



WANDANA SCHOOL BASED PRESCHOOL



QUALITY IMPROVEMENT PLAN

2017-2020

Service details

Service name	Service approval number
Wandana School Based Preschool	SE-00011098
Primary contact at service	
Belinda Smith	
Physical location of service	Physical location contact details
Street: 2-12 Cowra Avenue Suburb: GILLES PLAINS State/territory: SOUTH AUSTRALIA Postcode: 5086	Telephone: 82611699 Mobile: n/a Fax: 82662919 Email: dl.0994_info@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Department for Education and Child Development Primary contact: Ann-Marie Hayes Head of Child Development Telephone: (08) 8226 3463 Mobile: Fax: (08) 8226 0159 Email: AnnMarie.Hayes2@sa.gov.au	Name: Belinda Smith Telephone: 08 8261 1699 Mobile: 0437063173 Fax: 08 8266 2919 Email: Belinda.Smith688@schools.sa.edu.au

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am Playgroup 9:-00-10:30am (on weeks where there is no Funky Friday session)		
Closing time	15:30 pm	15:30 pm	15:30 pm	15:30 pm	15:30 pm (3x per term)		

Additional information about your service

Additional Information:

Onsite parking available. Entrance to the school car park is from Cowra Avenue or alternatively Alton Ave. Additional on street parking is available along Cowra Ave in front of the preschool. The Preschool entrance is located on Cowra Avenue. The centre is open for 40 weeks during DECD term dates and closed during school holiday periods. Staff are on premises every day from 8:00-4:30 for programming, planning and setting up the environment. Staff meeting is held on a Tuesday at 3:15-4:45pm. Pupil free days are scheduled as per DECD guidelines and are organised around training needs analysis. Wandana Preschool currently employs 2 part time Early Childhood Teachers one works Monday Tuesday and Friday, the other works Wednesday, Thursday and Friday. Friday is an opportunity for both teachers to come together for programming, planning and critical reflection to ensure that there is consistency between the two groups of children.

Information specific to term 4 2017

Pupil free day approved by Governing Council for Term 4 2017 **Monday 20th November**. An excursion is planned for Monday 11th December.

Please Note: Wandana Preschool has been selected for the 2018 Early Learning Stem Australia pilot program. Staff have committed to training days on 23 and 24 October 2017.

How are the children grouped at your service?

Children in their eligible year of preschool can attend for up to 15 hours a week, ATSI children 3 years of age can attend for up to 12 hours a week.

Children are enrolled into sessions according to staff:child ratios and centre capacity of 41 children per session, consideration is given to already established friendship groups, group dynamics and parental needs and wishes.

Children are divided into two groups. One group of children *Kangaroos* attends on Mondays and Tuesdays (08:30-15:00) (08:30 to 12:30) the other group of children *Possums* attends 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. There are 2 Funky Fridays scheduled for term 4 2017, Friday 10th November and Friday 8th December. We are flexible and do offer a negotiated enrolment pattern allowing children to attend for 5 half days (8:30-11:30) or access a part time enrolment depending on their current needs and our staffing ratios.

Name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor Belinda Smith (Principal)

Daniela Gambaro (Preschool Teacher)

Catherina Pedroza (Preschool Teacher)



Our Philosophy

At Wandana we are focussed on working together as a community to provide a collaborative, respectful and inclusive environment where all students are supported to achieve their full potential. We aim to provide an enriched, play based, learning environment where all children can develop their executive functions and dispositions for learning so that they can become successful independent learners allowing them to be the best learner they can be.

Play is the vehicle for all learning in our centre. Our curriculum allows for discovery and exploration, fostering learning through a wide range of experiences, both child-initiated and teacher-driven, always working in partnership with the families of our students and creating a safe and inclusive environment.

We use a holistic approach to help children develop as independent, connected learners who have a strong sense of individual and group identity, and who are actively involved in shaping their learning.

We encourage a sense of group identity through building trusting relationships with each child, and supporting the development of their social skills with each other in a positive and respectful manner.

We have a strong family focus. We aim to establish strong, respectful relationships with our families striving to create an atmosphere which is welcoming and encourages interactions and partnerships between educators, families and the wider community.

We value and recognise parents and caregivers of our students as the primary educators of their children, and aim to build on the learning each child has experienced within the family prior to their enrolment with us.

