

2017

Eudunda Community Preschool

Quality

Improvement Plan



Eudunda Community Preschool 2017 Quality Improvement Plan

Service details

Service name		Service approval number			
Eudunda Community Preschool		SE-00010336			
Primary contact at service					
Sandy Keith					
Physical location of service			Physical location contact details		
Street:	Morgan Road		Telephone:	08 8581 1717	
Suburb:	Eudunda		Mobile:	0459 579 141	
State/territory:	SA		Fax:	08 8581 1543	
Postcode:	5374		Email:	dl.2653.leaders@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	Department for Education and Child Development		Name:	Sandy Keith	
Telephone:			Telephone:	08 8581 1717	
Mobile:			Mobile:	0427 087 337	
Fax:			Fax:	08 8581 1543	
Email:			Email:	dl.2653.leaders@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	P.O. Box 171				
Suburb:	Eudunda				
State/territory:	SA				
Postcode:	5374				
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time		9.00am	9.00am (Alt)	9.00am	
Closing time		3.00pm	3.00pm (Alt)	3.00pm	

Eudunda Community Preschool 2017 Quality Improvement Plan

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

We are a small part time DECD preschool service located in a rural setting approximately 100 kms from Adelaide. We operate during school term times. We are located on the main Eudunda to Morgan Road just after the 'children's crossing' prior to the swimming pool, sporting complex and Eudunda Area School.

Access is through the front gate to the right of the building. There is ample parking out the front of the Centre, with staff parking in the rear.

Our Pupil Free Days are yet to be decided.

All children are grouped together for the majority of the session, with small groups and individual sessions within the day. Pre Entry children access the program on Tuesday mornings in Term 4 and are integrated with the fulltime children. Our Occasional Care program is held separate to the preschool program on Friday mornings.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: Sandra Keith

Governing Council Chairperson: Emily Geister

Eudunda Community Preschool 2017 Quality Improvement Plan

Service statement of philosophy

Play

Share

Learn

Grow

At Eudunda Community Preschool Centre we aim to provide a high quality education service, which is welcoming, caring, safe, stimulating and interactive. We aim to be responsive to the needs of the children by providing an inviting learning environment, purposeful and thoughtful intentional teaching and opportunities for learning through play. 'Play fosters all aspects of young children's development...emotional, social, intellectual, linguistic and physical. Play is essential for optimal development and learning in young children.' (Van Hoon, Nourot, Scales, Alward, 2011. 'Play at the Centre of the Curriculum')

- We believe quality relationships are the key to developing social and emotional wellbeing in young children. We aim to foster responsive and respectful relationships that promote a sense of security and belonging.
- We believe that families are central to a child's early learning, so we aim to strengthen our partnerships with families and within the community.
- At Eudunda Community Preschool Centre staff recognise families as children's first and most influential teachers and value each family's knowledge of their child.
- We aim to ensure that every child is supported to build and maintain sensitive and responsive relationships with other children and adults.
- We promote each child's health and their emotional and physical wellbeing through the educational programs provided.
- Eudunda Community Preschool Centre provides a physical environment that is inclusive, promotes competence, independent exploration and learning through play.
- At Eudunda Community Preschool Centre teaching and learning programs and assessment practices are aligned to the Early Years Curriculum Framework. The framework forms the foundation for ensuring children experience quality teaching and learning that enhances each child's learning and development.
- Eudunda Community Preschool Centre ensures that staffing arrangements enhance children's learning and development and ensure their safety and well-being, by providing high quality, informed professional practice.
- Effective leadership is provided to promote a positive organisational culture and build a professional learning community.

Our philosophy was developed in 2013 and is reviewed annually (and whenever new staff, families and Governing Council members join the Centre) in consultation with staff, Governing Council and families through discussions and surveys/questionnaires about families and staff values and beliefs. Our 'Mantra'- Play, Share, Learn, Grow - was created by the Governing Council as a summary of our Philosophy and is displayed in our Centre with the Philosophy and is also printed on our Newsletters. The principles of our philosophy are embedded in our practice and incorporated in our interactions with families and children. Practice, policies and procedures are reviewed with these principles in mind.

