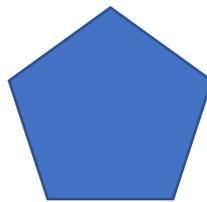
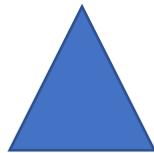


SeafordK-7 Campus  
Preschool



QUALITY IMPROVEMENT  
PLAN 2017

## **Our Context:**

**Seaford K-7 Campus Preschool operates full time and is located on a shared campus with the Seaford K-7 School.**

**Eligible children can access 2 full days per week, plus ½ day on alternate Fridays. This provides the allocated 15 hours per week.**

**The preschool also offers a playgroup on Friday mornings. This operates alongside the Friday preschool session and the program is called ‘Family Connections’. This supports children and their families in their transition into kindergarten.**

**Being situated on one site enables a strong partnership with the school.**

## **Our Philosophy:**

**At Seaford K-7 Campus Preschool we believe that all children are capable and competent learners and that each child is a unique individual who possesses rights and responsibilities as an important and influential member of their community. We value children being confident and resilient and having the opportunity to become responsible and caring citizens.**

**We believe that children will flourish in a learning environment where they and their families are welcomed, respected and have a strong sense of belonging; where there is culture of safety to take risks in intellectual, social and physical challenges and where the joy and effort of learning is acknowledged by all.**

**We will therefore work together with each child and his or her family to implement a play- based curriculum which will scaffold, stretch, make visible and celebrate their learning journey at kindergarten.**

*Reviewed October 2016*

In planning improvement, the standards and elements of the 7 Quality Areas of the National Quality Standards(NQS) were reviewed to determine areas for our preschool to focus on in 2017.

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## **Seaford Campus Preschool**

### **Quality Area 1: EDUCATIONAL PROGRAM**

#### **Strengths:**

Individual Learning Plans are created for all children.

Weekly staff meetings ensure ongoing reflection of spontaneous and intentional play and teaching experiences.

Through reflective practice, daily observations and an information sheet for sharing with families, staff are responsive to children's interests and developmental needs. This provides families an opportunity to work in partnership with educators to plan for their child's learning.

Meetings are organised in term 2 for an educator to meet with the family for a 'Learning Conversation' about their child. Evidence of learning is discussed based on the Early Years Learning Framework, literacy and numeracy and learning dispositions.

Children's voice which is valued and respected contributes to the program- children are encouraged in their problem solving and to 'have a go'.

There is intentionality in planning smaller group experiences enabling children to be more engaged and with opportunities to contribute, collaborate and participate in language rich experiences.

**Our Quality Improvement Plan aims to improve**

- communication and sharing of children's learning with families (NQS1.1.2,1.1.4)
- identifying and monitoring children's capabilities for the indicators of numeracy and literacy (NQS1.2.2)
- identifying and monitoring children's learning dispositions and learning processes (NQS1.2.1)

*These improvement goals were discussed:*

*at the Pupil Free Day (Term4, 2016) when reflecting back over the year and at a meeting between our Early Years Consultant and the leaders in our Partnership (November 2016)*

#### **Steps to achieve this include:**

- changing how and where the educational program is displayed for families and in our communication with families
- improving how individual children are supported in their learning by developing a stronger partnership with families. This involves how information is gathered about individual children. Parent meetings will be organised early in the year, with the Director meeting with individual families to fill in a profile about their child. This information will then contribute in developing goals for children's Individual Learning Plans
- improving how data is collected and tracked for each child (to show growth in the Outcomes for EYLF, literacy, numeracy

and learning dispositions). This involves educators- improving their skills for documenting observations – involvement in professional development opportunities. The aim is to develop a tool to manage tracking children’s growth in these areas.

- educators developing their understanding of the learning processes. Our preschool will explore the learning process of *wondering*. The 4 preschools in the River Hub Partnership will each focus on one of the learning processes. Directors will share findings as a Professional Learning Community working on the following Inquiry Question:

***‘What approaches are highly effective in developing children’s numeracy learning processes?’***

The numeracy learning processes along with the learning dispositions will be explored, using the Reflect Respect Relate tool to explore approaches for tracking.

