure that they have washed their hands.

We encourage physical activity through games and spontaneous activities. We have termly activities such as Bike Day to promote physical activity. Children enjoy outdoor activities such as digging, kicking a ball, exploring and balancing on rocks. We also have access to extensive grounds, play equipment and oval in the school and visits to the school grounds for adventurous play such as rolling down the grassy hills.

The “Green room” has a space for children to rest in if they require rest, sleep or relaxation throughout the day. We have a relaxation time straight after lunch which involves quiet music, stories with a short video relating to the days learning.

All Preschool staff are trained with required first aid and we maintain an optimum environment for children where they show increasing independence in safety for themselves and others. Our first aid book which changed in 2016, now includes parents’ signature and two signatures from staff. Any head or groin injuries will be followed up by a phone call to parents immediately and also recorded in the first aid book.

The Rite Bite Healthy Eating program also gives clear guidelines to staff and parents regarding healthy food options. It is a strength of our preschool that we have developed a healthy eating guideline for parents, these are available to view on the preschool brochure display holder and additional information on the Rite Bite Healthy Eating Guide is also available for parents to view. Our healthy eating guidelines were reviewed with parent input in 2014, and we now note strong parents support in sending fruit for children’s fruit time.

#### Children’s safety

The preschool has been designed with good visibility between inside and outside areas, with extensive glass on room walls, and exterior walls. This enables staff inside to view outside areas. As the outside area is quite small, padding for posts was purchased to minimise the possibility of accidents. Parents are called if their children show signs of sickness and is recorded in the first aid book. An email will be sent to notify parents of any infectious diseases circulating the preschool. A sign will also be put up on the door and notice board.

Our Pre-entry visit which included inducting new parents in small groups run by all educators was very successful in imparting Preschool expectations about hats, footwear and healthy eating habits.

Children are now keeping hats in their bags so they can be cleaned by parents regularly.

All educators have up to date RAN (Responding to Abuse and Neglect) training and are fully aware of their responsibilities to identify and respond to every child at risk of abuse or neglect. Children are taught protective behaviours through the year both teachers have been trained to implement this program.

## Key improvements sought for QA2

<b>Element 2.2.1</b>	At all times reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
<b>Identified issue</b>	Ensure there is a staff member outside using the designated staff chart. Staff aware of where other staff are allocated.
<b>Element 2.2.2</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
<b>Identified issue</b>	Risk assessments need to be completed on any new things and experiences we introduce in the Preschool. Children need to be reminded about putting on sunscreen and hats in the afternoon.

Standard /element	Outcome or goal	Priority	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	Staff are allocated an area to supervise. Staff are aware of where the other staff are.	H	Have a reminder clearly on the outside door for staff. Chart on the door.	Areas adequately supervised with at least one staff in each area.	End of Term 1.	
2.2.2	Risk assessments for any new experiences and things introduced into the preschool.  Each child to be reminded to apply sunscreen in the afternoon of summer months.	H	Staff discussions highlighting areas needing to be assessed. Risk assessments done at each staff meeting and in spare time.  Build into our routine that sunscreen is applied after lunch relaxation/group time. Sunscreen to be kept in a prominent position.	Staff are all aware of risks involved and able to manage the risks appropriately.  Children apply sunscreen	End of each term.  End of Term 1	27/8 Sunscreen encouraged daily after lunch time.

## Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.
	<b>Related requirements</b>	
	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

#### Strengths

Our Preschool has excellent new facilities that were specifically designed to meet the needs of Preschool children and the National Quality Standard.

Additional shade has recently been added to allow for sun safe play in summer and sheltered play in winter. Our recently replaced rubber surface meets all specifications and adds to the well-designed outdoor learning facility.

We ensure that tables are in clean working order at the beginning and end of each day. Children and staff work together to pack away outdoor and indoor equipment at the end of each day. Rostered staff blow vac the yard every morning and do a yard check before children's arrival.

We have built in a regular clean up and organisation of the shed, and this is working. The cupboards in the storeroom have been effective in storing and locating our equipment.