We value and honour our preschool as a place of welcome which reflects the variety of experiences and cultural understandings that our families bring to our community. We value learning from our families about the richness of cultural diversity and expression in our children's lives.

We value opportunities for children to understand Australia's rich indigenous history, its cultural diversity and the importance of being inclusive and respectful to all.

We are strong advocates for the benefits of Nature Play for children; we encourage outdoor play and engagement with the natural world every day. We recognise that children need opportunities to connect to the natural world, enable their natural ways of growing, learning and thriving while fostering an understanding and respect for the environment.

Revised Feb 2017

Quality Area 1 – Educational program and Practice – Strengths

Strengths

- Our curriculum decision making is strongly informed by the context, setting and cultural diversity of our families and community. We believe that we excel in providing a curriculum that is relevant to the children in our diverse setting as we view this as a vital tool in building understandings and scaffolding learning.
- Families are consulted on enrolment and regularly thereafter to inform and deepen our knowledge of our students, and this provides the basis of our learning goals for each individual student.
- Our sessions are structured to allow long blocks of uninterrupted time for exploration and socialisation, giving children control of their learning and a sense of agency, while providing opportunities for staff to build relationships, observe and assess, build on children's current learning through interactions and scaffold language around relevant activities. Educators' everyday interactions with children enable us to build a picture of their strengths, knowledge and abilities which are incorporated into their learning program. This time also allows the staff to gather information for referrals as required when additional support is needed, and as a base for individual learning and intervention plans. A visual timetable is always on display for reference by children, families and visiting educators. Time is allowed for individual choice as well as more structured group experiences. The program is planned and recorded under the Early Years Learning Framework outcomes and is displayed on the noticeboard.
- We provide regular opportunities for small group learning in structured activities to build skills, share experiences and scaffold learning, along with regular literacy and numeracy activities which provide information as to children's level of comprehension and progress. We maintain a balance between exploratory play and explicit teaching to ensure each child is maintaining engagement with the learning programme.
- Children are able to make choices from a wide range of activities as part of our daily program. There is a balance of child initiated learning and intentional teaching. Educators work on establishing strong relationships with the children and through these interactions information is gained around children's knowledge, ideas, culture, abilities and interests to inform practice.
- Our learning environment is structured to support their engagement, wellbeing and sense of agency. During 2015 we were part of the preschool outdoor learning area upgrade which has provide a greater range of flexible materials and loose parts

for the children to utilize in their play and also structure their own leaning environment. These open ended materials provide opportunities for the children to apply their positive learning dispositions (curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity). Our upgrade has provided an infinite number of variables for children to interact with as well as providing them with beneficial challenge risks and intellectual risks.

- Each child's learning and involvement is acknowledged, celebrated and documented in their "memory book" which are always available to children and their families. Their memory book demonstrates the use of the Early Years Learning Framework and the Literacy and Numeracy Indicators to 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.

Quality Area 2: Children's Health and Safety – Strengths

Strengths

- All staff are kept aware of each child's health needs and given appropriate training in First Aid, Asthma and Anaphylaxis and any other health related training as they become necessary.
- As far as possible, children's need for rest is accommodated within the daily routine, and with provision of a "quiet library corner", but this is difficult with the constraints of time and space available. During set relaxation times children use pillow pets that 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.
- Hygiene routines are explained and incorporated into the daily routine – wash hands before eating and after toilet etc.
- Healthy eating choices are explained and encouraged with both children and families. Snacks are limited to fruit or non-sugar-based alternatives (sandwiches / cheese and biscuits etc.) and packaged food is discouraged. 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 and extra fruit is always available to supplement families in need, and to ensure healthy choices are optional. 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. Additionally this information is available in our enrolment package and policies folder. A 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 physical activity is promoted daily with provision of a range of physical challenges, in the natural and built environments, and with weekly visits to the school gymnasium to use their equipment and space. We also plan co-ordination sessions, involving all children in a rotation of structured activities based on the Fundamental Movement Skills programme, so

