



## Rose Park Preschool

### Quality Improvement Plan 2017

#### Summary of Strengths for QA1:

- We value student voice and use this to guide our planning and inquiry.
- We use the Early Years Learning Framework and the Literacy and Numeracy Indicators to underpin and guide our planning and assessments for children.
- Children are able to access a wide range of experiences of their choice from planned activities or of their choice.
- Children who may require additional support, are referred to the appropriate support services and supported where possible, including for bi-lingual, speech or other services.
- Individual children are discussed at our planning times and staff meetings so all staff are aware of any concerns or positive progress.
- All children have an individual learning plan developed for them by teachers who use information gained through observations and parent information through Child Profiles or discussions.
- The program is displayed on the program board for families to read.
- We use a holistic approach to the curriculum with the Literacy and Numeracy Indicators embedded in our daily routines/planning and experiences for children.
- Intentional teaching approaches are supported by little group times daily.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 1: Educational program and practice</b></p> <p>1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p>	<ul style="list-style-type: none"> <li>• Continue focus on literacy and numeracy with a strong focus on family involvement.</li> </ul>	M	<ul style="list-style-type: none"> <li>• Using the EYLF and LNI's</li> <li>• Child Profiles completed by parents</li> <li>• Individual Learning Plans for all children</li> <li>• Child Portfolios recording learning</li> <li>• Literacy and numeracy audits bi-annually</li> <li>• Frequent observations and discussions at staff meetings, and Early Intervention Records.</li> <li>• Learning Stories and floor book</li> <li>• Statement of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improved numeracy and literacy for all children</li> <li>• Continue to document through learning stories and floor book, so parents and children can share learning journeys.</li> <li>• Family engagement in literacy and numeracy through the creation of literacy and numeracy kits for borrowing, and weekly library borrowing.</li> </ul>	Dec 2017

<p>1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</p>	<ul style="list-style-type: none"> <li>In line with the DECD priorities begin to document and plan for STEM learning.</li> </ul>	<p>M</p>	<ul style="list-style-type: none"> <li>STEM inquiry through partnership hub group.</li> </ul>	<ul style="list-style-type: none"> <li>Children and families to be made aware of what is STEM and to stretch children's learning through STEM play</li> </ul>	<p>Dec 2017</p>
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## Summary Of Strengths for QA2:

- Detailed allergy/health information are easily accessible and visible to staff, with photos of children and details of serious allergies.
- All new staff are inducted on their first visit and made aware of where to find allergy/health information for children/staff, and any WH&S information.
- Systems are in place and consistently followed to record first aid administered and notify parents.
- Vaccination records have all been viewed and recorded. Families have been made aware of the vaccination policy. Any infectious diseases are handled confidentially and families notified.
- Healthy eating is a high priority and children participate in the OPAL Eat A Rainbow program in Term 1 to encourage children to try and taste new fruits and vegetables, and educating them of the health benefits.
- Playground is regularly inspected and risk assessments completed with the children.
- Emergency procedures in place and evac/invacuation practices occur once per term per group of children/staff.
- The daily routine has been structured to enable long periods of uninterrupted play in the mornings, small group times, meal and resting times with a shorter afternoon play time when children are mostly tired.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 2: Children's health and safety</b></p> <p>2.3 Each child is protected</p>	<ul style="list-style-type: none"> <li>• Embed Child Protection Curriculum within the preschool program.</li> </ul>	M	<ul style="list-style-type: none"> <li>• Ensure all teachers have undertaken the Child Protection Curriculum Training.</li> <li>• Plan for CPC in little groups as well as through intentionality of provided activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have correct training in CPC and are implementing the curriculum within the programming cycle, ensuring every child has been planned for.</li> </ul>	January 2017
<p>2.1 Each child's health is promoted</p>	<ul style="list-style-type: none"> <li>• Staff to ensure preschool is sanitised and safe for child all children, including child with dairy allergy.</li> </ul>	M	<ul style="list-style-type: none"> <li>• Ensure all staff are up to date with First Aid and Anaphylaxis training.</li> <li>• Staff to be aware of risks with children with allergies and take reasonable measures to ensure safe environment.</li> <li>• All relief and new staff to be inducted and made aware of allergies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• That children are safe and we have no medical/allergy incidents throughout the year.</li> </ul>	

### Summary of Strengths for QA3:

- The outdoor space and park is utilised well and is suitable for a range of physical activities and challenges.
- Indoor space is well organised, less cluttered and provides opportunities for engagement on various levels.
- Children have access to a range of materials throughout the day and are encouraged and supported to ask for additional resources if needed.
- Staff support children to become independent and responsible for their environment.
- Children are actively involved in maintaining their safe environment eg: risk assessments completed by children, sweeping, weeding, tidying, packing away, watering and planting, caring for the quails.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 3: Physical environment</b></p> <p>3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p>	<ul style="list-style-type: none"> <li>• To provide an aesthetic that is warm and inclusive and encourages deeper involvement and covers a range of varying abilities.</li> <li>• To ensure children’s ideas are represented in the learning areas.</li> <li>• To create a sensory path for children to explore and meet sensory needs.</li> <li>• The patch will be a place children will want to explore and engage in both at preschool and with their families.</li> </ul>	<p>M</p> <p>M</p> <p>L</p> <p>L</p>	<ul style="list-style-type: none"> <li>• Budget to update resources including repairing and replacing pin boards, using more neutral colours.</li> <li>• Continue to provide a rich source of natural and man-made loose parts/furniture/resources for children to explore.</li> <li>• Budget to develop the sensory path</li> <li>• Quail roster for parents to be made into “veggie patch roster” to help general maintenance of the patch and involve community.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a warm and welcoming environment</li> <li>• Children are engaged and extending their own play.</li> <li>• Children create their own play in a warm environment.</li> <li>• We have a sensory path providing children with sensory experiences.</li> <li>• More inviting learning space</li> <li>• More parental involvement.</li> </ul>	<p>Dec 2017</p>