Eudunda Community Preschool 2017 Quality Improvement Plan

Strengths Summary

DIAf	NQS	Strengths
improve	Learn	
	QA1 Educational program and practice	<p>The Early Years Learning Framework (EYLF) informs the development of a program that enhances the development and learning of each child. Local context influences curriculum implementation and individual children’s needs are supported. Development of individual potential and success in learning are enhanced in an environment of trust and respect with an emphasis on learning through play. Critical reflection and evaluation informs planning and improvement, professional learning, discussion and development are imbedded in the Centre’s learning culture. We have collated information obtained from children and families through conversations/questionnaires into a folder with a file for each child. This has made the information more accessible and available to educators. This folder also contains children’s individual learning plans and progress data as well as that of subgroups and the whole group. Observation records and information gathered from the child through conversation and engagement with the child are also collated within this file. This information is incorporated in curriculum planning along with knowledge of community and local context, these elements are then included in program documentation.</p> <p>Daily programming is informed by children’s requests, interests and needs and intentional teaching is targeted towards identified areas. Children are encouraged to make choices and plan their own experiences, select equipment, and contribute to curriculum decision making.</p> <p>We have developed a cycle of planning that gathers information about children's knowledge, skills and interests through recorded observations and discussions with children, parents and between educators. The service regularly assesses children's progress by evaluating the documentation gathered for individual children. Educators map children's involvement and progress to meeting the goals identified in their individual and group learning plans. This information is also used to complete the wellbeing and disposition scales contained in the RRR publication.</p> <p>Communication between families and the Centre has improved dramatically since the introduction of formal ‘parent conversations’. These have been well attended and we have received 100% positive feedback from parents.</p> <p>Our relationships with parents have improved and we have noticed increased ‘sharing’ of family highlights and issues as well as more information about the children. This ‘sharing’ has helped with building our relationships with the children and developing their sense of belonging. Staff have been involved in further developing our use of the Reflect, Respect, Relate (RRR) document and it’s observation scales. Staff have become more familiar with the Learning Dispositions and have shared their learning both with families and colleagues from our feeder schools.</p>
	QA2 Children’s health and safety	<p>Eudunda Community Preschool Centre has a strong focus on children’s health and safety. We have a comprehensive healthy eating and lifestyles program that incorporates community agencies, resources and networks. Children’s health and development information is provided to families in</p>

Eudunda Community Preschool

2017 Quality Improvement Plan

conjunction with various health organisations in the community. A variety of activity choices are available, both indoor and outdoor, designed to meet the needs of each individual child, and promote physical activity for all. Children with additional needs are supported, with the assistance of associated agencies. Work, Health & Safety (WHS) matters are managed and relevant training identified. We have updated all children's records, ensuring current information is available to all staff. We have established an immunization register and have a system for ensuring all children with additional health needs are easily identified to all staff including relief staff and their health plans are accessible.

We have procedures for recording and reporting first aid, all staff are up to date with their first aid, asthma and Cardio Pulmonary Resuscitation (CPR) training and have completed Anaphylaxis Training.

Risk assessment and hazard assessment processes have been reviewed and improved. Daily, termly and annual safety checks are conducted, recorded and actions planned and implemented.

All staff are aware of their roles and responsibilities around child protection, and have up-dated child protection curriculum training. We have a section in our enrolment package that provides information to parents about child protection curriculum.

All relevant Child-related Employment Screening is monitored, documented and reviewed.

We have a schedule for all policies to be reviewed and further developed, including health related policies. Parents are provided with information about policies and have access and opportunity to contribute to policy review.

Planning for physical activity and child-choice is included on curriculum documentation, and is linked to EYLF outcomes.