- every child can build skill levels and confidence in active play.
- Staff are rostered to ensure adequate ratios and supervision are maintained at all times. Children's attendance is recorded daily in the roll book as well as on the sign in/ sign out sheet. Regular risk assessments and risk-benefit assessments are undertaken as part of the school's OHSW audit to ensure that benefits for learning outweigh risks, safety risks are minimised and any issues are dealt with expeditiously.
- School procedures are followed in the event of accidents and parents / caregivers are informed on the day in writing if incidents occur, detailing what happened and what First Aid action followed. Families are contacted immediately if the child needs further medical attention.
- All staff are trained in Reporting Abuse and Neglect, Mandatory Notification procedures and guidelines, and training is updated with the school staff as necessary.
- Preschool Access Plans and Health care plans are developed with the appropriate agencies for children with specific health and additional needs, with regular meetings held to access ongoing care and support.
- We are an allergy aware site and families are asked to comply with our Anaphylaxis policy in regard to nuts. Copies of relevant health policies are made available to families, with additional copies in our policy folder. If children become unwell during a session they are rested, monitored and a parent/carer or emergency contact is notified to advise on further action or to collect the child if required. If a child is injured we follow first aid procedures. The injury is assessed as to the severity and appropriate follow up treatment is carried out. Records are kept of all first aid incidents and copies given to parents/carers. In the case of head injuries parents/carers are informed immediately and children monitored closely for the remainder of the session.

Quality Area 3: Physical Environment – Strengths

Strengths

- The physical outdoor environment of Wandana Preschool is well-suited to the provision of a quality 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.
- 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,

- classroom space and kitchen – as required to foster a sense of inclusion in the wider school community.
- Resources are adequate and regularly supplemented as the budget allows.
- Our interactive smartboard is accessible to all children within our centre.
- 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 during daily snack and lunch times, we have a daily collection of food scraps for the school's chickens, 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 recently established orchard and garden and where possible produce from our garden is either shared with the children or used in our cooking experiences. This area of learning is embedded into our learning curriculum and involves every child.
- Facilities are maintained according to DECD maintenance program through SPOTLESS and cleaners are employed daily.
- Thorough indoor and outdoor site audits are undertaken by educators within the school under guidance of our OHSW representative. Any hazards identified are immediately removed or isolated and reported to the nominated supervisor/OHSW rep and grounds keeper. Throughout the day, immediate action is taken by preschool staff to ensure the safety of children if any potential hazard arises.

Quality Area 4: Staffing Arrangements – Strengths

Strengths

- Staffing arrangements, including teaching staff, SSO's BSSO's and PSP SSO's – are provided to 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 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. 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.
- All staff have appropriate qualifications. All teachers are registered and meet DECD qualification requirements. All Early Childhood Workers have completed Certificate 3 as a minimum qualification and 1 has a Diploma in Children's Services.

Quality Area 5: Relationships with children – Strengths

Strengths

- This is an exemplary feature of our service at Wandana Preschool. It is particularly challenging in the environment where 85% of our students have little or no English and where a growing number of students have complex special needs, however our staff 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.
- Opportunities are created for individual, small-group and large-group interactions, both structured and incidental which lay the foundation for a sense of belonging and personal value to the community.
- 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.
- Over the past 6 years, our school has been a part of a cluster group of schools involved in a pilot programme investigating neuroscience and how brain development affects teaching and learning in practice. We have participated in shared learning with the school staff in this area, and have incorporated our learning into our practice to ensure the optimum learning environment for our students. When redirecting or discussing children's behaviour with them, educators utilise a neuroscience mindset ensuring a positive tone of voice is used along with positive neuroscience language, emphasising the feelings involved and the behaviour choices that the child makes.