- embedding the **‘You Can Do it’ program** to promote learning dispositions (of getting along, resilience, persistence, confidence and organisation)

#### **Progress:**

7/3/2017

- Parent meetings have commenced for both groups-currently the Director has met with 31 (over 50%) of families

- Planning a system for recording children’s individual goals for their ILP’s (discussed at the staff meeting, week 6). The goals will incorporate family information, staff observations and any further strategies and information from other relevant services (eg speech, special educator)

- Educators have explored the learning processes for numeracy to demonstrate the children’s capabilities for each of the indicators. Staff are noticing the importance of having the learning processes in place for children to demonstrate their capabilities for each of the indicators.

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## **Seaford Campus Preschool**

### **Quality Area 2:**

#### **HEALTH AND SAFETY**

##### **Strengths:**

Educators promote self-help skills and healthy practices regularly within the program, promoting and modelling practices such as washing hands and being sun safe.

The importance of healthy food and drinking water is promoted through the program and information is provided to all families, through information sessions, newsletters and the Parent Handbook.

There are systems in place to ensure that timely checks are organised to provide every reasonable precaution to protect children from harm:

- regular safety checks for the preschool environments both indoor and outdoor areas
- WHS as an agenda item at every staff meeting to address any concerns
- Each term there are planned emergency practices. This year there are practices organised (including prior discussions about emergencies) in week 3 of each term and an in- evacuation practice in week 10 of each term. Feedback about the practices are documented.

Educators work in partnership with families, special educators and support personnel to support children in regulating their behaviour.

This discourages unsafe play as children develop positive interactions with their peers.

Additional staffing provides further support for children and for supervision.

The Child Protection Curriculum is incorporated into the program through-out the child's preschool year and "Child Protection" is the 1<sup>st</sup> agenda item for every staff meeting.

Children are involved in developing risk management plans to develop safe practices.

##### **Our Quality Improvement Plan aims to**

- further promote healthy eating – especially improving the type of food brought in at lunch times.

*Staff observed the increasing amount of packaged and processed food that children were bringing to kindy in 2016. There was a suggestion, from the parent surveys, recommending that we provide recipes for families.*

- include specific strategies to embed physical activity within the program.

*Although children are able to access both indoor and outdoor activities throughout the day there needs to be more intentionality in the planning of physical activity*

(NQS 2.2)

##### **Steps to achieve this include:**

- providing families with information on nutrition and ideas for lunches (through individual conversations, the initial information sessions, displays, newsletter articles and by providing recipes)
- providing more cooking and preparation of food experiences for children within the program
- intentional planning for physical activity within the program

**Progress:**

7/3/2017

- The afternoon fruit time is now organised as a time for all children to gather as an opportunity to relax for shared platters of fruit (either inside or outside depending on the weather). Children bring their drink bottles with them when having fruit both in the morning and afternoon fruit times (as well as at lunch time). By having an organised time in the afternoon there is an opportunity for some quiet 'down time' (especially important in hot weather)

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## **Seaford Campus Preschool**

### **Quality Area 3:**

#### **PHYSICAL ENVIRONMENT**

##### **Strengths:**

Children access both the indoor and outdoor learning environment throughout the day. Learning is seen as equally important in both environments.

Educators respond to children's interests in physical and intellectual challenge- this is evident in the range of activities offered in both indoors and outdoors to engage children. Educators respond to children's interests and developmental needs by providing a rich learning environment.

Re-cycling is a practice that children are encouraged to actively embrace. There is a commitment to ensure that recycling is embedded in the program and practices (eg at fruit time and at lunch time).

There is a focus on gardening activities- such as growing vegetables and herbs and in 2016 children and their families were involved in setting up a Butterfly Garden through a Natural Resource Management grant.

