

# Quality Improvement Plan for

Wandana School Based Preschool- 1621

2021

Service name

Wandana School Based Preschool

Service approval number

SE-00011098

Acknowledgement of Country

We acknowledge the Kaurna 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.



**Wandana**  
Preschool – Year 7  
Respect • Belonging • Learning



Government  
of South Australia  
Department for Education



# Context

## Service Context

Wandana Preschool is a category 1 school based preschool co-located on site at Wandana C-7 School at Gilles Plains. Our cohort of children is primarily made up of children who identify as Aboriginal and Torres Strait Islander (ATSI) and those with English as an Additional Language or Dialect (EALD). The children attending the service are considered part of the Wandana School community. We are located in a low socio-economic community with high levels of disadvantage. The involvement the children have with the school includes weekly visits to the school library and gym, involvement and participation in whole school events such as assemblies, cultural events, sports day and end of year celebrations.

Opportunities exist to develop relationships with school buddies through buddy programs and inquiry projects with the junior primary classes. Preschool children are able to build a relationship with the two reception/year 1 teachers through the sharing of the preschool outdoor learning area and collaborative projects between the classes throughout the year. The preschool staff work in collaboration with the school staff focusing on continuity of learning, particularly in the development of oral language, literacy and numeracy. Shared professional learning occurs across the site, tailored to meet the needs of students P-7.

The Principal of Wandana Primary School, is the primary contact for the service. Wandana Preschool currently employs 2 permanent Early Childhood Teachers (all 0.6) that work part-time across the week. The preschool team also consist of one permanent Schools Service Officer (SSO) and 3 SSO's that provide preschool support. We also have numerous Bilingual SSO's that support our children and their families during their enrolment and throughout their time at preschool. All staff that work in the setting hold appropriate early years qualifications.

Our Preschool sessions are Monday- Thursday 8:30-15:00 and families have choices over session days. Children are divided into two groups. One group of children "Kangaroos" attend on Mondays and Tuesdays (08:30-15:00) the other group of children "Possums" attend on Wednesdays and Thursdays (08:30 to 15:00). Each group has a key educator who works with that group to maintain consistency for the children. Both groups come together 3 times a term on a Friday for a "Funky Friday" session (from 8:30-15:00) allowing them to access their full entitlement of preschool. When possible we are flexible and do offer a negotiated enrolment pattern and allow children to access a part time enrolment depending on their current needs and our staffing ratios. In 2020 we have 40 children enrolled in total and 20 per session. Friday is an opportunity for all ECT teachers to come together for programming, planning, team meetings and critical reflection to ensure that there is consistency between the two groups of children. Staff meetings with all educators in the preschool occur on Fridays 2x per term.

# Context

## Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab

### Vision

Empowering our community to flourish in their relationships and learning

### Preschool Philosophy

Community, relationships and learning are at the core of our philosophy at Wandana; they guide us in all that we do each playing a very important role.

### Community

- We believe in learning from our community, we acknowledge and respect Australia's rich Indigenous history in particular that of the Kaurra people.
- We value and honour cultural understandings, we believe we are enriched by our inclusive and diverse community.

### Relationships

- We encourage a sense of group identity and belonging by building nurturing and trusting relationships with each child, and supporting the development of their social skills with each other in a positive and respectful manner.
- We value and recognise parents and caregivers as children's first teachers, and aim to build on the learning each child has experienced within their family.
- We have a strong family focus. We strive to maintain solid, respectful and responsive relationships with our families, by creating an atmosphere which is welcoming and encourages interactions and partnerships.

### Learning

- The national Early Years Learning Framework provides the basis of our curriculum. We allow for discovery and exploration, fostering learning through a multiple range of experiences that invite imagination, possibility and challenge.
- By working in partnership with families we create a learning environment that is intentional, unique and inclusive and fosters a sense of belonging.
- We empower children to develop as independent learners, by giving them choices and opportunities to explore their own ideas and imagination through open ended play experiences, both as members of a group and through individual learning.
- We are advocates for the benefits of Nature Play; we gain inspiration from nature play theories believing that children's learning occurs as much in the outdoor environment as it does indoors.



