

# Williamstown School Based Preschool

At Williamstown Preschool “We value children’s learning through play; parental involvement; connection and involvement with Williamstown Primary School and having a strong sense of community.”



# Quality Improvement Plan

## 2018

# Williamstown School Based Preschool

## 2018 Quality Improvement Plan



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### Service details

<b>Service name</b>		<b>Service approval number</b>			
Williamstown School Based Preschool		Service Approval No: Provider Number: PR-00006069			
<b>Primary contact at service</b>					
Julee Veljanovski					
<b>Physical location of service</b>			<b>Physical location contact details</b>		
Street:	Margaret St		Telephone:	85246289	
Suburb:	Williamstown		Mobile:		
State/territory:	S.A.		Fax:	(08) 85246682	
Postcode:	5351		Email:		
<b>Approved Provider</b>			<b>Nominated Supervisor</b>		
Primary contact:	DECD Ms Anne-Marie Hayes		Name:	Julee Veljanovski	
Telephone:	(08) 8226 3463		Telephone:	85246289	
Mobile:			Mobile:	042 1619452	
Fax:	(08) 8226 0159		Fax:	(08) 85246682	
Email:	DECD.NQFEnquiries@sa.gov.au		Email:	julee.veljanovski978@schools.sa.edu.au	
<b>Postal address (if different to physical location of service)</b>					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
<b>Operating Hours</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Opening time</b>	8.30	8.30	8.30	8.30	8.30
<b>Closing time</b>	3.15	3.15	3.15	3.15	3.15

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### Additional information about your service

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

We are a School Based Preschool located in the Southern Barossa Area. We are managed and governed as part of the school site.

How are the children grouped at your service?

44 children are enrolled and attend as a group of 22 per day

Families choose 2 full day sessions (Mon-Thurs) 8.45-3.15 and one odd or even Friday per fortnight including lunch care

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Julee Veljanovski (Principal)

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## Service statement of philosophy

*At the end of their preschool year children should leave us with a strong sense of Belonging, Being and Becoming.*

At Williamstown School Based Preschool we support children to become confident learners with a strongly developed sense of personal agency. We provide a quality play-based program, underpinned by the Early Years Learning Framework (EYLF) to ensure actively engaged learning for all.

Play is the core of early learning, play provides opportunities to actively explore, identity, negotiate, risk take, make connections and meanings, develop relationships and develop curiosity openness, optimism, resilience, concentration and creativity and so regular extended periods for play are programmed throughout our Preschool day.

Home-preschool relationships are pivotal to children's best learning and wellbeing. We establish and nurture positive relationships with all children and their families by being welcoming, positive, approachable and caring. We value the importance of families as children's primary educators and explicitly plan to build authentic partnerships to ensure inclusivity, close consideration of individual needs and foster a strong sense of community.

All children are active and social learners, so we encourage them to share and extend their learning both through and with others and use their prior knowledge and experiences to support, deepen and extend their learning. We encourage them to reflect on and contribute to our learning directions and also provide opportunities for them to become increasingly active decision makers in choosing their learning experiences.

We celebrate individual and group learning successes. We provide transition to school processes that build on growing confidence, independence and agency.

Daily we work to instil a joy of learning in a safe, supportive, challenging and fun environment.

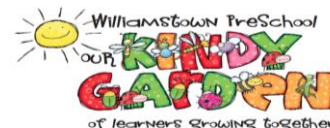
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## 2018 Self Review Process (so far...)

- 2017 QIP reviewed in Term 4, 2017 and progress notes added by Preschool Teacher
- Self Review Quick scan completed by Principal and Preschool staff in Term 1, 2018
- Data and comments collected from Parent Opinion surveys from 2015-2017
- Reviewed SIP and External Review for Williamstown PS 2016-2017
- Reviewed Partnership Plan 2017
- AEDC data reviewed
- Observations and comments gathered from Families at enrolment (how would you like to be involved in the preschool) and during first weeks of Term 1, 2018 (What would you like more information about?)
- Draft 2018 QIP priorities, goals and strategies shared with families for feedback early Term 1, 2018
- Reviewed programming, reflection and documentation processes and samples as a preschool team

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## Improvement Priorities Summary