Educators are enthusiastic to redevelop and improve our outdoor learning space, incorporating elements of nature play-to ensure that the learning environment encourages children's exploration, curiosity imagination and creativity.

##### **Our Quality Improvement Plan aims to**

- improve the outdoor learning environment by providing a more challenging outdoor space incorporating elements of nature play. There will be a higher level of involvement and increased opportunities for numeracy and literacy as well as creativity and problem solving. *Through feedback from staff and families -the latter from parent surveys and from the 1<sup>st</sup> committee meeting in 2017 -(NQS 3.2.1)*

- both embed sustainable practices in our preschool and support children to be environmentally responsible. *This is seen by staff as a priority and one that needs a stronger commitment throughout the program. (NQS 3.3.1, 3,3.2)*

##### **Steps to achieve this include:**

- in term 1-gathering feedback from both families and children, seeking ideas for redeveloping the outdoor environment -this will assist in developing a plan
- introduce a mud kitchen and loose part play opportunities early 2017(term 1 and 2)
- developing more shaded areas
- intentional teaching in planning outdoor experiences- promote a growth mind set (in problem solving, literacy and numeracy)
- inviting the Onkaparinga Council to discuss sustainable practices (reduce, reuse and recycle) with children- to embed sustainable practices eg with lunch scraps, paper towelling, garden refuse etc.
- developing children's connection with and their respect for the environment- through gardening, having various live resources(eg caring for stick insects, caterpillars),

discussions, stories, puzzles, activities and local walks.

- Incorporating children's voice in planning and in setting up the outdoor learning environment

**Progress:**

7/3/2017

- Display to encourage community involvement in the 'Outdoor Learning Environment Redevelopment'. The display incorporates children's ideas (drawings of what they like to do outside) photos, information and encourages suggestions and involvement from families.
- Families have been given a note for explaining and seeking support for developing a mud kitchen and introducing loose parts
- Connecting with the environment through 'additions' - stick insects and caterpillars (children will observe the life cycle of the butterfly). Both have provided great interest and observation.
- Onkaparinga Council visited each group explaining about recycling (recycle, reduce, reuse) using the 3 different bins- we are now embedding this into our lunchtime and fruit time routines. The children have shown great interest with this in both their dramatic play and discussions.
- Resources borrowed from the Onkaparinga libraries and a card organised for the teaching kits.
- 2 extra green bins have been ordered from the Council to recycle more organic waste

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## **Seaford Campus Preschool**

### **Quality Area 4:**

#### **STAFFING ARRANGEMENTS**

##### **Strengths:**

Staff meetings are held weekly on alternate Mondays and Wednesdays to ensure that they are inclusive of part time staff and that they are relevant for both the Monday/Tuesday group and the Wednesday/Thursday group. A Staff Meeting Minutes folder is available for all staff - and enables staff, who are unable to be at the meeting, to access information. The agenda items include Child Protection, WHS, Facilities, QIP update, Focus Children and AOB. Critical reflection on children's learning and development for individual children and for the group is discussed and this impacts on the program (adjustments are made to respond to children's interests and developmental needs).

There is an expectation for all staff to meet with the Director for Performance Development Reviews twice per year.

Professional development for educators is encouraged and valued, with staff often participating as a team to improve knowledge and skills.

In term 4 of 2016 staff participated in a Pupil Free Day- critically reflecting back over 2016, revisiting our values and philosophy and using the feedback from the recently returned Parent Surveys to develop future directions.