# Strengths

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



5

Review  
and evaluate

## Quality Area 1: Educational Program and Practice

- We consult with families on enrolment and regularly thereafter through formal and informal conversations to inform and deepen our knowledge of our children, and this provides the basis of our learning goals for each individual student.
- Each child's journey, is acknowledged, celebrated and documented in their 'memory folder', which are always accessible to children and their families. Their memory folder demonstrates the use of the Early Years Learning Framework and the Literacy and Numeracy Indicators which guide our curriculum decision making, and documents the children's learning through photos, learning stories, work samples of literacy and numeracy development and explanations of how participation in the play-based learning programme is developing understanding about the world for every child.
- Another form of pedagogical documentation that we use is our "floorbook". This is a less formal approach documenting what happens around the preschool on a regular basis. At end of the day photos showing children engaging in play-based learning are published for families to view the following day. We record children's voice giving them the opportunity to discuss their learning alongside of the photographs.
- We implement the One Child One Plan (OCOP) a comprehensive personalised learning plan designed to promote inclusion and high expectations. This OCOP is currently being used for all of our special rights children. This plan is created in collaboration with the child, the caregiver, the educators and student's support services team (including speech pathology, special educator and psychology) as well as SSOs and BSSOs. The OCOP includes Aims, SMARTAR goals and any negotiated adjustments which support and enable the child to engage in the educational program within a supportive learning environment.
- The children have the opportunity to participate in many of the educational programs organised by the primary school during their preschool session. These have included sports clinics, mindfulness and movement, colour fun run, sports day and whole school performing arts plays. These have proven to be wonderful rich opportunities that our children may not normally have the opportunity to be involved with.
- Positive Education initiatives are used to inform our program practice and to support our children flourishing into powerful learners. We adopt a whole school approach to increasing students' capacity to learn effectively, while also providing them with a strong foundation on which they can build successful and meaningful lives. We refer to flourishing as a combination of 'feeling good and doing good'. The character strengths that make up the basis of Positive Education are embedded into all aspects of our program.
- Our participation in the Early Learning Stem Australia (ELSA) pilot program has continued. It ensures that we use the program to guide our units of work alongside of our Numeracy Indicators. The program supports us in engaging children in STEM practices via an Experience, Represent and Apply (ERA) learning loop which is extended through the use of digital technologies. We ensure that we implement STEM pedagogies and practices in play-based and inquiry based learning environment and that STEM focuses are programmed for.
- We engage with teaching sprints to provide us with a framework to review evidence of student learning in order to determine what our students need us to learn next in order to improve their learning. The sprints have also helped us to develop high-trust teacher teams that take collective action and help each other improve. Our sprints have also provide us with another platform for critical reflection with our peers.
- Learning opportunities with classes from the primary school, especially early years classes, have formed the basis of our Inquiry program and have allowed us to maintain positive relationships with the school.
- Our Aboriginal Community Engagement Officer (ACEO) Aunty Judy has a regular scheduled time in which she visits both Kangaroo and Possum students each week for Karna and Ngarrindjeri cultural and language sessions with the children. These ongoing weekly visits provide educators with the opportunity to reflecting on our current practices and increasing our knowledge about Indigenous Australians.