Improvement Priority 1: Program and Practice			
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve	Resource Allocation
<p><b>Goal 1:</b> <b>For Practice to be informed by critical reflection</b></p> <p><b>Rationale:</b> <b>Priority for 2017 QIP and self review identified- this is still in progress</b></p> <p><b>All staff need to be familiar with the RRR document</b></p>	<p><b>Strategy 1:</b> Use RRR observation scales (wellbeing) to collect and reflect on data Use RRR reflective questions (wellbeing) as a tool for evaluating the program</p> <p><b>Strategy 2:</b> Participate in Learning Design, Assessment and Reflective Practice program for Early Years PD and PLC</p>	<p>1.3.2 Critical reflection 2.1.1 Wellbeing and comfort 1.2.3 Child directed learning 1.1.2 Child-centred 1.3.1 Assessment and planning cycle 6.1.2 Parent views are respected 6.1.3 Families are supported 1.3.3 Information for families 6.1.1 Engagement with the service 5.2.1 Collaborative learning 5.1.1 Positive educator to child interactions 7.2.1 Continuous improvement 4.2.1 Professional collaboration 4.2.2 Professional standards</p>	<p>2 x TRT Days (RRR) (Partnership funded)</p> <p>ipads to each educator (already purchased)</p> <p>cord for ipad to IWB</p> <p>7 x TRT days (Learning Design) (DECD funded)</p>
<p><b>Goal 2:</b> <b>For families to be informed about and involved in the program and their child’s learning</b></p> <p><b>Rationale:</b> <b>2015-2017 Parent opinion survey ratings and comments showed families wanted to know more about their child’s learning</b></p> <p><b>2017 QIP priority was to develop a clear programming cycle</b></p>	<p><b>Strategy 1:</b> Implement clear programming cycle and documentation which includes a termly reflection which includes children, peer, family and educators voice</p> <p><b>Strategy 2:</b> Use a variety of methods to share communication about learning with consistent ‘themes’ (dispositions, outcomes and indicators) eg: ipad slideshows, wall displays, curriculum newsletters, QR codes for video/ audio recordings, dojo app</p>		

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## Improvement Priority 2: Engagement with Families and Community

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve	Resource Allocation
<p><b>Goal 1:</b> <b>To provide information and opportunities for families to develop an understanding of the importance of social and emotional wellbeing for children and their lifelong outcomes</b></p> <p><b>Rationale:</b> <b>Families currently have an academic focus for their child's learning goals</b></p> <p><b>Parent Opinion survey 2017 comments showed families were concerned about implementation of Child Protection curriculum</b></p> <p><b>This priority aligns with the SIP so provides opportunity to share resources and learning across our site</b></p>	<p><b>Strategy 1:</b> To engage families in regular conversations about wellbeing (child and family) using the Common Approach Framework as a tool</p> <p><b>Strategy 2:</b> Provide communication to families which relate to supporting positive relationships and viewing their child as competent and capable (eg: dispositions) and sharing wellbeing practices used in kindy (eg: mindfulness, kimoichis, character strengths, what's the buzz, growth mindsets, learning pits)</p> <p><b>Strategy 3:</b> Develop a Child Protection Curriculum Plan and communicate this regularly and sensitively to families</p> <p><b>Strategy 4:</b> Promote workshops with Helen Lister (School Wellbeing Coordinator) and Mark Le Messurier</p>	<p>2.1.1 Wellbeing and comfort 2.1.2 Health practices and procedures 2.1.3 Healthy lifestyle 5.2.2 Self-regulation 6.2.2 Access and participation 6.2.3 Community engagement 7.2.1 Continuous improvement 7.1.1 Service philosophy and purpose 3.2.1 Inclusive environment 2.2.3 Child protection</p>	<p>Whiteboard for community notices</p>
<p><b>Goal 2:</b> <b>Increase level of support and follow up for vulnerable families</b></p> <p><b>Rationale:</b></p>	<p><b>Strategy 1:</b> Survey families to find out what information they want, locate and share and regularly share relevant local community events (eg: Playgroup, school Pastoral Care worker events)</p> <p><b>Strategy 2:</b> Devise and publish referral pathway/ support options for preschool,</p>		



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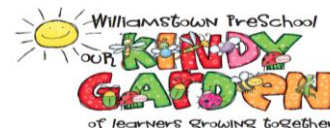
<p><b>2017 Preschool opinion survey ratings showed families were unsure if they would be supported if their child had additional needs and how to access information about community agencies</b></p> <p><b>Current staff reflected that CYH checks were not being accessed consistently as families were now immunising at Doctors- checks inconsistent and not always thorough</b></p> <p><b>Process and staff changes to Preschool Support in the past two years would warrant clarifying roles and responsibilities and sharing with families</b></p>	<p>SA health, private options with Deputy Principal</p> <hr/> <p><b>Strategy 3:</b> Promote Child and Youth Health Checks and prioritise kindy appointments for families by need</p>		<p>Time with Deputy for student support</p> <p>Pupil Free Days</p> <p>(Attend DV Workshop)</p>
<p><b>Goal 3:</b> <b>To increase opportunities for families to be involved in preschool activities and events</b></p> <p><b>Rationale:</b> <b>2017 Preschool opinion survey ratings and comments showed families wanted more opportunities to be involved with daily</b></p>	<p><b>Strategy 1:</b> Schedule regular events as opportunities for families to connect with preschool, each other and local community (at variety of times and locations) focus on promoting learning through play and gathering feedback on program</p> <hr/> <p><b>Strategy 2:</b> Promote volunteering at kindy and regularly communicate how families can be involved including Governing Council</p>		