**Summary of Strengths for QA4:**

- Staff rosters are designed to support all children ensuring adequate supervision at all times.
- All staff are supported to attend regular staff meetings.
- Staff are supported to attend and participate in relevant partnership hub meetings.
- All staff have access to NQS, EYLF, Literacy and Numeracy Indicators and Child Protection Curriculum documents, all policies, procedures and relevant professional information.
- Processes are in place for Professional Development Plans for all staff including Bi-Lingual and support staff.
- All staff are supported to participate and contribute to reflective practice and staff programming.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 4: Staffing arrangements</b></p> <p>4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Continuity of Staffing</li> </ul>	M	<ul style="list-style-type: none"> <li>• Site to use some universal access hours to fund ECW for 5 hours on Mon/Tues to enhance learning.</li> <li>• For the Universal access teacher (Wed/Fri) to be first contact for any relief days.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and families have strong connections and relationships with all staff</li> <li>• To ensure continuity of staffing.</li> </ul>	2017

## Summary of Strengths for QA5:

- Children are encouraged to participate in the whole preschool program and explore all play spaces.
- Educators build trusting and supportive relationships with children.
- Educators support children to feel safe, secure, confident and included.
- You Can Do It program is embedded in the curriculum to help children with confidence, resilience, organisation, relationships, and persistence.
- Staff have strong and positive relationships with families and encourage families to have frequent conversations about their child.
- The Child Protection Curriculum is embedded in the preschool program.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 5: Relationships with children</b></p> <p>5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<ul style="list-style-type: none"> <li>• Little group times will occur each week.</li> <li>• Wellbeing of all children and all children to be able to display self-regulation skills.</li> </ul>	<p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>• Plan specific daily group times on the program that have a numeracy, literacy or child protection curriculum focus.</li> <li>• Re-enforce positive behaviours</li> <li>• Create strong relationships between children and teachers.</li> <li>• Create welcoming and safe environments where children can be engaged.</li> <li>• Develop positive relationships with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency for little groups and also ensuring all children are having access to the same learning opportunities</li> <li>• For all children to feel safe and secure.</li> <li>• Respect Reflect Relate Wellbeing/active learning environments scales to be completed, analysed and commitment for action from these.</li> </ul>	<p>Jan 2017</p> <p>April 2017</p>

### Summary of Strengths for QA6:

- Staff communicate well with families through conversations, emails, newsletters, whiteboard and facebook posts.
- Child and Youth Health checks are performed on site and staff communicate and encourage parents to use this service.
- Parent involvement of any kind is encouraged and supported.
- RAN training and guest speakers are provided for families to support families.
- We have a strong Governing Council who are consulted and involved in planning and organising events, and the running of the preschool.
- Parent surveys are conducted after inquiry projects and at the end of the year to ensure parent feedback is heard and acted upon.
- Learning Stories provide parents with continuous feedback on their child’s learning journey.
- Parents are encouraged to participate in the inquiry projects with information going home and feedback forms parents and children can complete together and share.
- We have strong connections with the Burnside Council and participate in harmony day events and other council run projects including the Norwood Pageant.
- Family events are scheduled such as Pizza Night’s and special performance picnic evenings as well as Art Shows to engage parents from both groups at one time and encourage strong relationships among the preschool community.

Identified Issue from Self Review:	Intended Outcomes:	Priority (L,M,H)	Steps:	Success Measures:	By When:
<p><b>Quality Area 6: Collaborative partnerships with families and communities</b></p> <p>6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p>	<ul style="list-style-type: none"> <li>• Continuity of Learning for families and children.</li> <li>• Close connections with Rose Park Primary School and year long transitions.</li> <li>• Connect families from both groups with each other in social settings.</li> </ul>	M	<ul style="list-style-type: none"> <li>• AGM change to end of year to engage current and new families.</li> <li>• Re-visit our Continuity of Learning Plan and refine where needed.</li> <li>• Family welcome “Pizza Night” in Term 1.</li> <li>• Drumming Monkeys end of year family picnic</li> <li>• Art Show for Term 3</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome, request and record parent feedback.</li> <li>• Children’s wellbeing supported with connections with families.</li> </ul>	March 2017

<p>6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected.</p>	<ul style="list-style-type: none"> <li>• Provide families with information and advice on child development.</li> <li>• Solid relationships with staff and families so families feel supported and confident to discuss any issues/concerns.</li> <li>• For families to become active participants in the preschool.</li> </ul>	<p>L</p>	<ul style="list-style-type: none"> <li>• Organise for OT guest speaker at AGM or before with a focus on wellbeing</li> <li>• Guest speakers including Clare Crew.</li> <li>• RAN training for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Increased parent involvement</li> <li>• Increased attendance</li> </ul>	<p>Nov 2017</p>
<p>6.1.1 There is an effective enrolment process for families.</p>	<ul style="list-style-type: none"> <li>• Families are informed and understand the enrolment process.</li> </ul>	<p>L</p>	<ul style="list-style-type: none"> <li>• Updated enrolment policy to be implemented and all staff to be aware of new enrolment policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are contacting preschool within timeframes and providing us with all relevant information to enable successful transitions.</li> </ul>	