# Strengths

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



5

Review  
and evaluate

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

- Children's need for rest is accommodated within the daily routine, and with provision of a "quiet reading corner". During set relaxation times educators use specific resources to help them make the connection to rest time by setting the scene. Pillow pets are only used during these specific times. Restful areas are also a feature of our outdoor environment.
- The Keeping Safe: Child Protection Curriculum is implemented into our curriculum and teaching practices throughout the year. It makes up part of our daily routines, and is evident in aspects of our preschool environment and interactions with the children.
- Healthy eating choices are explained and encouraged with both children and families. We encourage families to provide "nude foods" fruit or non-sugar-based alternatives for snack times. We include a regular focus on nutritional needs and what elements foods contain, to empower children to influence better food choices at home. Toast and non-sugar-based spreads are available daily as well as extra fruit which is always available to supplement families in need, and to ensure healthy choices are available. Our children are supplied with fresh fruit, bread, eggs, butter and other breakfast food items through the Kick Start program for underprivileged children in South Australia. Through this same program we have volunteers that make up "emergency lunches" in the form of cheese or Vegemite sandwiches for children who may not have lunch on any given day.
- Children eat together at snack time and lunch so that educators can monitor their food and encourage children to eat their healthy food first. Healthy food choices are consistently talked about and acknowledged. A friendly reminder slip has been developed and is sent home in lunch boxes which contain foods not in our food policies to act as an additional reminder.
- Proper hydration is encouraged by the provision of fresh drinking water which is available for children to independently access all day at any time but is also embedded into our routine and key times throughout the day.
- Regular risk assessments and risk-benefit assessments are undertaken as part of the school's HSW audit to ensure that benefits for learning outweigh risks, safety risks are minimised and any issues are dealt with expeditiously.
- Preschool Access Plans, Health care plans along with Health Support agreement HSP120 and Safety and risk management plans HSP121, are developed with families and the appropriate agencies for children with specific health and additional needs, with regular meetings held to access ongoing care and support.
- Our Positive Education Program focuses on specific skills that assist children to strengthen their relationships, build positive emotions, enhance their resilience, promote mindfulness and encourage a healthy lifestyle. Our work developing powerful learners, builds learners who are persistent, not afraid to make mistakes, are resourceful and responsible.
- Our children have access to certain medical providers on-site; these include In-school Psychologist and Occupational Therapists. By having these services accessible on-site we are ensuring that all children have access to health care that they may not be able to otherwise access. The In-school Psychologist is able to offer counselling, cognitive assessments, learning difficulty assessments, gifted assessments, group programs, parenting programs and consultation services to our community. This service is provided free of charge, and is bulk billed to Medicare or NDIS for eligible clients.
- We have a site Epi-Pen for use in an emergency for children who may not have one assigned to them. As a precautionary measure we have a single use Junior Epi-Pen in case any of our children have an adverse reaction to something within the preschool environment that they have not previously encountered.
- Physical and movement activities are included in our weekly program in the natural and built environments. All children are encouraged to participate to their own ability. Children are taken to the school gym on a weekly basis and are able to use its equipment. We are involved in the whole school's Sport's day and other specialist sports clinics where appropriate.
- We have access to and encourage families to meet with our Wellbeing Leader who can provide support to our children, their families and wider preschool community.
- COVID Safe practices have been implemented and are adhered to and have become part of our everyday routines. COVID site entry forms are required to be filled out by any person (other than a DECD employee) who enters the premises, this includes playgroup families. COVID risk assessments have been prepared and are adhered to at all times.



# Strengths

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



5

Review  
and evaluate

## Quality Area 3: Physical Environment

- The physical outdoor environment of Wandana Preschool is well-suited to the provision of a quality year round outdoor preschool programme and offers safe participation and access to every child. It is attractive, welcoming, spacious, natural and safe. Many positive comments are received from families and visitors about our outdoor learning area. In October 2016 the Wandana Preschool Outdoor learning area won the KidSafe National Playspace Design Award in the category of Education and Care Services. Our outdoor area remains accessible to all families and our community out of preschool hours.
- The outdoor environment is aesthetically pleasing with a large grassed area and a range of suitable spaces, plants, water, trees and pathways. The outdoor learning spaces allow for open ended activities for children to explore, discover and most importantly connect with nature, enabling the development of deep respect for the environment.
- The indoor / outdoor areas are flexible and adaptable, with access to both areas possible and available in inclement weather conditions, and bathroom facilities included in the main indoor area. Opportunities to interact with the natural and built environments are plentiful, with the added option of using the school's facilities - gym, playground, oval, resource centre/library, classroom space and kitchen - as required to foster a sense of inclusion in the wider school community.
- Our interactive TV and IPads are accessible to all children within the preschool.
- Our indoor area has recently been upgraded with new flooring, for ease of access and cleaning and new furniture to further enhance exploration and play-based learning. The new indoor play spaces are promoting children's developing sense of agency and are encouraging them to be active contributors in their world.
- Sustainable practices are embedded in the design and environmental awareness is one of our priorities. Children are supported to become environmentally responsible, to show respect for living creatures and to understand our interdependence with nature. Sorting waste and recycling is promoted throughout the day. We have a daily collection of food scraps for compost for our vegetable garden and our recyclable plastics are sorted for washing and re-used as objects to support play and exploration. We have a regular focus on growing our own fruit and vegetables in our orchard and our 'Good food, Good mood' garden and where possible produce from both is shared with the children or used in our cooking experiences. This area of learning is embedded into our learning program and involves every child. Our water tap in our dry creek bed is connected to the water table which supports children to learn about water rationing.
- We are leading the school in practice and sharing our knowledge with them to bring about environmental change for our community.
- All of our children are able to access the sensory room, filled with equipment to support interoception and self-regulation, should the need arise. This room has been developed and designed to further support children's needs for calm, to receive or exclude sensory information and to assist them in self-regulating their behaviour.