Quality Area 6: Collaborative partnerships with families and communities

Strengths

- 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:-

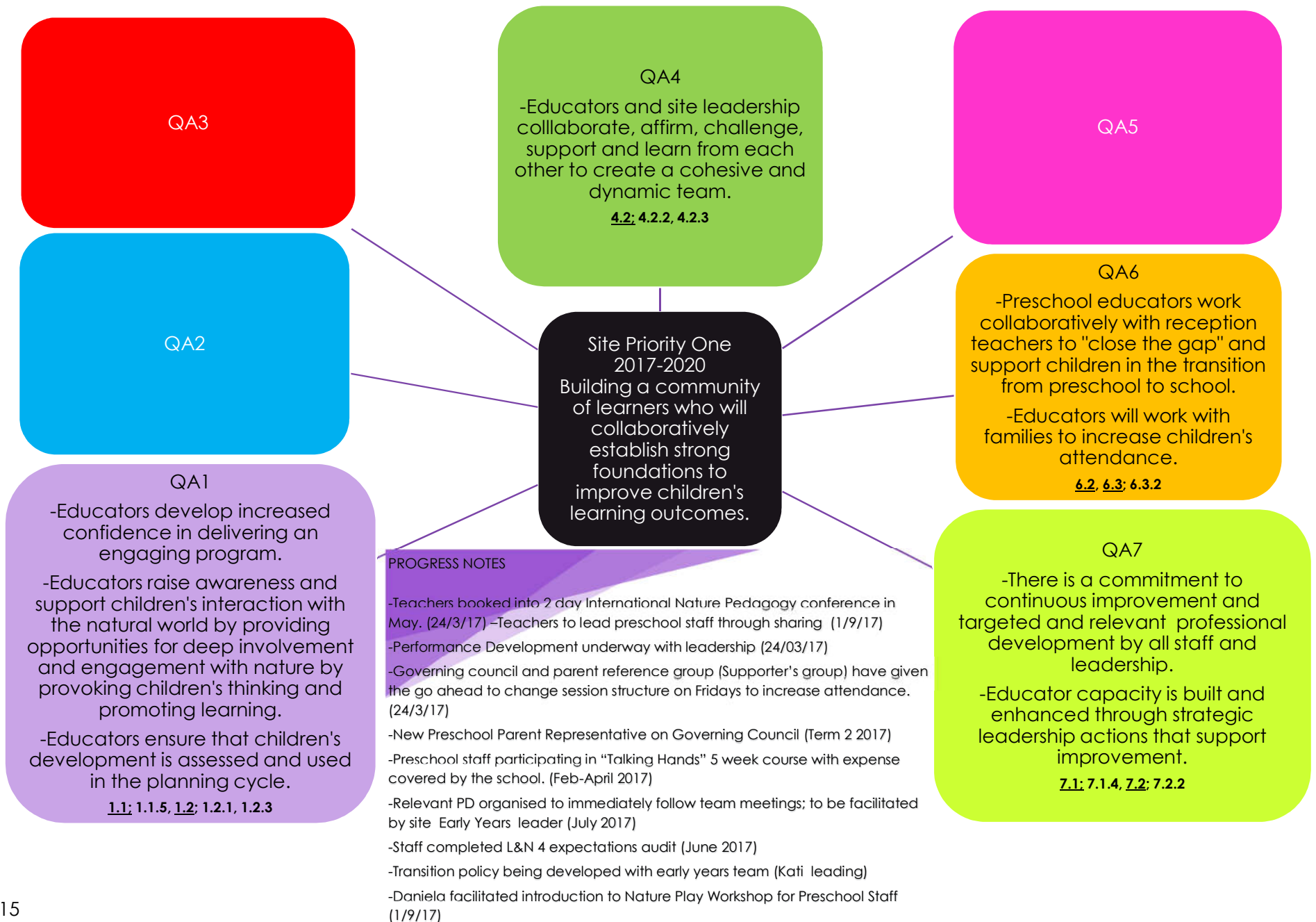
- ✚ Governing Council and regular Supporter's Group meetings, designed to give details of plans to families with limited literacy skills in English, to invite suggestions for parent voice and/or comments and to foster inclusion in the decision-making of the centre.
- ✚ Parent / caregiver meetings (interviews) 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 each term 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
- ✚ By supporting us with regular small-group activities such as cooking/ co-ordination / art & craft activities
- ✚ Parents are invited to reflected 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, evening and weekend functions so all family members can attend and share their child's preschool experience
- ✚ Regular visiting days where children can share their learning through drama, music and literacy-based activities
- ✚ A bi-annual Family Camp, where families are invited to spend a weekend away learning about Aboriginal Culture at the school's expense or subsidised by the school (subject to funding).
- A booklet is available to families on enrolment, outlining the programmes available, the enrolment criteria and the ways in which the family can support the child through involvement in the learning programme.
- We run a highly successful playgroup which provides a service to families with younger children, establishing strong links with the teaching staff, a place of welcome for the child and parent, and providing information about eligibility, community services available for early intervention with special needs 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 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.
- We refer families to support agencies as necessary, advise the community about services available through our noticeboard, Facebook page, newsletter, school bag app and 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.
- 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. Statements of learning (exit reports) are written for every child and given to the families and the schools the children will attend.
- 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.
- IEP's, ILP's and NEP's are negotiated with families and school personnel as required and intervention plans developed for support staff to work through each term.
- A formal induction session is offered to new families in the form of a Power Point presentation, with time for questions and suggestions.