QA3 Physical environment

Eudunda Community Preschool Centre has stimulating and engaging indoor and outdoor learning areas, with furniture, equipment and resources that are safe and suitable for children's development. Facilities are maintained and cleaning is scheduled to ensure a safe, clean environment. The outdoor environment provides a combination of both natural and man-made resources. We promote sustainable practices in everyday activities and through ongoing education. We reuse and recycle and have a vegetable garden where we grow herbs and vegetables for cooking at Preschool and selling at Trading Tables and sales. We also have a worm farm we feed with our snack-time fruit and vegetable scraps, with the remaining scraps going home for Mrs Schulz or Mrs Burkert's 'chooks' with the eggs returning to the Centre for cooking activities. We have relocated our compost bin for easier accessibility for the children, so that they can participate more in the composting process. In 2016 we participated in

Eudunda Community Preschool

2017 Quality Improvement Plan

			<p>KESAB and Clean Up Australia Day with the children, these activities were popular with the children and we received positive feedback from children, families and the community. Many parents have commented about how much their children enjoy the activities and experiences provided and how much they as parents have noticed their children have learnt, (many commented that they had learnt a lot too.) All children achieved the EYLF outcomes relating to sustainability and the environment. We will continue and expand on this work in 2017.</p>
Connect		<p>QA5 Relationships with children</p>	<p>Relationships are of paramount importance at the Centre. Resources, staffing, finances and activities are targeted towards building and maintaining positive relationships within the Centre (children, families and staff) and the wider community. Planned and spontaneous activities are both provided and supported within a safe inclusive environment where an established behaviour guidance policy is followed. Staff know many of our families of this small community outside of the Centre. A more formal and written collection has helped ensure all staff have a sound understanding of each child and family. A particular focus on building relationships and sharing information this year has led to stronger relationships not only between staff and children but also with their families. Staff noticed an increase in family's confidence to share and talk about their children, family and highlights as well as concerns. Child development and parenting Information was well received and concerns discussed. Resources were targeted to support relationships and wellbeing was monitored with positive results. We will continue to build on this practice in 2017.</p>
		<p>QA6 Collaborative partnerships with families and communities</p>	<p>Eudunda Community Preschool Centre collaborates with a variety of organisations and services and participates in the wider community through joint ventures, special events and celebrations. Parents are supported in their parenting role, their knowledge respected and their participation in their children's learning encouraged. Information about child development and other services in the community is provided to families with a high focus on early intervention and support for children with additional needs. Transition programs currently exist with local schools with an increasing emphasis on collaboration and positive transitions. Current enrolment and transition processes have been revised in line with our Partnership's Transition Agreement and orientation processes and packages have been updated</p> <p>Leading the way with our Partnerships focus on Transition in 2014 was a positive and rewarding initiative that was valued by staff and families alike. Improved relationships, sense of wellbeing and continuity of learning have resulted from our review and redevelopment of our Preschool to School Transition processes and our Partnership is developing a Whole of Partnership Transition Agreement. Staff attended Transition training sessions engaged in professional reading and research. Staff were part of Professional Learning Communities (PLCs) focused on transition best</p>

Eudunda Community Preschool

2017 Quality Improvement Plan

			<p>practice as well as being on the partnership transition agreement working party. Targeted Professional Learning around the RRR document allowed staff to monitor children’s wellbeing, numeracy and literacy learning at significant points throughout the year and through the transition process. Our children and parents reported increased confidence and enjoyment of the transition process, with praise for the excellent support and information which was both available and easily accessible.</p> <p>Our parent conversations were introduced in 2014 as a way of improving communication and relationships with families. All families were surveyed and indicated that the conversations were both valuable and timely.</p>
	Lead	QA7 Leadership and service management	<p>Leadership within this Centre promotes, supports and maintains a culture of professional learning and continuous improvement. Most of the Centre’s current staff team have worked together for the past 15 years with a consistency of approach in practice that reflects up-to-date research and standards. They have worked as a team in their commitment to a cycle of continuous improvement, and the Centre was rated as Exceeding the National Quality Standard as a result of our assessment in 2015. The Centre reports to DECD and the wider community through its Annual Report and educator’s performance and conduct are supported through personal performance planning and procedures. Effective governance practices are in place and administrative systems are in place, which ensures the effective management of the Centre. Grievance procedures and processes are in place and comply with DECD guidelines.</p> <p>Site performance development processes have been reviewed and DECD policy and processes have been shared and discussed. Staff are clear about the expectations and benefits of a more formal process than we have used in the past.</p> <p>A policy review schedule has been established as discussed under QA2 Our policy folder is available to parents and parents have opportunity to input. Many policies and procedures have been updated throughout the year in line with DECD and NQS, whilst some have been discontinued as they are either no longer relevant or have been covered by a DECD policy. We will continue this work in 2017.</p>
		QA4 Staffing arrangements	<p>A focus on quality relationships drives our practice. Due to our Centre’s focus on ‘Relationships’, in addition to our DECD provided staff ratios we employ an ECW who is well known to the children and families as an additional staff member to meet and greet and help children and their families with the morning transition to kindy. The staffing team continues to work well together (consistent staff for last 15 years) and embraces a culture of mutual respect, equity, recognition of each other’s strengths and skills, learning, working together towards common goals and continuous improvement. Individual learning needs are planned for and activities are tailor to these needs. All staff qualifications are in line with the National Quality Standard (NQS).</p>