# Strengths

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



5

Review  
and evaluate

## Quality Area 4: Staffing Arrangements

- Staffing arrangements, including teaching staff, School Service Officer's, Bilingual Service Officer's and Preschool Support Officer's - ensure that appropriate ratios 1:10 are maintained at all times. All staff maintain professional standards and develop respectful, warm relationships with the children in their care through appropriate interactions and attitudes.
- We have a strong permanent collaborative core team. Open, supportive discussions encourage staff to learn from and encourage each other, and to invite input into shared observation and assessment of students and the content of curriculum. Educators participate in regular professional development throughout the year. We undertake training together whenever possible to ensure that all staff are equally informed and committed to the philosophy of the centre and the efficacy of our learning programme. Some professional development is undertaken by individual educators with knowledge shared with the team after the event. Where possible professional sharing occurs at school staff meeting and preschool staff meetings. Staff meetings are regular, minuted and actions are noted.
- A communication book is kept to communicate important information and ensure that each educator is aware of that information. Information in the communication book is brought up during staff meetings to make sure all educators are aware of any issues or news. Educators also make conscientious efforts to keep each other informed.
- We maintain a high level of mutual respect, equity and shared responsibility according to individual strengths and skills. We are fortunate that we have been able to maintain continuity with our educators for many years. We now have 3 of our preschool educators being permanent (2 teachers, 1 School Services Officer). New staff are inducted on commencement of their work in the centre, and given the opportunity to respond to the unique richness of our highly diverse community.



# Strengths

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



5

Review  
and evaluate

## Quality Area 5: Relationships with Children

- Relationships with children is an exemplary feature of our service at Wandana Preschool. In an environment where 95% of our students have little or no English, are underprivileged, have suffered through trauma and where a growing number of students have complex special needs, our staff strive to maintain a welcoming and supportive atmosphere through warm, calm and engaging personal interactions with children. Strong and trusting relationships are developed, leading to a positive sense of self-worth and a strong sense of group cohesion is fostered with children and their families.
- Each child is respected as an individual, their rights are acknowledged and along with their efforts, involvement and successes in the program, they are celebrated in a supportive and inclusive environment
- We utilise strategies and language from Positive Education and various trauma training (SMART and BERRY ST) to assist us in engaging in positive and respectful interactions with our children that promote their wellbeing, self-esteem, sense of security and belonging.
- We have strong and clear behaviour expectations, founded on respect for themselves, each other and the mutual property of the preschool. These are highlighted on charts with picture clues and revisited regularly. Children are encouraged to develop self-control of behaviour through counselling as necessary, explicit teaching of the language of negotiation, rehearsal and encouragement with progress. Behaviour management is seen and promoted as a part of the developmental learning process and dignity is maintained for everyone in all interactions.
- We have a strong focus on wellbeing and supporting children's transition to school including regular visits to or from the foundation classes and opportunities to meet the teachers. Foundation teachers have daily yard duty in the preschool outdoor learning area at lunch time to allow them to begin forming relationships with all children.
- Foundation, year 1 students are welcomed into the preschool outdoor learning area at lunch times, allowing them to maintain the relationships they previously built with preschool educators during their time at preschool.
- Regular educators are employed as relief teachers to foster consistency in children's learning, our relationships and expectations. This further ensures children feel safe and secure in their learning environment.
- We continue to fund and run a playgroup within the preschool learning area allowing educators to become familiar to the children and their families and children to become familiar with educators and the preschool environment in the security of their parents company, prior to starting preschool. This supports us to begin building foundations on which strong and trusting relationships to develop.
- Our Aboriginal Community Engagement Officer (ACEO) is available to us for guidance in ensuring that our relationships with our Aboriginal and Torres Strait Islander students remains respectful and culturally appropriate.
- Our commitment to teaching sprints has further strengthened our interactions with children. Educators consistently ensure that they are purposeful and deliberate in their interactions and especially in their verbal exchanges with students.