Quality Area 7: Leadership and service management – Strengths

Strengths

- AGM at the beginning of each year invites parents to be part of the governance arrangements with staff. As part of the Wandana Primary School, the Preschool has a staff and parent representative on the Governing Council. On a less formal level, we have a Supporter's Group which meets several times a term and is open to all parents / caregivers to attend. This gives families the opportunity to be informed about and comment on current practice, advise if it meets community needs and make suggestions for future improvement.
- Where possible continuity of educators is maintained with the majority of educators having spent many years at the site. A great effort is made to recruit staff which 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 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 permanent staff participated in the self-assessment process and contributed to the improvement plan. Our Statement of Philosophy was jointly 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. Certain staff have been trained in the use of the Early Years System.
- All educators have undertaken appropriate screening processes through teacher registration and working with children screening. High standards of practice and ethics are maintained in keeping with the site philosophy and code of ethics. Volunteers and students also undertake relevant history screening as well as responding to abuse and neglect training.



- Key Improvement strategies for Site Priority One

Building a community of learners who will collaboratively establish strong foundations to improve children's learning outcomes.

- ✦ Increased opportunities for all preschool educators, teachers and SSO's to attend relevant professional development to enhance their confidence and increase their knowledge allowing them to actively contribute to delivering a purposeful and intentional preschool program.
- ✦ Educators who attend PD during the year on centre priorities will be expected to report back and share strategies with all staff, time will be allocated for this during Friday preschool team meetings.
- ✦ Ensure all educators and families are committed to and understand why outdoor play is essential. Daniela to share conference information and lead educators through Nature play discussion. Looking at the principles of Nature play/loose parts play/risky play and talking tubs with staff and families.
- ✦ Ensure all educators are able to maximise the full potential of learning and discovery in the outdoor area.
- ✦ Educators will continue to use the language of the indicators in their documentation, displays and discussions with families.
- ✦ Gather data around learning intentionality.
- ✦ Educators will utilize enabling language associated with a growth mindset in their interactions with children, after some T&D in this area.
- ✦ Educators will continue to review planning, documenting and evaluation processes to ensure children's potential for learning and thinking is supported.
- ✦ Establish a new system which will contain observations and any relevant and supporting information that may affect children's learning and can be used for assessment.
- ✦ Time given and allocate to preschool educators to meet in conjunction with early years team; including reception teachers and Early Years Leader to create a more coherent site and continuity across all years for children.
- ✦ Working closely with reception teachers to develop a common understanding and language between the levels of schooling.
- ✦ Increased opportunities for preschool staff to come together for reflective collaboration.
- ✦ Ensuring that all staff are aware of and invited to Friday meetings.

SUCCESS MEASURES

Educators recognise the skills, strengths and knowledge that children bring with them to preschool and school and provide children with a sense of belonging due to positive relationships built up over the year.

