



FLINDERS VIEW SCHOOL BASED PRESCHOOL – NQS QUALITY IMPROVEMENT PLAN FOR 2013

Quality Areas	Highlights & Achievements	Outcomes for 2013	Next Steps
<p>1. Educational program and practice</p>	<ul style="list-style-type: none"> - All staff have become more familiar with the EYLF through increased training and development opportunities leading to improvements in the educational program, as well as each educators' own practice and principles - 2 staff have participated in an 'EYLF Leadership Group' and developed a Learning Story Big Book which makes the children's learning and achievements much more visible to parents - Staff have implemented visual supports for a special needs child with improved outcomes and increased communication skills. - A trial inquiry based project in term 1 maximised opportunities for each child's learning through promoting the children's voice in learning about the digestive system and their own bodies - Mambray Creek NP excursion linked to follow-on learning highly inclusive of each child's abilities, culture, knowledge and interest - The Game Factory program has been very popular and effective for children's social skill development, and the changes have been noticeably positive - Each child has an individual learning plan that has been developed by gathering information through observations and collating any input from families. - Educators reflect on practice at the end of each day and document their critical reflection. To optimise the effectiveness of the program Educators detail their responses - The service has a range of resources and equipment that allows children to play, investigate, imagine and explore their ideas. Children's interest and needs are incorporated as part of the learning program 	<p>1.1.2. Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program</p> <p>1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p>	<ul style="list-style-type: none"> - Continue with training around the EYLF and RRR document - Incorporate the Region's new Oral Language Waves Assessment priorities. Assess each child's oral language development as ongoing process to inform planning - Continue to showcase the children's learning through Learning Story BB's on display for parents. The format could also include a digital picture frame on display in the wet area/foyer showing different photos of the children every 5-10 seconds (during times parents come in) - Enhance the outdoor learning program further through developing a 'bush tucker' garden and growing healthy foods to eat - Plan further excursions promoting cultural awareness and diversity, and to increase the parents and caregivers participation in the educational program - Evidence of children's learning does not drive the learning with intention and in an explicit way. The learning program is currently being driven by mainly children's interest and a thematic approach. - Have a 1 hour per week allocated for a team meeting Develop a process to document the learning and how it will be shared to drive the learning. This will ensure that each child's learning needs and interests are consistently incorporated and actively drive all aspects of the learning program - The service at present collects and assesses children in an adhoc manner. There is no time allocated for educators to document their observations and assessments nor time for the team to work collaboratively to intentionally plan using the data collected. Educators/SSOs/ACEOs are to be given allocated time to document children's learning and to collaboratively plan with the team.

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<p>2. Children's health and safety</p>	<ul style="list-style-type: none"> - Safety and outdoor play opportunities were improved with the transfer of the preschool location into the new building. This allowed the outdoor program to become more diverse and also enhanced the play-based education aspect - Hygiene practices were taught and consolidated through daily routines, and some children's skills improved considerably which transferred to home practice as reported by families - The Child Protection Curriculum was effectively implemented through 'Circle Time' reflection which ensured cultural appropriateness and inclusivity - The Family Night concert was very successful and lead to increased physical activity and gross motor skill improvement for all children - Evacuation and lockdown procedures are practiced with children regularly. - Lunch time strategies put in place so that preschool educators can just monitor preschool children as they eat their lunch. - Duty of care is provided at all times especially to help with toileting supervision. Extra SSO allocation of time above the allocation provided. - Evacuation and lockdown procedures were practiced with children more regularly. 	<p>2.1 Each child's health is promoted.</p> <p>2.1.3 Effective hygiene practices are promoted and implemented.</p> <p>2.3 Each child is protected.</p> <p>2.3.1 Children are adequately supervised at all times.</p>	<ul style="list-style-type: none"> - Continue planning the garden section of the outdoor area to develop a 'Bush Tucker' garden where children are actively involved in cultivating and growing foods for healthy eating - Effective hygiene practices are promoted, implemented and embedded in every day practice. Paper towel dispensers need to be securely fitted for the hand washing times through the day - Invite OPAL to set up some information sessions within the preschool for families to participate in - To provide adequate facilities that can be accessed fully by the children for toileting. Investigate options to rectify the design of the toilets including location and nappy change facilities which are compliant with the regulations - Continue to practice evacuation and lockdown procedures with children.