# Strengths

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 6: Collaborative Partnerships with Families and Communities

- Our service places the highest value on establishing and developing close and trusting bonds with the families of our students. This begins at enrolment, where we invite families to help us learn about their child's strengths and needs, and continues throughout their time at preschool. We provide a variety of opportunities, both formal and informal, for family involvement in the child's preschool experience, including:
  - Governing Council meetings (2x per term) provides an opportunity for parent input and are designed to give details of plans to families, and invite suggestions for parent voice and/or comments and to foster inclusion in the decision-making of the centre; Parent / caregiver meetings (interviews) once a year and additionally at any time by appointment; Informal discussions in person, on the phone or by home visit on request; Regular preschool and school newsletters, including a term overview and calendar at the beginning of each term; Excursions or incursions which families are encouraged to attend to share the experience with their child and talk about at home to extend and consolidate the learning involved in the child's home language; Parents are invited to reflect on their children's learning by including their voice in their memory journal; Cultural celebrations run by the parents with the support of staff; Morning, twilight and evening functions so all family members can attend and share their child's learning and preschool experience.
  - We run a highly successful playgroup which provides a service to families with younger children, whilst providing us with an opportunity to build relationships and establish strong links with families and the community. Our playgroup is a place of welcome for the child and parent, and provides information about eligibility, community services, support where early intervention may be needed and ideas about how to extend their child's learning at home prior to entry to preschool.
  - We invite families to share their particular skills and expertise and their cultural knowledge and traditions at their level of choice. We regularly observe relevant cultural celebrations and have a strong commitment to a detailed focus on Aboriginal heritage as part of the learning programme. We have found this has greatly increased the level of participation of families we otherwise have limited contact with, both in the activity relevant to their own culture and beyond, to greater participation in the entire learning programme.
  - We forge and maintain links with various community organisations and services, and where possible, include them as part of the learning programme. E.g. Bunnings
  - We refer families to support agencies as necessary, advise the community about services available through our noticeboard, Facebook page, newsletter, and we link with the school for further information as required.
  - We have a strong focus on making transition times as smooth as possible. We encourage families to use the early entry process for EALD and special needs enrolments, gradually building up attendance as the child feels more confident and secure. A formal induction session is offered to new families with time for questions and suggestions. We also offer individual inductions on request.
  - Discussions are held with prospective teachers as to the individual strengths and needs of the students they will receive into their classes, and intervention information is handed over to ensure support is ongoing. Invitations are extended to primary schools to visit children in the preschool environment and discuss their progress with staff prior to the commencement of their enrolment.
  - We have a good relationship with our Aboriginal Community Education Officer (ACEO) who is located on site. Our ACEO supports individual ATSI children and their families within the preschool community as well as supporting educators to ensure that Aboriginal perspectives are represented in our program and overseas the delivery. With the assistance of our ACEO we are able to maintain strong relationships with our Aboriginal students, parents and families.
  - Access to support services is sought and facilitated as soon as possible after enrolment. Strong links are maintained with regional support service providers through regular review meetings as part of the school process, to ensure a seamless delivery of services to children and families. We have established connections with organisations and service providers such as Child and Family Health Service, Speech Pathologists, Occupational Therapists, Psychologists, Disabilities SA, Families SA, Novita, Autism SA, local childcare centres and preschool and more. Child and Family Health Service conduct health checks onsite once a term. OCOP are negotiated with families and school personnel as required and intervention plans developed for support staff to work through each term.