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<p><b>activities and governance of the preschool</b></p> <p><b>2017 entry meetings showed at least 25% of families indicated they wanted to be involved in the preschool</b></p>			
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**Improvement Priority 3: Physical Environment**

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve	Resource Allocation
		3.2.3 Environmentally responsible 6.1.1 Engagement with the service	Waste/ recycling bins  Investigate NRM grants  Budget allocation- facilities?
<p><b>Goal 1:</b> <b>Embed and extend sustainable practices</b></p> <p><b>Rationale:</b> <b>Sustainability Plan is embedded at site and current focus is on reducing and avoiding waste</b></p> <p><b>Focus links to learning dispositions- creativity and higher level thinking (stretch and challenge)</b></p>	<p><b>Strategy 1:</b> Connect children with natural/ recycled materials and environment through ongoing collection of loose parts for play and plan excursions which relate to being environmentally responsible (eg: NAWMA, Para Wirra, Mount Crawford)</p> <p><b>Strategy 2:</b> Involve children and families in project about ‘what is waste?’, reducing and avoiding waste and using sustainable materials/ materials in sustainable and creative ways (eg: water, craft)</p>		

REVIEWED BY EMILY TERM 2

**Improvement Priority 1:**

<b>Goal 1</b>	<i>Children will show progress in learning outcomes and IPNL in a supportive environment, evidenced by an average scale score of 3.5 or higher in the RRR wellbeing scale</i>
<b>Rationale</b>	<b>Priority for 2017 QIP and self review identified this is still in progress All staff need to be familiar with the RRR document</b>

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<b>Strategy 1</b>  <b>(Using RRR)</b>	<ul style="list-style-type: none"> <li>• Kylie and Julie will be released to undertake training in RRR and to look through document and supporting resources (Term 3)</li> <li>• Emily will be released to collect data for a local Partnership site using involvement scale (TBA)</li> <li>• Jasmin/ another partnership site will collect data for our site using wellbeing scale (Term 3)</li> <li>• All staff will analyse data at Pupil Free Day (Term 4) and use for planning in 2019</li> <li>• All Preschool Educators will participate in discussion around 1 reflection question from the wellbeing scale at each curriculum staff meeting</li> </ul>						
<b>Strategy 2</b>  <b>(LDAR)</b>	<ul style="list-style-type: none"> <li>• Educators to participate in, Emily to lead LDAR inquiry 'How do we support children to create written texts for a purpose'</li> <li>• Emily to participate in PLC on LDAR</li> <li>• Share learning from LDAR at Partnership Pupil Free Day (Term 3)</li> <li>• Educators to review documentation, formative and summative assessment at least termly at staff meetings with support from leadership</li> </ul>						
<b>Resourcing Required</b>	2 x TRT Days (RRR) (Partnership funded)						
<b>Links Standards &amp; Elements</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
	1.1.2 1.2.1 1.2.3 1.3.1 1.3.2			4.2.1 4.2.2.	5.1.1. 5.2.1		7.1.1
<b>Links Exceeding Themes</b>	<b>Theme 1:</b> Practice is <b>embedded</b> in service operations						
	<b>Theme 2:</b> Practice is informed by <b>critical reflection</b>						
	<b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b>						
<b>Success /Progress Measures</b>							

## Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	<b>Things that you did</b> What has occurred? How much was done? How well was it done?	<b>Change in things educators do</b> What has changed? How do you know?	<b>Change in things children do/ experience</b> What has changed? How do you know?	<b>Improvement in outcomes/ learning</b> What has improved? Who has improved? How do you know?
Term 1	<b>Strategy 1:</b> -Several staff discussions using RRR Wellbeing Reflection questions -trialled several ways of daily/ weekly reflections-	<b>Strategy 1:</b> -some change in reflecting on effective teaching practice, supportive strategies rather than what children	<b>Strategy 1:</b> Children are using language to describe feelings and demonstrating successful strategies for self	<b>Strategy 1:</b> Observations from educators and families that children are strongly involved and engaged in program, children take