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3. Physical environment	<ul style="list-style-type: none"> - An increase in space has allowed the children to participate in more meaningful and cultured learning experiences spread out more appropriately around the larger building - New furniture has been purchased to suit the larger building and number of enrolments and this has increased the safety and comfort for the children and staff during preschool sessions, and family members during graduations and social get-togethers - The larger area has also increased opportunities for quiet speech and reading groups away from the noisier learning activities - The sandpit shelter has been installed and provides significantly increased shaded areas, and the toilet doors have had the self-closing devices removed making them much safer for the children - The worm farm has been very popular with the children and has linked in to further learning around sustainable practices and recycling opportunities 	<p>3.1.1 regulation 109 Toilet and hygiene facilities</p> <p>3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments</p>	<ul style="list-style-type: none"> - To provide adequate facilities that can be accessed fully by the children for toileting. - Investigate options to rectify the design of the toilets including location and nappy change facilities which are compliant with the regulations Install a nappy change table to improve hygiene, safety and comfort for children and Playgroup families - Develop and build a sensory wall in the shape of a lizard/Australian animal - Install a more secure tarp/cover for the sandpit which is less hazardous to remove and replace each day. The cover is currently held in place by heavy wooden sleepers - Heighten level of engagement children and their families in outdoor play and exploration through a sensory wall and herb garden. - Use of attendance improvement plan funding to employ an Aboriginal Community member to work with families to design and construct these. - Provide opportunities to engage children in the using these areas. - Explore ways that families can continue their engagement in the preschool - Explore ways to include a more natural garden area for children to experience and investigate.

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4. Staffing arrangements	<ul style="list-style-type: none"> - With a dramatic increase in enrolment numbers early in 2012, the preschool was able to add an extra teacher to the staff team on Tuesdays which improved the quality of the teaching program, and also eased the administration load - The SSO hours in the preschool increased making the learning environment more stable and ensured the PSS programs were also regular - The ACEO strengthened connections with families and followed up attendance issues efficiently - Staff have become very supportive of one another and the team spirit is courteous, consistent, respectful and appreciative of individual values and skills - 2 staff have completed their Certificate III in Children's Services this year. - SSO strengths were utilized to support the learning program and educators were given the opportunity to lead various activities. - 1 hour team meetings were held once a fortnight- every Tuesday – lead by the team leaders - to allow the team to discuss both organizational and educational areas of need. - Each team member allocated specific roles and contributions and strengths are being utilized and valued. 	<p>4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.</p> <p>Section 16 Offence to operate education and care service without nominated supervisor.</p> <p>4.1.1regulation 136 First aid qualifications</p>	<ul style="list-style-type: none"> - Consider enrolments for 2013 and plan ahead for staffing numbers relevant to the 'Same First Day' transition year - Where possible allocate children to sessions so there is a more even spread to ensure there is adequate staff supervision. - At present not all staff have their qualifications. Qualification requirements are maintained at all times. Explore ways that all team members have acquired their qualifications as per regulations. ACEO trained in certificate - Need to have at least one staff member trained as per regulations- with first aid qualifications To have a least one staff member with up to date First aid qualifications Staff access first aid training - If teacher is absent a relief teacher is employed for the day. Many of the relievers do not have the qualifications. There is no process to identify nominated supervisor. Process to nominate the supervisor and display each day. - Early Years teachers with Early Years Qualifications to be rostered on for lunch break duties to allow the teacher a break. - Early Years teachers release teacher for lunch break.