# Strengths

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



5

Review  
and evaluate

## Quality Area 7: Governance and Leadership

- Where possible, continuity of educators is maintained and staff are supported to transition to permanency. A great effort is made to recruit staff whom understand and reflect the nature of our community, maintaining the strong and trusting links built up with our students and their families. Our team of educators work well together and each person contributes to the effective operation of the preschool. Staff are dedicated, committed and passionate about supporting our families and children as well as supporting each other. Each educator works to maintain a positive learning and work environment. Induction of new staff is carried out by leadership, the teaching staff and permanent SSO's as appropriate and occurs on commencement of appointment.
- Collaborative team meetings develop our curriculum foci, and we jointly establish the expectations, values and goals which underpin our work. Current staff development in the use of the Respect, Reflect, Relate (RRR) observation tool will enhance our ability to refine this focus and ensure it is achieving its goals in teaching and learning. All educators participate in the self-assessment process and contributed to the improvement plan.
- Our Statement of Philosophy is reviewed regularly and was developed to reflect and guide our practice and beliefs.
- Teaching staff are part of the school's evaluation process to support performance improvement. Ancillary staff attend school SSO meetings and are formally monitored by the Principal, while informally directed, supported and encouraged by the teaching staff of the Preschool.
- Administrative Systems are in place to ensure effective operation of services in compliance with the Regulatory Authority.
- We have a strong partnership with our Local Education Team members (LET team) in particular with our Early Childhood Leader. We regularly connect with them through pupil free days, partnership meetings, professional development, formal and informal meetings, check-ins, emails and phone calls.



# Quality Improvement Plan for

## Wandana School Based Preschool- 1621

2021

### Includes:

- Learning Improvement goals
- National Quality Framework priorities

### 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

Deepen children's capacity and confidence to use mathematical language, with a particular Goal 1: focus on 'I quantify my world', to demonstrate their ideas.

Challenge of practice: Educators will deepen their knowledge of mathematical language (in particular 'I quantify my world') and consistently model its use in meaningful contexts, effectively noticing, naming and responding to children's play enabling children to demonstrate their ideas and understandings.					
Actions	NQS links	Timeline	Resources	Responsibility	
We will continue to build educator expertise in pedagogical documentation as a process of Learning Design And Reflective Practice. A characteristic of focus will be children's voice as individuals and in groups, particularly collecting and collaboratively analysing transcripts for evidence of children's dispositions towards mathematical language.	QA1 1.3.1 1.3.2 QA4 4.2.1 4.2.2 QA7 7.2.3	PD- Term 1 Team meetings 2x per term (Term1-4) Collection and analysis by the end of Term 3	<div>-Text: Pedagogical documentation in early years practice by Alma Fleet for PD all staff to build capacity (2x \$56)</div> <div>-Torrens professional learning day with Alma Fleet and Anthony Semann 3rd March 2021. (\$1,000 buy in)</div> <div>-Preschool team meetings schedule 2x per term</div> <div>-Torrens ECL Adam Christie</div> <div>-Pedagogical documentation for analysis</div> <div>-partnership meetings</div> <div>-GANTT chart for timelines</div> <div>-Numeracy guidebook (pg 10-18, *strategy 1.4)</div>	All preschool educators to attend PD session on 3rd March. Core staff to critically reflect on readings from selected text. Teachers to analyse documentation on a regular basis. All regular staff to meet 2x per term to assist with collaborative analysis of pedagogical documentation. Leadership to meet regularly with Daniela to support QIP and program priorities.	
We will collectively reflect, evaluate and analyse our current teaching practice and environment around numeracy, focusing on 'I quantify my world' and identify high impact strategies to trial through sprint process.	QA1 1.2.1 1.2.1 1.2.3 QA3 3.2.1 QA4 4.2.1	Ongoing through terms 1-3	<div>-Numeracy and literacy guidebooks (Strategy 2.2 pg29-32)</div> <div>-Numeracy indicators "I quantify my world"</div> <div>-RRR active learning and involvement scales</div> <div>-Participate in any relevant PD around numeracy that the primary school participates in.</div> <div>-Maths is all around you (Knaus and Featherstone) (2x\$25) Chapter 4.</div> <div>-ELSA Preschool Program (\$20 per child 40x20 \$800)</div> <div>-Ipads</div>	Teachers to participate in Sprint process across the site. Daniela to continue as pillar for preschool QIP PLT. All core staff to participate during Friday meeting.	
We will review successful oral language strategies from 2020 (modelling language and concepts) and embed them into our daily practices, checking in regularly on staff consistency.	QA1 1.2.1 1.2.2 QA5 5.1.1	Week 0 roles & responsibilities By week 6 term 1	<div>Strategies from 2020-</div> <div>-visible list of embedded educator actions</div> <div>-Regular RRR reflections (1x term)</div>	Leadership and teachers to review strategies. All educators including BSSO, PSP to embed strategies into practice.	
Foster partnerships with parents and caregivers. Use Seesaw to connect with families; to celebrate children's learning around mathematical language, and to model its use in meaningful contexts. Support caregivers to develop their understanding of the use of mathematical language and concepts in play by sharing numeracy activities that families can implement at home.	QA1 1.3.3 QA6 6.2.2 6.2.3	Term 1 Week 6 onwards	<div>-Seesaw</div> <div>-Numeracy indicators</div> <div>-Numeracy guidebooks (pg 38-39 Strategy 2.5)</div> <div>-Maths is all around you (Knaus and Featherstone) 2x \$25</div> <div>-ELSA Family app</div> <div>-Newsletter</div>	Daniela and Catherine	
Success criteria In analysis of our pedagogical documentation we will see more children confidently quantifying their world and demonstrating their understandings and ideas through the use of mathematical language.					