##### **Our Quality Improvement Plan aims to**

- maximise children's engagement and learning by revising the structure of the day- the daily routines- and the organisation of group times. *Staff reviewed the current daily routines (ie the current daily routines) to improve children's engagement for learning. (NQS4.2.2)*

- organise additional staffing to improve how children with special rights are able to access the learning program (by increasing individualised and small group opportunities). *This need was evident when considering the number of children either referred for additional support services or who were identified as potential referrals. By the beginning of term1, there were already 9 referrals. (with a significant proportion for speech and language support -or a combination that includes speech and language) (NQS 4.1)*

##### **Steps to achieve this include:**

- organising additional staffing (including increasing the time for a current part time Early Childhood Worker) for supporting children with their social, emotional and communication skills. Additional support will increase opportunities for both 1:1 interactions and smaller group interactions. This will be funded from the site budget and through funding obtained from the 'Early Years Literacy Improvement Strategy' funding (part of which is for supporting Aboriginal children).

- provide, where possible, an additional educator at group times to support children's engagement and participation.

**Progress:**

9/3/2017

- In addition to organising preschool support hours, increased hours for a part time staff member and 2 additional educators were employed for early assistance and to provide more language opportunities. In total an extra 7.45 hours is now funded each week by our kindy (plus the 11 hours a week of preschool support). Where possible, continuity in staffing has been organised.

- During staff meeting, educators explored whether to alter the end of session routine-breaking into 2 smaller groups, rather than finishing in one big group. Currently the 'Book Room' is unavailable for the 2<sup>nd</sup> group as it is being used to hold individual meetings with the families at the beginning and end of session times. To trial later in the term.

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## **Seaford Campus Preschool**

### **Quality Area 5:**

#### **RELATIONSHIPS WITH CHILDREN**

##### **Strengths:**

There are positive relationships between staff, families and children. Evident

- when children and their families are welcomed on arrival at kindy
- a range of opportunities are offered for family interactions- both informal and planned meetings to support children's learning and well being

There is a 'welcoming feel' to the kindy with a strong sense of respect for children, families, staff and visitors and in *being a community* and of *belonging*.

Children's voice is encouraged and valued- with decision making and problem solving.

There is a balance between intentional teaching and incorporating a child initiated curriculum. Children are encouraged 'to have a go', develop safe play practices and assess risks.

By belonging to a small group (for stories, discussion, songs and games) children and educators develop stronger connections and relationships.

##### **Our Quality Improvement Plan aims to**

- ensure children feel safe and protected.
- There was feedback from both staff observations and from several parents observing that some children were not*

*inclusive and caring towards other children. The 2016 QIP addressed this, however it continues to be a priority- that children 'interact to others with care, empathy and respect' outcome 1 EYLF (NQS 5.1.3, 5.2.1, 5.2.2,5.2.3)*

##### **Steps to achieve this include:**

- an ongoing focus in the program to support children's 'sense of belonging' and connectedness- sense of community.
- promote dispositions for cooperation, collaboration and a sense of fairness through staff modelling behaviours and communication strategies- having small group experiences- stories, activities and games - (Outcome 1 EYLF, Outcome 2 EYLF and in the Active Learning Scale of RRR)
- continue implementing and embedding the 'You Can Do It' program, beginning with *getting along* and what that entails (involves intentional teaching through the character, Gabby Get Along and through stories, games and planned collaborative activities.

##### **Progress:**

7/3/2017

- The program has a focus on building a strong sense of belonging- games and songs for learning names, belonging to a particular small group, understanding the routines of the kindy (either the Wombat or Possum Group)
- Children have prepared the background for a large mural- this will become a large community mural, with the children drawing their home and family to add to the mural (families will participate in making the mural when they visit for afternoon tea celebrating Harmony Day)



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## **Seaford Campus Preschool**

### **Quality Area 6:**

#### **COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES**

##### **Strengths:**

By having a shared site with the Seaford K-7 Campus School, the preschool has developed a collaborative partnership. In 2016 meetings were organised between the early years educators across the 2 sites- working together to share pedagogical practice, support continuity of learning and transition.

In 2016 a regular interchange of children occurred between the preschool and school. Children participated in play-based learning opportunities set up in both the kindy and school in the beginning of the session. This supported transition and as children settle into the routines of both the school and kindy, it is anticipated that this practice will continue in 2017.