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<p>5. Relationships with children</p>	<ul style="list-style-type: none"> - Assessed as 'exceeding' in the NQS assessment This is a high priority area for the educational team and feedback from families and the assessor strongly indicate the success of this focus - Sincere effort is put into making every child feel valued and respected, and passing on this individual acknowledgement for each family has become a Centre priority - Communication with families is excellent, and issues are dealt with in a culturally sensitive manner and followed up promptly. Families have stated they feel genuinely cared for - Families are kept informed of the preschool program and events through regular newsletters, displays and phone calls 	<p>5.1 Respectful and equitable relationships are developed and maintained with each child.</p>	<ul style="list-style-type: none"> - Work on ways of involving the parents whose children arrive and get picked up by siblings in the preschool to engage them more intensely in the learning program - Continue to promote 100% attendance of all eligible children each term through home visits and phone calls - Continue to encourage families to visit the centre and to participate in the specific programs for their children- learning together, play group. - Target our non attenders and build stronger partnerships with families.
<p>6. Collaborative partnerships with families and communities</p>	<ul style="list-style-type: none"> - Assessed as 'exceeding' in the NQS assessment - Families are always warmly welcomed into the centre and relationships are consistently nurtured. Feedback from families reflects this fundamental achievement - The Learning Together Playgroup has been established and is consistently growing in number each week. The dedication by the ACEO and the PA Children's Centre has produced a high quality LT program for 0-5 year old children. Improved opportunities for Reception children to join this session have increased transition confidence and connections with the school community. - Home visits have improved the communication significantly between the preschool and families - Play Group has also grown in number with many families within the community accessing this program every Friday. - To have more of the children's personal values generated by their own family and community traditions reflected in our program. - Families needs are met and flexibility provided in ensuring that children are given their time supporting parents who are working or studying. - Preschool continue to be involved in school events and activities. BBQ held for families and children to bring families into the preschool and celebrate at the end of the year. 	<p>6.3.4 The service builds relationships and engages with their local community.</p>	<ul style="list-style-type: none"> - Involve families more regularly in the decision making process for the preschool program and garden development - Work on improving the attendance at the Learning Together Playgroup through promoting it more effectively within the community - Consider ways of sharing the learning program more effectively with parents through home visits - Heighten level of engagement children and their families in outdoor play and exploration through a sensory wall and Bush Tucker herb garden. Use of attendance improvement plan funding to employ an Aboriginal Community member to work with families to design and construct these. - Provide opportunities to engage children in the using these areas. Continue to explore ways that families can continue their engagement in the preschool.

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7. Leadership and service management	<ul style="list-style-type: none"> - The induction of new staff has improved and positive feedback has been given in this area - Team Meetings have become more regular with a noted increase in contributions from all staff members to the learning program. The result has been reflected in a high quality program being presented with improved educational outcomes recorded in children's Individual Learning Plans - Training and development agreed upon by all staff was beneficial and relevant to the setting with very positives outcomes for oral language targets - The staff team is now much more cohesive and supportive of agreed goals and priorities - Policies have been prepared and set out in a folder which is accessible to families 	7.1.1 Appropriate governance arrangements are in place to manage the service	<ul style="list-style-type: none"> - Continue to provide training and development opportunities to staff during team meeting times as this has worked particularly well - Continue to update and add to the policy folder as necessary - There is no intentional planning to ensure that there is always at least one preschool parent rep on governing council. Preschool parent representation on governing council



Team Work

Honesty

Responsibility

Respect

Outcome 1: Children have a strong sense of identity

- Confidence
- Wellbeing
- Cultural Competence
- Shared Play
- Respect, Reflection

Flinders View School Based Preschool

**Securing Strong Beginnings
through Quality Teaching
and Learning Opportunities**

**Belonging, Being, Becoming
(DEEWR 2009)
Respect, Reflect, Relate
(DECS 2010)**

Outcome 5: Children are effective communicators

- Oral Language
- Accelerated Literacy
- Making Meaning of Text
- Understanding Symbols and Patterns
- Information and Communication Technologies

Outcome 2: Children are connected with and contribute to their world

- Belonging to Groups and Community
- Respecting Diversity
- Social Responsibility
- Environmental Respect

Outcome 3: Children have a strong sense of wellbeing

- Trust and Confidence
- Discover, Challenge, Celebrate
- Affirmation
- Independence
- Responsibility for Health and Physical Wellbeing

Outcome 4: Children are confident and happy learners

Dispositions for Learning:

Curiosity, Cooperation, Confidence, Creativity, Commitment, Enthusiasm, Persistence, Imagination, Reflexivity

- Problem Solving
- Adaptation

At Flinders View Preschool we provide a positive, secure and stimulating environment in which **all** children can develop and learn. The educational program at our Preschool is based on the learning needs and interests of every child, and reflects the practices and principles of the Early Years Learning Framework (DEEWR 2009).