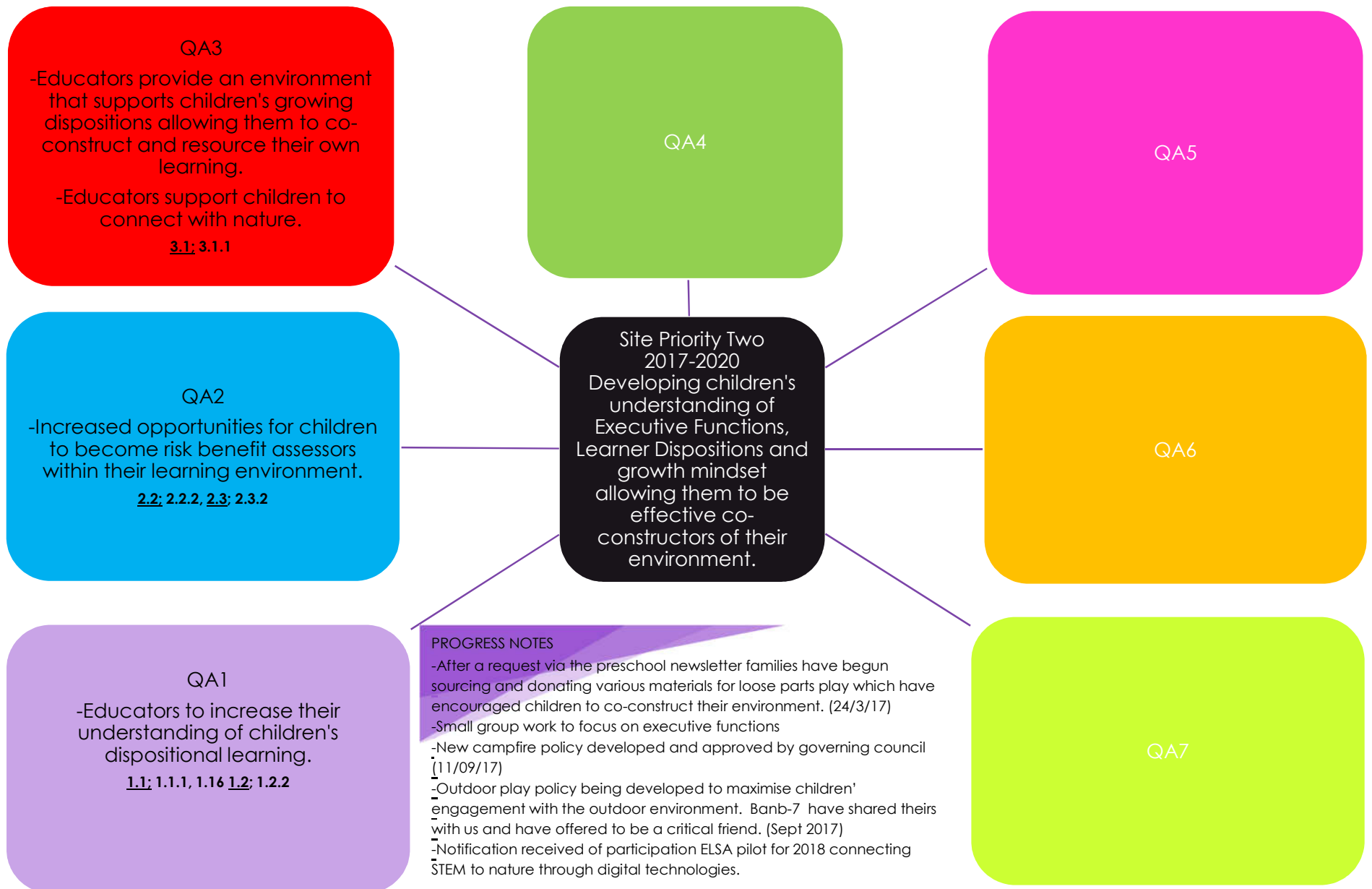
Improved learner outcomes

Skilled practitioners who are confident and committed to delivering programs that target learner needs.

A continuity between levels of schooling

All staff will feel confident in contributing information and observations about children. All staff will critically reflect on children's learning and development.

Wandana School Based Preschool Quality Improvement Plan current version March 2017



• Key Improvements strategies for Site Priority 2 - Developing children's understanding of Executive Functions, Learner Dispositions and growth mindset allowing them to be effective co-constructors of their environment.

- ✦ Planning and evaluating with children experiences that stretch their thinking and contribute towards a growth mindset.
- ✦ Incorporating the use of enabling language in interactions with children.
- ✦ Continuing to engage with the Neuroscience program and attend neuroscience shared staff meetings.
- ✦ Small group time will have a focus on developing executive functions and using common language.
- ✦ Sharing information with families on executive functions through newsletter, conversations, Facebook page.
- ✦ Planning and evaluating with children experiences that promote risk taking in particularly in nature play while maintaining safety standards.
- ✦ Opportunities for educators to attend and participate in relevant PD and research the benefits of; Nature Play and Reggio Emilia Approach, making connections to learner dispositions and promote these to families and the community.
- ✦ Making connections on how we will implement a nature pedagogy inside, outside and beyond.
- ✦ Providing resources that invite exploration, enhance children's learning, and enable increased participation and engagement, with a focus on STEM and, natural resources as per site requirements. This includes "loose parts play".
- ✦ Outdoor garden will be maintained so that it is engaging and appealing to children.
- ✦ Educators network with and visit other sites that have a "Reggio Focus" so that they can review current play spaces and equipment used in these areas with a "Reggio" headset.
- ✦ Redesigning some storage areas so that children can access activities independently.
- ✦ Educators will actively listen to children's conversations to reveal their curiosity and interests, ensuring their voice is represented within the preschool and is used to inform teaching practices.
- ✦ Educators support children's learning about safety and risks by allowing them to set up their environment.