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	<p>still challenging with time available as whole staff/school staff meeting commitments</p> <p>-families given dispositions booklets with children's learning portfolios</p> <p><b>Strategy 2:</b> Emily attended LDAR session 1 Shared thinking on Moodle Shared draft inquiry question with educators end Term 1</p>	<p>did during day (see Reflection folder)</p> <p>-educators co-regulating with children</p> <p>-educators modelling strategies for self regulation</p> <p>-environment set up to provide space for rest and relaxation throughout the day</p> <p>-educators using dispositions language in individual learning analysis and displays</p> <p>-educators providing a range of sensory experiences which have strongly engaged children</p>	<p>regulation</p> <p>-children using language and strategies at home</p> <p>- Families reported (survey end Term 1) that preschool prioritises safety, happiness and wellbeing</p> <p>-Families reported their children are engaging in new, challenging experiences (eg: fine motor skills)</p>	<p>risks, are persistent, resilient</p>
Term 2	<p><b>Strategy 1:</b> Interoception training Berry Street training -Connected with B-12 (Michelle) to be involved in data collection using RRR</p> <p><b>Strategy 2:</b> Emily researched (stage 2) and refined inquiry question Planned release time to collect baseline data and discuss with critical friend (Jodie?) Emily to participate in Teleconference Sharing LDAR learning at Preschool staff meeting</p>	<p><b>Strategy 1:</b> Educators supporting children to recognise and respond appropriately to bodily needs</p> <p><b>Strategy 2:</b> Discussions around formative and summative assessment and assessment for learning, reviewed format of learning portfolio and end of term reflection</p>	<p>Families reported children are using self regulation strategies at home</p>	
Term 3				
Term 4				

### Recommendations

- Trial program reflection at weekly preschool staff meeting
- Prioritise sharing strategies for children who are experiencing separation anxiety, locate resources and share with families (eg: Kidsmatter)- especially using common language
- organise RRR collection and release for training/ collection with local Partnership site and Jasmin

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## Improvement Priority 1:

<b>Goal 2</b>	<p>Termly reflections will be informed by feedback and input from educators, families and children which will inform future planning</p> <p>All families will receive written information about their child’s learning at least once a term in an accessible format- will be given the option to discuss this with an educator in a scheduled interview</p>						
<b>Rationale</b>	<p>2015-2017 Parent opinion survey ratings and comments showed families wanted to know more about their child’s learning</p> <p>2017 QIP priority was to develop a clear programming cycle</p>						
<b>Strategy 1</b>	<p>Implement clear programming cycle and Documentation which includes a termly reflection which includes children, peer, family and educators voice</p>						
<b>Strategy 2</b>	<p>Use a variety of methods to share communication about learning with consistent ‘themes’ (dispositions, Outcomes and Indicators) eg: Ipad slideshows, wall displays, curriculum newsletters, QR codes for video/ audio recordings, dojo app</p>						
<b>Resourcing Required</b>	<p>Ipads to each educator (already purchased)</p> <p>and cord for Ipad to IWB</p> <p>7 x TRT days (Learning Design) (DECD funded)</p>						
<b>Links Standards &amp; Elements</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
				4.2.1 4.2.2.	5.1.1. 5.2.1	6.1.1 6.1.2 6.1.3	7.1.1
<b>Links Exceeding Themes</b>	<b>Theme 1:</b> Practice is <b>embedded</b> in service operations						
	<b>Theme 2:</b> Practice is informed by <b>critical reflection</b>						
	<b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b>						
<b>Success /Progress Measures Indicate monitoring timeline</b>	<p><i>Consider the 4 levels of outcomes (see below)</i></p> <p><i>Targets can be set against</i></p> <ol style="list-style-type: none"> <li>1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</li> <li>2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</li> <li>3. Children’s experiences (eg. increased complexity / creativity )</li> <li>4. Progress against EYLF Outcomes or IPNL</li> </ol> <p><i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i></p>						

## Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	<b>Things that you did</b>	<b>Change in things</b>	<b>Change in things</b>	<b>Improvement in</b>

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	What has occurred? How much was done? How well was it done?	<b>educators do</b> What has changed? How do you know?	<b>children do/ experience</b> What has changed? How do you know?	<b>outcomes/ learning</b> What has improved? Who has improved? How do you know?
Term 1	<p><b>Strategy 1:</b></p> <p>Used staff meeting time to share perspectives on children’s learning before summarising Term and writing goals</p> <p>Trialled Learning Community Reflections as part of learning portfolios in Term 1 (child, family and educator voice)</p> <p>Curriculum Newsletter explained documentation process</p> <p>Daily reflection with children in which educators modelled language of learning dispositions and skills of children at play</p> <p><b>Strategy 2:</b></p> <p>Dojo consistently used to share wellbeing info</p>	<p>Some educators share information about children more consistently</p> <p>Some educators use common language when describing learning</p>	<p>Some children share reflections of their learning through daily photo reflections or their portfolios</p>	
Term 2	<p><b>Strategy 1:</b></p> <p>Used staff meeting time to share perspectives on children’s learning before summarising Term and writing</p>	<p>Reflections of children’s learning and strategies to support are regular topics of conversation at staff meeting</p>	<p>Some children ask to have photos or work samples in portfolios or sent as a message to family via dojo</p> <p>Some families provided work samples of mark making at home to incorporate into LDAR data collection</p>	