The preschool has a rainwater tank connected to the toilet, and solar panels which generate electricity and feed it back into the grid. Sustainability is a big focus of our school and preschool. We have a worm farm where children are allowed to add scraps with adult supervision. We feed our swan bushes and citrus trees with our worm juice that provides healthy new foliage, attracting monarch and swallow-tail butterflies to our garden. We have native grasses that also provide homes for small native skipper butterflies. We are a member of the Butterfly Conservation Society SA and we are recognised as a butterfly friendly site. We continually plant vegetables and flowers to engage children in their learning about sustainability for us and our world around us. Children are taught to separate their food scraps from other rubbish and bins are provided for worm food and other rubbish. Paper is recycled using SITA recycle bins and our older school buddies collect it on a weekly basis.

Our staff actively participate in training and development to increase and build on our knowledge of creative outdoor environments.

During the past few years' priority has been given to establishing the outdoor learning area to engage children. We reflect and review how the set up or furniture and resources inside and outside allow for in depth involvement of children, through creating little areas such as 'little play spaces' and 'stations', and we monitor and review movement of children through these spaces during our staff meetings.

### Key improvements sought for QA3

<b>Element 3.1.2</b>	Premises, furniture and equipment are safe, clean and well maintained.
<b>Identified issue</b>	Continue with a new cleaning roster for furniture, toys, equipment, mats and toilets.
<b>Element 3.2.3</b>	The service cares for the environment and supports children to become environmentally responsible
<b>Identified Issue</b>	Inquiry into sustainable practices. We aim to promote sustainable practises as lifelong learning.



<b>Standard/element</b>	<b>What outcome or goal do we seek</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
3.1.2	Cleaning roster developed to keep equipment safe, clean and well maintained.	L	Roster developed and placed in a clear position for all staff to easily see and keep track of.	Roster is filled and staff are aware and reminded.	End of Term 1	8.2.18 New roster done and hung up outside the storeroom door.
3.2.3	Children to be more aware of recycling and sustainable practices.  Staff and children participate in multiple sustainable practices.	M	Research sustainable practices and looking into the impact of recycling materials appropriately.  Discussions as a group.	Children show knowledge of appropriate sustainable practices and participate. Feedback from parents.  Formal and informal discussions continue.	End of Term 2	27/2 Children are very good at remembering to put their yogurt tops in our recycling bin.

## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development.</b>	
	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

#### Strengths

Quality Assurance Surveys continue to rate staff highly.

Educators are committed to working collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. Staff are involved in learning team meeting, (5 times a term), student support planning meetings and progress committee meetings (once a term with reception teachers). Whole team meetings were implemented in 2013 and as a result of staff initiative and are highly valued by staff. Preschool teachers meet with school staff in weekly staff meetings for admin and professional topics to ensure alignment with school goals and processes.

We have developed a great working team with all staff taking observations of children and discussing these observations during staff meeting. All staff feel a sense of connectedness to the preschool as they contribute their ideas and observations. Staff skills and confidence in recording their observations of children have grown.

Staff meeting are minuted and stored in the meetings folder. Staff who are not able to attend meetings can then access the minutes.

Educators are professional. We maintain professional relationships and interactions. We have a list of SSO relievers who are qualified to work in the Preschool.

Designated SSOs for whole days in the Preschool and the staff agenda for staff meetings has been very efficient. This helps the Preschool program to run very smoothly.

We maintain an educator to staff ration of 1:11, and the timetable has been carefully developed with maximum of 22 children in Group A (One teacher and one SSO at all times) and 33 children in Group B (2 teachers and 1 SSO at all times). Enrolments are capped, and bookings for additional children are not taken.

A strength of our preschool is our highly qualified staff. All teachers have an early childhood 4-year degree. All SSOs employed in our Preschool have completed a Certificate 3 in Children's Services, and have completed their studies and implemented new learning eagerly and with a very professional manner.