- 1 Analyse and prioritise
- 2 Determine challenge of practice
- 3 Plan actions for improvement

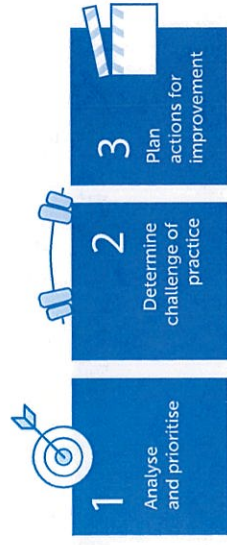
## 1 Analyse and prioritise

### 3 Plan actions for improvement

## 1 Analyse and prioritise



# Learning Improvement Plan



## Goal 3:

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

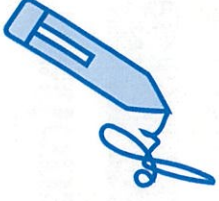


# National Quality Framework priorities

Priority	NQs links	Key steps	Timeline	Resources	Responsibility
To improve relationships between families, educators, children and community which fosters strong foundations for educational partnerships.	1.3.3, 6.1.1, 6.2.3	Forward-plan one family event per term	Week 0 for term 1 For terms 2,3,4 by week 9 of previous term	-timetables -key dates in school calendar -Gantt chart	Catherina & Daniela
		Ensure newsletters are directed to what is happening, what learning children are exposed to. Included spotlights on learning.	From term 1	-timetables for newsletter	Catherina & Daniela
		Spotlight on playgroup, reflect on the structure and what elements we want to keep and what changes we want to make. -ensure playgroup calendar is uploaded to webpage and facebook.	From Term 1	-parent feedback (governing council families) -community feedback	Leadership Catherina/Daniela Grace
Sustainability - work in conjunction with the school to bring about environmental change- Focus on how we look after the preschool environment and our Wandana Community environment. Further investigate the importance of sustainability and look for ways to share our current practice with the primary school eg recycling, healthy lunch boxes, preschool orchard.	3.2.3	Connect with both Tea Tree Gully and Port Adelaide Enfield council for support re educational programs around waste and sustainability.	Term 1	terracycle	Daniela Grace
		Link to ATSI culture about how to care for the land and be sustainable.	Term 2	-Aunty Judy (ACEO)	Preschool teachers Ann-Marie
		Connecting with other local community groups that can support us	Term 1	-Woolworths -Bunnings -Grants	Daniela Catherina
Support children to develop a sense of agency and independence and work out strategies to help them to self regulate.	1.2.3, 5.2.2	Research and implement programs that work for our cohort.	by Week 5 term 1	-Kimochi program / books puppets -Pos Ed resources -Cuc Doan Wellbeing Leader -interception resources	Catherina and Daniela SIT-Student intervention Team to research
		Other professional development opportunities that will complement PosEd. Look into Berry Street training and mindfulness.	Ongoing	-Wellbeing leader can support us with some familiarisation around these programs. -Play is the way resources	



# Approvals



Approved by director/principal

Name

Reyn McCauley

Date

24/2/21

Approved by governing council chairperson

Name

MWills cindy wills

Date

24/2/21

Approved by education director

Name

Date