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	<p>goals</p> <p>Daily reflection with children in which educators invited comment from children and peers as to learning occurring in photos of play</p> <p>Changed Learning Reflection format to 'what do we know about.....(child)' in response to family feedback and included more perspectives (eg: OSHC Educators)</p> <p>Draft programming cycle document produced</p> <p>Strategy 2: Added learning snapshots to Dojo in response to family feedback and shared more regularly with working families via Dojo message</p> <p>Presentation at School Assembly of learning that occurs at kindy via photos</p> <p>Curriculum Newsletter on Literacy indicators</p>		<p>Some families talk to us or message us on dojo about children's sharing of wellbeing strategies and information (eg: using your PFC)</p> <p>All families connected to Dojo and large portion see posts</p> <p>Some families starting to come in to see daily reflection</p> <p>Lots of children engage in opportunity to reflect on learning at the end of each day (about themselves or peers)</p>	
Term 3	<p>Strategy 2: Parent workshop on Literacy and Play with School DP, Preschool Teacher and Speech Path</p>			
Term 4				
<b>Recommendations</b>				

**REVIEWED BY KYLIE TERM 2**



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### Improvement Priority 2:

<b>Goal 1</b>	<b>Goal 1:</b> Families will gain knowledge about how to support their child’s social and emotional wellbeing and its impact on lifelong outcomes.						
<b>Rationale</b>	Families currently have an academic focus for their child’s learning goals Parent Opinion survey 2017 comments showed families were concerned about implementation of Child Protection curriculum This priority aligns with the SIP so provides opportunity to share resources and learning across our site						
<b>Strategy 1</b>	To engage identified families in regular conversations about wellbeing (child and family) using the Common Approach Framework as a tool						
<b>Strategy 2</b>	Provide information and opportunities to families which relate to supporting positive relationships and viewing their child as competent and capable (eg: dispositions) and sharing wellbeing practices used in kindy (eg: mindfulness, kimoichis, character strengths, what’s the buzz, growth mindsets, learning pits)						
<b>Strategy 3</b>	Develop a Child Protection Curriculum Plan and communicate this regularly and sensitively to families						
<b>Strategy 4</b>	Promote workshops with Helen Lister (School Wellbeing Coordinator) and Mark Le Messieur						
<b>Resourcing Required</b>	Texts: Kimoichis, What’s the Buzz Pupil Free Day Term 1- Wellbeing focus Zonta PD (Partnership) Domestic Violence						
<b>Links Standards &amp; Elements</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
		2.1.1 2.1.2 2.1.3 2.2.3	3.2.1	4.1.1 4.1.2 4.2.1 4.2.2.	5.2.2	6.2.3	
<b>Links Exceeding Themes</b>	<p><b>Theme 1:</b> Practice is <b>embedded</b> in service operations</p> <p><b>Theme 2:</b> Practice is informed by <b>critical reflection</b></p> <p><b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b></p>						
<b>Success /Progress Measures Indicate monitoring timeline</b>	<p><i>Consider the 4 levels of outcomes (see below)</i> <i>Targets can be set against</i></p> <ol style="list-style-type: none"> <li>1. <i>Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</i></li> <li>2. <i>Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</i></li> <li>3. <i>Children’s experiences (eg. increased complexity / creativity )</i></li> <li>4. <i>Progress against EYLF Outcomes or IPNL</i></li> </ol> <p><i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i></p>						

### Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	<b>Things that you did</b> What has occurred? How much was done? How well was it done?	<b>Change in things educators do</b> What has changed? How do you know?	<b>Change in things children do/ experience</b> What has changed? How do you know?	<b>Improvement in outcomes/ learning</b> What has improved? Who has improved? How do you know?
Term 1	<b>Strategy 1:</b> Conversations have occurred with	<b>Strategy 1:</b> Having conversations with	<b>Strategy 1:</b> With some identified families strategies	<b>Strategy 1:</b> The identified children are settling into