As part of the River Hub Partnership, strong and collaborative local networks have developed with local kindergartens and schools. This provided opportunities for educators to share pedagogy and practice. The River Hub Partnership Improvement Plan has sound strategies for improving pedagogy and intervention processes, tracking and monitoring growth in the early years, using the indicators and learning dispositions.

'Family Connections' is a play group program that operates within the Friday morning preschool session. By attending this program,

families and children are often supported in their transition into kindy. Positive relationships are formed between families, children and staff and it's an opportunity to support children who may require early intervention to support their learning.

##### **Our Quality Improvement Plan aims to**

Develop stronger partnerships with families to support children's learning (6.2.1). *In our term 4 reflection day last year, educators worked with the DECD psychologist who spoke about strategies for supporting individual children with emotional and challenging needs. The importance of staff working closely with and in partnership with families was recognised as a significant factor to support ALL children. This was a priority for 2016 and our educators have identified it as a priority to continue.*

##### **Steps to achieve this include:**

- update information about the preschool for families- eg through the Parent handbook, Context Statement and developing a new webpage
- changing where the program is displayed and the display to include other information, such as large photos of children's learning
- participation of families through:
  - ❖ their input in the redevelopment of the outdoor learning environment. A display to share ideas and the pedagogy around incorporating more elements of nature play.
  - ❖ the formation of a preschool parent committee. This will link in with the Governing Council (currently the preschool and school have a joint Governing Council). The preschool committee will focus on issues that pertain more to the preschool and providing a platform for families to be involved in the preschool's learning program.
  - ❖ meetings that will be organised (between the Director and parent/s) to develop

their child's profile (This will contribute to the development of goals for the child's Individual Learning Plan in Term 1 and provide an opportunity to discuss the program and learning priorities for 2017).

**Progress:**

9/3/2017

- there has been an excellent response with the meetings-over the last 3 weeks, 31 families have met with the Director (with more parent meetings booked)
- The display for the redevelopment of the outdoor learning environment is now up and there has been a lot of interest shown
- A preschool committee has been formed with 8 parents(2 of whom will also attend the Governing Council meetings) -1<sup>st</sup> meeting 17<sup>th</sup> Feb., 2<sup>nd</sup> meeting planned for 17<sup>th</sup> March

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## **Seaford Campus Preschool**

### **Quality Area 7:**

## **LEADERSHIP AND SERVICE MANAGEMENT**

### **Strengths:**

A collaborative team culture exists through consistency with staffing, regular weekly staff meetings as well as program planning, sharing and critical reflection opportunities. Regular Professional Development Reviews clarify directions and pedagogy.

Staff are involved in reviewing the Quality Improvement Plan- and the QIP is an agenda item at each staff meeting.

Staff were involved in the development and review of the philosophy.

The River Hub Partnership Improvement Plan- underpins our priorities- improving children's numeracy and literacy, tracking and monitoring learning and supporting learning dispositions –(embedded into the QIP)

Self review for improvement is an ongoing and reflective practice (pedagogy, programming, structure of the day, additional staffing).

### **Our Quality Improvement Plan aims to**

Improve accessibility of information for staff- including new staff and part time staff. (NQS 7.1.2 and 7.3.2)

### **Steps to achieve this include:**

•ensuring staff- in particular part time staff- are informed about matters and information about

- ❖ Governing Council (such as the minutes)
- ❖ the meetings of the Preschool Parent Committee
- ❖ River Hub Partnership Days and Results Plus

Through staff meetings, PDR's and accessibility to information (including improvement plans, minutes etc)

•Up to date folders are clearly labelled and accessible for all staff -these include Risk Assessments, TRT, Staff Meetings, Policies, and CH Screening info.

•Updating the Induction Folder by mid term 2 (and obtaining feedback from current staff)

### **Progress:**

9/3/2017

•Performance Development Reviews for educators have been organised for the end of term 1

•All educators to have received a copy of the River Hub Partnership Improvement Plan and a copy of the QIP by week 7.