Eudunda Community Preschool 2017 Quality Improvement Plan Improvement Priorities Summary

Improvement Priority 1 Quality Learning-Maximise Numeracy Learning		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Improve Numeracy Achievement	Follow Partnership Action Plan and Site Numeracy Agreement	QA1.2.1 & 1.1.1
	Preschool Numeracy Indicators- Attend Professional Learning and Training: Educators will become more familiar with the indicators of preschool numeracy and literacy and explore ways to incorporate the language of the indicators in recording, planning and reporting.	

Improvement Priority 2: Quality Teaching		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Develop Learning Dispositions Educators will provide a supportive environment that fosters the development of learning dispositions. All children will demonstrate growth in learning dispositions.	Encourage children to make choices and plan own experiences, select equipment and contribute to curriculum decision making. Disposition conversation starter. <i>Claxton & Carr</i> tracking learning dispositions.	QA 1.2.1 & QA 1.1.6

Eudunda Community Preschool 2017 Quality Improvement Plan

Improvement Priority 2	Quality Learning							
Goal 1	Improve Numeracy Achievement						Priority H	
Strategies	<p>Preschool Numeracy Indicators- Attend Professional Learning and Training. Educators will become more familiar with the indicators of preschool numeracy and literacy and explore ways to incorporate the language of the indicators in recording, planning and reporting.</p> <p>Participate in Nicki Buchan PDs and transfer learning to site.</p> <p>Follow Partnership Action Plan: Assessment and Moderation *What: Consistent approach to tracking, monitoring and evaluating key data sets as documented in Partnership performance indicators. How: Partnership Meetings Who: All Leaders When: Reporting in line with Performance Indicators *What: Early Years Leaders to devise a process for collecting a specific key area of Numeracy from the Numeracy Indicators to support a narrow and deep learning focus. Focus on Critical Reflection. How: DECD additional PFDs Who: Early Years Leaders with ECL When: End of Term 3</p> <p>Staff to become more familiar with the Big Ideas in Number particularly- Trusting the Count. Through professional readings and discussions.</p>							
Links to Elements	QA1 1.2.1 1.1.1	QA2 2.2.2	QA3 3.1.3	QA4	QA5	QA6 6.1	QA7	
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

Eudunda Community Preschool 2017 Quality Improvement Plan

Improvement Priority 2: Quality Learning								
Goal 1	Develop Learning Dispositions: Educators will provide a supportive environment that fosters the development of learning dispositions. All children will demonstrate growth in learning dispositions.						Priority H	
Strategies	<p>Follow Partnership Action Plan: Learning Design What: Developing the dispositions to be curious and powerful learners with a Growth Mindset. How: Curious Disposition Assessment and Review Who: Pre-School Directors and Freeling Leaders When: End of Term 2 Investigate tools that support educators monitor dispositions</p> <p>Extend children’s thinking and problem solving skills through open questions and increased awareness of allowing ‘wait time’</p> <p>Supporting parents to support children’s learning.</p>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.1 1.1.6	2.1			5.1	6.1	7.1	
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								