# Williamstown School Based Preschool

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	<p>families in relation to their child's wellbeing throughout the day. For example talking to parents around strategies relating to the emotional state of a child during separation from the parent and how they are being supported throughout the day.</p> <p><b>Strategy 2:</b> During the term photos of the children during play were displayed with comments on the dispositions added to them. This was so the parents were able to see evidence of how the dispositions for learning are embedded through play.</p> <p><b>Strategy 3:</b> The CPC is used throughout the learning at group times. Discussions around feelings and feeling safe in our environment have been our focus this term</p> <p><b>Strategy 4:</b> The Mark Le Messieur workshop was promoted by notes going home to parents informing them of what the workshop was about. We also put up reminders throughout the term on Class Dojo and continued to have discussions with families about it.</p>	<p>identified families around the circle of security and promoting positive conversations about how parents can promote a positive vibe about Preschool.</p> <p><b>Strategy 2:</b> Having a lot of conversations about the importance of social and emotional wellbeing and development and it helps to have a strong emotional foundation to begin more formal learning at school. This is shown by parents beginning to show an understanding for what we have been discussing and asking less regularly 'when the learning will start?'</p> <p><b>Strategy 3:</b> Writing the plan has been done in collaboration as a team and we have looked at the needs of the children as a starting point.</p>	<p>have been put in place to help the child settle positively into their day. This is done with a change of who drops them off, how long the parent stays for and having specific activities for the child to do when they arrive so that they engage into their day with ease and enjoyment.</p> <p><b>Strategy 2:</b> The children are going home and talking to their parents about Archie and what strategies they are learning with this. They are teaching their parents the language of making good choices using their PFC and this is helping the children in their play. The children are also using the language during the day and identifying their emotions in more detail.</p> <p><b>Strategy 3:</b> Information about the CPC is shared in the Curriculum Newsletter for the parents to keep updated with what we are learning about at Preschool.</p>	<p>their day without tears when parents leave and are happy throughout the day. One child is still having moments of anxiety on and off throughout the day so we are readdressing strategies that will work for them.</p> <p><b>Strategy 2:</b> The children are developing their friendships more and are becoming more inclusive of other children. They are verbalising their emotions more rather than expressing them physically.</p> <p><b>Strategy 4:</b> By providing this opportunity to the families we have provided families the opportunity to see what we are doing at the school and how they can follow this up at home. It is about sharing the same language.</p>
Term 2	<p><b>Strategy 3:</b> The CPC is used throughout the learning at group times. To extend on last term we have been listening to</p>			

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	Hattie and the Fox and having discussions on safety networks and identifying who Hattie went to for help and how she was helped. We have then had discussions on who is in our safety network.			
Term 3				
Term 4				

## Recommendations

**Strategy 1:** to introduce the wellbeing wheel for the identified families to work more closely together to aid in their wellbeing development.

**Strategy 2:** Have a parent information night to highlight that Preschool is more focused on the social and emotional wellbeing and development of children rather than structured lessons. Discuss the importance of play for this.

**Strategy 4:** to follow up with parents that attended the workshop and get some feedback. Also share information with the parents that didn't make it.

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### Improvement Priority 2:

<b>Goal 2</b>	<b>Educators will support families find and access a range of services and information when needed.</b>						
<b>Rationale</b>	<p><b>2017 Preschool opinion survey ratings showed families were unsure if they would be supported if their child had additional needs and how to access information about community agencies</b></p> <p><b>Current staff reflected that CYH checks were not being accessed consistently as families were now immunising at Doctors- checks inconsistent and not always thorough</b></p> <p><b>Process and staff changes to Preschool Support in the past two years would warrant clarifying roles and responsibilities and sharing with families</b></p>						
<b>Strategy 1</b>	Survey families to find out what information they want, locate and share and regularly share relevant local community events (eg: Playgroup, school Pastoral Care worker events)						
<b>Strategy 2</b>	Devise and publish referral pathway/ support options for preschool, SA health, private options with Deputy Principal						
<b>Strategy 3</b>	Promote Child and Youth Health Checks and prioritise kindy appointments for families by need						
<b>Resourcing Required</b>	<p>Whiteboard for community notices</p> <p>Time with Deputy for student support</p>						
<b>Links Standards &amp; Elements</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
		2.1.2	3.2.1			6.2.2 6.2.3	7.1.1 7.2.1
<b>Links Exceeding Themes</b>	<b>Theme 1:</b> Practice is <b>embedded</b> in service operations						
	<b>Theme 2:</b> Practice is informed by <b>critical reflection</b>						
	<b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b>						
<b>Success /Progress Measures</b> <i>Indicate monitoring timeline</i>	<p><i>Consider the 4 levels of outcomes (see below)</i></p> <p><i>Targets can be set against</i></p> <ol style="list-style-type: none"> <li><i>1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</i></li> <li><i>2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</i></li> <li><i>3. Children's experiences (eg. increased complexity / creativity )</i></li> <li><i>4. Progress against EYLF Outcomes or IPNL</i></li> </ol> <p><i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i></p>						
<b>Progress Notes</b>							
	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators			
	<b>Things that you did</b> What has occurred? How much was done? How well was it done?	<b>Change in things educators do</b> What has changed? How do you know?	<b>Change in things children do/ experience</b> What has changed? How do you know?	<b>Improvement in outcomes/ learning</b> What has improved? Who has improved? How do you know?			
Term 1	<b>Strategy 1:</b> At the end of the term we sent out a parent survey to see how they wanted to be delivered and to see what	<b>Strategy 1:</b> We have supplied a variety of information for parents to take that will assist in informing them on different things that are					