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	Element 5.1.2	The dignity and rights of every child are maintained.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

### Quality Area 5: Related sections of the National Law and National Regulations

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children

5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

<b>Strengths</b>	<p>Positive respectful relationships are expected between all staff and children, and leaders consider that a high standard is achieved in this area. Our Parent survey over a number of years indicate a high response for the questions “staff interactions with each child are warm, responsive and build trusting relationships.” (4.3 on a 5 point scale in 2015 parent survey) showing that this is highly valued by parents. Parent response was also high for the question My child is happy at this preschool this year. (Average 4.75 on a 5 point scale in 2015)</p> <p>Our program values spontaneous conversations with children and uses these interactions as a starting point for inquiry learning. Ongoing conversations with children allow us to understand and critically reflect on the learning that is occurring and children’s dialogue is recorded for this purpose. (See the use of Learning Stories Standard 1) Children regularly approach staff to discuss their interests and what is happening in their lives.</p> <p>Trusting relationships are formed between educators and children and this assists children to build and maintain positive relationships with others. Children are encouraged to play collaboratively with others, develop self regulation skills and develop an optimistic approach to their learning.</p> <p>The planning framework takes account of each child, and is focused on their strengths. Educators are encouraged to know each of their focus children.</p> <p>We use neuro-science strategies to support children with self-regulating their emotions such as finding the mouse in a book and moving your feet to the beat using a drum. We use role play to help them learn and give them ideas on how to resolve conflict. We do visible</p>
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	<p>learning which is learning from each other behaviours and being helpful and respectful.</p> <p>Each child is supported to manage their behaviour through discussion with their families, and staff team discussions so there are agreed strategies to manage any issues.</p> <p>To ensure the dignity of children is maintained, when assistance with clothing or toileting is required, staff ensure this is done in the toilets out of view of other children. Children sometimes are gently reminded about maintaining privacy.</p>
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## Key improvements sought for QA5

<b>Element 5.2</b>	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
<b>Identified issue</b>	Children learning to be aware of what being caring and respectful looks like.
<b>Element 5.1.2</b>	The dignity and rights of children are maintained at all times.
<b>Identified Issue</b>	Children getting changed in the bathroom.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H )	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2	Children are aware of what being respectful and caring of one another looks like.	M	Getting children to contribute one act of kindness for our gratitude brick wall	Children are able to articulate what being caring looks like.	End of Term 2	27/2 Discussed safe and unsafe actions with each other. Body language-games on reading body language.
5.1.2	Children change clothes in the bathroom	M	Protective behaviours discussion on privacy.	Children are aware of where they should get changed.	End of Term 4	27/2 Reminded children to change in bathroom.

# Quality Area 6: Collaborative partnerships with families and communities

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

## Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	Element 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in the decision-making about their child’s learning and wellbeing.
	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>	<b>Collaborative Partnerships enhance children’s inclusion, learning and wellbeing.</b>	
	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	Element 6.2.2	Effective partnerships support children’s access, inclusion and participation in the program.
	Element 6.2.3	The service builds relationships and engages with its community.

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

#### Strengths

We support families during the enrolment and orientation process by having tours through the preschool and informing parents about our curriculum and service. There is an information brochure available in the Preschool, and an enrolment information letter, which are given to parents when they make inquiries. We offer transition visits for children and parents before commencing Preschool, which in 2017 consisted of two visits for 2018 children prior to the end of the 2017 school year. We find it beneficial to meet with all staff of preschool and admin staff of school who take parent enquiries and go through the enrolment process in detail so it is understood by all, and so that all are giving consistent information to prospective parents. We are confident that parents making enquiries are getting consistent information,

We encourage and value parent's contribution and participation in our program. Parents are able to join Governing Council and Parent and Friends group. Information about these groups is on display in the preschool. Parent's contributions extend our program in areas such as visual arts, physical activities and providing materials to enhance our outdoor learning environment. Parents are encouraged to speak to staff confidentially about any concerns regarding their child or parenting issues.