SUCCESS MEASURES

The indoor and outdoor environment will maximises child engagement and exploration, and promotes, supports and encourages sense of agency for all learners.

Observe learners who are resilient, successful and challenged in their learning and engaged in meaningful and authentic learning.

Observe children who are empowered to make choices and decisions about things that affect them.

Children will be confident in expressing a wide range of emotions and opinions.

Learners will exhibit a growth mindset, accept challenges and learn from mistakes.

Observe the children leading learning, designing experiences and being risk assessors.

Wandana School Based Preschool Quality Improvement Plan current version March 2017



- Key Improvements strategies for Site Priority 3- Developing and maintaining purposeful and meaningful relationships with children, families, colleagues and the wider community.

- ✦ Work with families and community to re-establish and maintain the orchard.
- ✦ Staff to correspond with local businesses and local council for resources and materials to support maintenance and rejuvenation of outdoor learning environment.
- ✦ Working in partnership with the Preschool Plus group to share understanding and build meaning.
- ✦ Educators (preschool teachers) provide an environment that supports both children and families with the transition process.
- ✦ Families will be invited to be involved in a variety of ways including volunteering, Governing Council, policy review and development, various events, etc.
- ✦ The preschool will continue to invite various organisations to be involved in preschool such as Life Education, Little Athletics, SA Ambulance, Oakden Fire Department, Holden Hill Police, SA Dental.
- ✦ The preschool will continue to build relationships with the wider Indigenous community by inviting various community members to be part of the learning program at the preschool.
- ✦ Small focus groups ensuring that relationships are formed with all children, allowing all children's needs to be met and monitored.
- ✦ Educators intentionally engage in conversations and interactions throughout the day with individual children.
- ✦ Educators respond positively to all children.

SUCCESS MEASURES

Greater parent/family satisfaction reflected in parent survey.

Evidence of parent voice reflected in decision making. Increased parental involvement formally and informally throughout the year.

Preschool atmosphere is welcoming.

Children and families engage in spontaneous two way conversations with educators about what is happening in the preschool and how they can be involved.



• Key Improvement Strategies for Site Priority Four - To have an effective leadership and management process in place to ensure a high quality service.

- ✦ Staff to work collaboratively to develop an outdoor play policy which includes guidelines that all staff can follow; especially in regards to risk benefit play.
- ✦ Preschool staff to establish clear guidelines for procedures.
- ✦ School front office staff to be informed about new enrolment procedure for future enrolments to avoid enrolments being sent through to preschool during session times.
- ✦ New transition process to be developed based on needs of children in consultation with school staff and parents.
- ✦ Due to appointment of an Early Years Leader at the school roles and responsibilities need to be re-established and defined and clear processes need to be in place to ensure effective running and leadership of the preschool.
- ✦ Distributive and effective leadership amongst staff to ensure effective practices and to educator satisfaction.
- ✦ Early years leader to lead Preschool team meetings.
- ✦ School line managers (Principal, Early Years Leader) to conduct regular performance development meetings for all staff, including School Services Officers (SSO).
- ✦ Establish a new and follow a policy review schedule.
- ✦ Engage educators, early years leader and supporter's group and governing council in the review process.
- ✦ Update any policies as required.
- ✦ Develop any new identified policies and procedures.
- ✦ Health hygiene procedures displayed and visible to children.
- ✦ Review philosophy statement in consultation with families and the community.
- ✦ Throughout the year review the QIP.

SUCCESS MEASURES

Preschool team working cohesively and ethically; exhibiting clear lines of communication between all staff.

All staff have clear understandings of their individual responsibilities and what is expected of them.

Staff satisfaction is high. Staff focussed on continual improvement with links to centre goals and personal improvement goals.

Policies and procedures will be reviewed in a timely manner.

Enrolment procedure is effective and suits the needs of our community.

Transition between preschool and school is positive and supported by all involved.

Wandana School Based Preschool Quality Improvement Plan current version March 2017