# Williamstown School Based Preschool 2018 Quality Improvement Plan



	<p>parents wanted more information on.</p> <p><b>Strategy 2:</b> We have had meetings and discussions with families about what services are available and the paperwork that is needed in order to gain support for some of the children at school.</p> <p><b>Strategy 3:</b> We have had Child and Youth Health Checks offered to families each term. We offered them to particular families first then opened it up to other families. Term 2 places have been filled as well.</p>	<p>happening in the community and different organisations that are available to support families.</p>		
Term 2				
Term 3				
Term 4				

## Recommendations

**Strategy 1:** Send out another survey to see what parents are doing with their children at home and to see where they expect their children to be by the end of Preschool. Assess this information and devise some posters about why Preschool is run as play based and less emphasis on reading and writing.

**Strategy 2:** Write up an information brochure to hand out to families explaining the process for the support services that are available for children at Preschool.

# Williamstown School Based Preschool 2018 Quality Improvement Plan



## Improvement Priority 2:

<b>Goal 3</b>	<b>To increase opportunities for families to be engaged in preschool activities and events Families who are engaged with preschool will develop a better understanding of our philosophy and practice and be better equipped to contribute to service decision making</b>						
<b>Rationale</b>	<b>2017 Preschool opinion survey ratings and comments showed families wanted more opportunities to be involved with daily activities and governance of the preschool 2017 entry meetings showed at least 25% of families indicated they wanted to be involved in the preschool</b>						
<b>Strategy 1</b>	Schedule regular events as opportunities for families to connect with preschool, each other and local community (at variety of times and locations) focus on promoting learning through play and gathering feedback on program						
<b>Strategy 2</b>	Promote volunteering at kindy and regularly communicate how families can be involved including Governing Council						
<b>Resourcing Required</b>							
<b>Links Standards &amp; Elements</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
						6.2.2 6.2.3	7.1.1 7.2.1
<b>Links Exceeding Themes</b>	<b>Theme 1:</b> Practice is <b>embedded</b> in service operations						
	<b>Theme 2:</b> Practice is informed by <b>critical reflection</b>						
	<b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b>						
<b>Success /Progress Measures</b> <i>Indicate monitoring timeline</i>	<p><i>Consider the 4 levels of outcomes (see below) Targets can be set against</i></p> <ol style="list-style-type: none"> <li><i>1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</i></li> <li><i>2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</i></li> <li><i>3. Children's experiences (eg. increased complexity / creativity )</i></li> <li><i>4. Progress against EYLF Outcomes or IPNL</i></li> </ol> <p><i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i></p>						

## Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	<b>Things that you did</b> What has occurred? How much was done? How well was it done?	<b>Change in things educators do</b> What has changed? How do you know?	<b>Change in things children do/ experience</b> What has changed? How do you know?	<b>Improvement in outcomes/ learning</b> What has improved? Who has improved? How do you know?
Term 1	<b>Strategy 1:</b> we have a visitors log for the Volunteers to sign in. This helps us keep track of who is helping and for what events they are helping with.			

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	<p><b>Strategy 2:</b> Class Dojo posts have been put up inviting parents to come in to be engaged in the learning environment. At the start of the year we put a post-up asking for volunteers to be on the Governing Council to represent the Preschool.</p>			
Term 2	<p><b>Strategy 1:</b> we have Mobile Junk and Nature Playground coming out to the Preschool. It is open to all Preschool Children and their siblings. This is to share the love of nature with parents and children and to explain how nature play is included in literacy and numeracy learning.</p>			
Term 3				
Term 4				
<b>Recommendations</b>				

# Williamstown School Based Preschool 2018 Quality Improvement Plan



REVIEWED BY JULIE TERM 2

## Improvement Priority 3 :

<b>Goal 1</b>	Ensure Outdoor environment is fit for purpose and well maintained to ensure children's safety						
<b>Rationale</b>	Observations and daily checks show some of the wooden edging and fort needs upgrading						
<b>Strategy 1</b>	Conduct Outdoor learning area checklist and take photos of any areas due for upgrade/ maintenance share with leadership and groundsman Ensure process for daily outdoor checks is clear and implemented						
<b>Strategy 2</b>	Engage families in volunteer work for gardening and working bees for upgrades (see Stage 3 plan attached)						
<b>Resourcing Required</b>	\$4000 grounds budget (due to be completed End Term 1, 2018) Investigate further NRM grants What's remaining of the outdoor space upgrade (\$3000 in 2017)						
<b>Links</b>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
Standards & Elements <i>Delete elements not applicable</i>			3.1.1 3.1.2 3.2.1 3.2.2 3.2.3			6.1.1	
<b>Links Exceeding Themes</b>	<b>Theme 1:</b> Practice is <b>embedded</b> in service operations						
	<b>Theme 2:</b> Practice is informed by <b>critical reflection</b>						
	<b>Theme 3:</b> Practice is shaped by meaningful engagement with <b>families and/or the community</b>						
<b>Success /Progress Measures</b> <i>Indicate monitoring timeline</i>	<p><i>Consider the 4 levels of outcomes (see below)</i>  <i>Targets can be set against</i></p> <ol style="list-style-type: none"> <li><i>1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</i></li> <li><i>2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</i></li> <li><i>3. Children's experiences (eg. increased complexity / creativity )</i></li> <li><i>4. Progress against EYLF Outcomes or IPNL</i></li> </ol> <p><i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i></p>						

## Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
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Term 1/2	Daily outdoor inspection conducted, insuring that Groundsman and leadership are promptly informed. Photos are now also an important part of the reporting of any issues	A daily inspection using the checklist now ensures that educators work together to implement and ensure a safe learning environment. The sharing between educators of	Children are now involved in ensuring that their environment is a safe and inviting area on a daily basis. Children are now actively reporting to educators when they see things in their	Children are becoming more connected to their environment and are willing to take ownership of their own space.



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	that may need attention.	observations in relation to the checklist ensures all educators are aware of any issues that maybe of concern and effect the safety of the outdoor area.	Preschool environment that they feel needs an educators attention.	
Term 2				
Term 3				
Term 4				

### Recommendations

Outdoor upgrade/maintenance to be implemented as an action plan rather than an improvement priority.

### Improvement Priority 3 :

<b>Goal 2</b>	<b>Embed and extend sustainable practices for children to become global citizens</b>						
<b>Rationale</b>	<b>Sustainability Plan is embedded at site and current focus is on reducing and avoiding waste</b> <b>Focus links to learning dispositions- creativity and higher level thinking (stretch and challenge)</b>						
<b>Strategy 1</b>	Connect children with natural/ recycled materials and environment through ongoing collection of loose parts for play and plan excursions which relate to being environmentally responsible (eg: NAWMA, Para Wirra, Mount Crawford)						
<b>Strategy 2</b>	Involve children and families in project about 'what is waste?', reducing and avoiding waste and using sustainable materials/ materials in sustainable and creative ways (eg: water, craft)						
<b>Resourcing Required</b>	Waste/ recycling bins (WOW grant)						
<b>Links Standards &amp; Elements</b> <i>Delete elements not applicable</i>	<b>QA1</b>	<b>QA2</b>	<b>QA3</b>	<b>QA4</b>	<b>QA5</b>	<b>QA6</b>	<b>QA7</b>
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<b>Success /Progress Measures</b> <i>Indicate monitoring</i>	<i>Consider the 4 levels of outcomes (see below)</i> <i>Targets can be set against</i> <ol style="list-style-type: none"> <li>1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</li> <li>2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</li> <li>3. Children's experiences (eg. increased complexity / creativity )</li> <li>4. Progress against EYLF Outcomes or IPNL</li> </ol> <i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed</i>						

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*timeline*      *process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy*

### Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
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Term 1	A worm farm and chickens were reintroduced to the Preschool. The Preschool has reduced waste by encouraging children to wash and reuse containers from their lunch boxes for craft purposes. Collection of food scraps at fruit time and lunchtime so that it can be fed to chickens and worms. Scraps are also taken home by the cleaner to feed her pet pig Jefro. Families are encouraged to bring in recycling from home so the children can use them at the craft table. Branches and other loose parts for our outdoor area were collected with our school buddies on the school oval and brought back to Preschool for our loose parts area. Natural materials such as gumnuts and leaves are collected and used for outdoor craft activities .	Educators have actively encouraged children to have a voice in what resources they would like to have in their environment.	Children are involved and connected with the daily care of the chickens and the worm farm. Children actively participate and work together to care for and maintain the vegetable gardens. Children source their own materials from the loose parts area and create their own play environments.	Children have become actively involved with the care of the chickens and the environment in which they live. Outdoor areas are now providing a physical and social learning space where children can create their own spaces. Children are now becoming more aware of recycling and the importance of reducing waste in our environment.
Term 2	Preschool has been included in the School Waste Collection program, and this term the Preschool won the Golden Bin Award A day has been booked with Glenn who will conduct his loose parts play day . Children collect the eggs daily which are then sold at our Preschool shop for a donation. Money raised then goes towards buying chicken food and seedlings for the vegetable garden.		Children have actively participated in growing vegetables and have voiced their opinion of what vegetables they would like to grow.	
Term 3				
Term 4				

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## Recommendations

Redevelop compost area. Further engage families in volunteer work and working bees. Expand choice of produce sold at the Preschool shop to include vegetables. Plan excursion to Para Wirra and an Outdoor play morning on a Saturday at the preschool to allow working families to connect with the Preschool community.