Our purpose is first to make learning visible which allows collaborative discussion between parents, children and educators. This generates new pathways for learning and experiences. Our emergent curriculum evolves from daily discussions and interactions with our Preschool community. Documentation of children's learning is built upon a question or inquiry owned by the children, educators and parents. Our projects reflect this inquiry process and a high level of interest and engagement. Children are encouraged to share aspects of their family life and culture by contributing a "Preschool Belonging Page:" that is prominently displayed in the preschool. This promotes a sense of community and belonging.

The preschool puts a strong emphasis on building community. We have a preschool Facebook page which parents are able to join with a key focus on communication of events and other important information relating to the preschool. Children's learning and the Inquiry focus is on the page for parents to see. This enables working parents to connect and contribute to the preschool and be aware of their child's learning. The preschool regularly awards a Volunteer of the Year to parents and community members who make an outstanding contribution to our preschool. Most recent award recipients are Tania Kunze (Tatty K) a school and preschool parent who has made an outstanding contribution in creating mosaic murals and installations, including the display in the front yard. This celebrates our history and community and included tiles made by our preschool families in 2014. Other recipients are Glenn and Karen Liebelt who had an ongoing connection with our preschool, and regularly collected food scraps for the pig at Platform 1. Our children also visited Platform 1 for their annual end of year celebration. This has since ended as Platform1 has shut down (2017).

Parent teacher interviews are held twice a year. The first interview during term two allows discussion about how the children are settling in and any concerns parents may have. The interview provides opportunities for Parents to discuss what is in their child's learning folder. The second optional interview, is held in Term 4 to discuss the children's summative reports and their progress. Both interviews are not

compulsory.

We have put in place a system of meetings with reception teachers (progress meetings) which take place from Terms 3 – 4. In these meetings we discuss transition arrangements, needs of children, and structure the classes for Reception on the basis of observations of children in the preschool. Data about children’s learning and behaviour is written on pink and blue slips so that equitable learning groups can be formed for Reception. Three classroom visits are arranged for each group beginning Mid Term 4. Reception teachers are given information of where to acquire copies of the summative reports. This was an issue identified in the past. However, with the revised processes and other work done on this, we now consider it a strength.

The Mount Barker Child and Youth Health nurses visit every term to provide children with 5-year old health check. Flyers on community programs and support agencies are put in children’s pigeon holes or displayed in a prominent location. The parents are invited to attend Community Wellbeing Seminars.

Several students with disabilities with high level needs were enrolled in our Preschool in 2016. Early pre-entry programs were put in place for these students allowing 1 half day visit per week, to ensure a smooth transition to preschool at the beginning of 2016. This process included observations of the children at child care, meetings with parents, seeking advice from DECD special education consultant, accessing appropriate equipment from SERU, ensuring staff training took place in 2015. This enabled a smooth transition for these children in Term 1 of 2016, and appropriate support (in terms of SSO support hours) were in place for these children from the outset. This is an improvement due to action in our Quality Improvement plan in 2015, because in the past there were students beginning preschool, whose parents had flagged speech/ disability issues, who were not getting the support we consider they need in Term 1. Speech/Disability consultants were not able to assess a child in time for support to be given. This has been resolved, and we consider it a strength.

## Key improvements sought for QA6

<b>Element 6.1.3</b>	Current information about the service is available for families.
<b>Identified issue</b>	We continue to utilise and improve on our multiple forms of communication processes.
<b>Element 6.2.1</b>	The expertise of families is recognised and shared in decision making about their child’s learning and wellbeing.
<b>Identified issue</b>	Staff has identified the need for developing a clearer individual learning plan for each child, with accessibility to families.



## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Parents have easy access to past and present information	L	<p>Communication book displayed on top of lockers with past and present notices.</p> <p>Uploaded to Facebook</p> <p>Door and whiteboard notes displayed for pick up and drop off parents</p> <p>Email reminders</p>	<p>Parents are more aware of events, notes and newsletters</p> <p>Termly feedback</p>	Term 1 Week 5	<p>Communication book is displayed with notes being added.</p> <p>Emails have been collected and uploaded.</p>
6.2.1	Parents have access to Individual learning plan describing children's strengths, interests and learning goals	H	<p>Individual learning plans proforma refined.</p> <p>Completed through discussions amongst staff and with families.</p> <p>Survey in pre-entry packs.</p> <p>Interviews.</p>	<p>Planning and programming includes learning goals from children's ILP.</p>	End of Term 1	<p>Initial discussion 16.2.18</p> <p>Modified ILP 27/2</p>

## Quality Area 7: Leadership and service management

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

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
	Element 7.1.1	A statement philosophy guides all aspects of the service’s operations.
	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
<b>Standard 7.2</b>	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>	
	Element 7.2.1	There is an effective self-assessment and quality improvement process in place
	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

### Quality Improvement Plan for QA7

#### Summary of Strengths

<b>Strengths</b>	At Littlehampton Preschool we have consistent staff, and continuity of educators. All staff are qualified. Teachers and S.S.O’s have clear goals and expectations regarding the planning cycle and documentation. Our weekly Preschool planning cycle is displayed in the programming book and is maintained by all staff. We have high expectations for our Preschool staff with two teachers with an Early Years degree, one S.S.O having completed a diploma in Leadership and all S.S.O’s having completed certificate three in children’s
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services.

We continually question how to improve teaching methods and strengthen relationships with children and families. We have created opportunities for professional conversations through staff meetings, progress meetings, team meetings and committees within the school and Preschool. We have regularly reviewed our policies during staff meetings.

The Preschool team and the Principal collaborate and share responsibilities to improve the centre's daily practice and enhance outcomes for children. The Principal supports the professional decisions of the Preschool educators and makes professional development meaningful through jointly constructing the agenda, sharing relevant literature so that a focussed and empowering discourse of learning can occur. Educational Leader has regular meetings with the Principal to discuss any issues with management of the Preschool service. Management and staff support each other to provide a strong sense of pride in our centre. This is reflected in our philosophy which underpins our practice and decision making. New staff are given a comprehensive induction by the deputy principal and new S.S.Os are given an induction by the lead S.S.O. Our Induction Checklist and Folder is stored in the Preschool.

The IRMS system is used to report incidents in the preschool, and incidents are also reported to the Early Childhood Standards and Assessment Board.

Staff are recognised for their individual skills and encouraged to share information at our Team Meetings. Minutes of these meetings are on file for ready reference. The Administration for this is done on the STAR (Staff Task Action and Reporting System) by the Deputy Principal. Staff share knowledge and ideas about progressive environmental issues. For example, butterfly conservation, worm farming and maintaining our native flora and recycling.

All staff are aware of organisational systems and work together to respect and maintain safe storeroom, shed and office areas. To address an identified issue in the WH&S inspection of 2014 (See QIP 2015) storage systems were built in in the storeroom, with a regular process for maintaining safety, and throwing out and replacing broken toys and equipment. This is now a strength in the site however this will always be ongoing work.

## Key improvements sought for QA7

<b>Element 7.2.1</b>	A statement of philosophy is developed and guides all aspects of the services operations
<b>Identified issue</b>	Families are encouraged to provide a value for this year's Philosophy statement.
<b>Element 7.1.3</b>	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
<b>Identified issue</b>	The Preschool has a Governing Council representative to relay back plans and issues in the Preschool.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.3	Preschool has a voice in school Governing Council.	H	Clear representation on the Governing Council. School Governing Council always consider Preschool issues and plans. E.g. Ensure we have Preschool rep. on Governing Council. Have a separate agenda item and reports by preschool on Governing Council Agenda. Investigate a Preschool Education Sub- Committee with parent and Governing council representation.	Governing council is aware of and supportive of the Preschool plans.	End of Term 3	Preschool staff rep is on Governing Council now.
7.2.1	Family input into our philosophy statement so that they have a sense of belonging to the Preschool	M	Send out a copy of our Philosophy statement asking for feedback. <b>One word</b> to describe what they feel is important for their child at Preschool.	Parent respond and provide meaningful responses.	End of Term 1	Started and still coming in 27/2