



Wilmington Preschool

Flinders Partnership

Respect, Care, Persistence, Honesty

Quality Improvement Plan

2018



Government
of South Australia
Department for Education

2018 Quality Improvement Plan

Service details

Service name		Service approval number			
Wilmington Preschool Site number: 6675 School number: 0483		Service Approval No: SE-40008123			
Primary contacts at service					
Cathy Bornholm – School Principal Sophie Koster – Preschool Teacher					
Physical location of service			Physical location contact details		
Street:	10 Beauval Street		Telephone:	(08) 8667 5112	
Suburb/Town:	Wilmington		Mobile:		
State/territory:	South Australia		Fax:	(08) 8667 5025	
Postcode:	5485		Email:	dl.0483.leaders@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	Department for Education Ms Ann-Marie Hayes		Name:	Cathy Bornholm	
Telephone:	08 8226 3463		Telephone:	08 8667 5112	
Mobile:			Mobile:	0427 001 420	
Fax:	08 8226 0159		Fax:	08 8667 5112	
Email:	DECD.NQFEnquiries@sa.gov.au		Email:	Cathy.Bornholm372@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	PO Box 11				
Suburb/Town:	Wilmington				
State/territory:	South Australia				
Postcode:	5485				
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	9am	9am	-	9am	-
Closing time	3.10pm	12pm	-	3.10pm	-

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Additional information about your service

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

- Wilmington Primary School is set in the Beautiful Valley in the lower Flinders Ranges, with a population of approximately 250 people. Wilmington Primary and Preschool offers individualised learning programs with the flexibility that a small school can offer.
- The school is committed to creating a culture of continuous learning and improvement amongst all students, from Preschool to Year 7.
- Wilmington Preschool is a school-based preschool. It is the second year the purpose-built preschool has been operating on the school site.
- The preschool works collaboratively with other preschools in the Flinders Partnership as part of a partnership wide commitment to ongoing learning and reflective practice.
- The preschool teacher also works within the primary school. The role is currently established as 0.6 Preschool and 0.4 Junior Primary.
- Parking is available for families on Beauval Street. A disabled access gate is situated on the southern side of the preschool fence for easy access.
- The preschool is closed during South Australian school holidays and public holidays.
- Wilmington Preschool is governed by the combined school and preschool Governing Council.

How are the children grouped at your service?

2018 School Term Dates

Term 1	Monday, 29 January – Friday, 13 April	(11 weeks)
Term 2	Monday, 30 April – Friday, 6 July	(10 weeks)
Term 3	Monday, 23 July – Friday, 28 September	(10 weeks)
Term 4	Monday, 15 October – Friday, 14 December	(9 weeks)

- Preschool is offered for 15 hours each week to all children who will be starting school in 2019.
- It also offers 12 hours' early access education to Aboriginal and Torres Strait Islander students from 3 years of age.
- The capacity of the preschool has been approved as 10. The preschool may seek an exemption from the regulatory authority if enrolments exceed 10.
- The current number of children enrolled in the preschool as of March 2018 is 7.

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

Sophie Koster – Preschool teacher

Cathy Bornholm – School Principal

How was the QIP developed:

The preschool teacher, principal and Early Childhood Leader looked at multiple measures of data for the preschool, this included enrolment and attendance data, children's learning documentation, perception data from parents, children and staff and school priorities for the coming year. In this context a comprehensive self review against each element of the national quality standard was also undertaken in order to determine priorities for 2018. The preschool uses an ongoing site self assessment booklet to document ongoing critical reflection against the National Quality Standard. The preschool, principal and Early Childhood Leader were able to use the previous preschool teacher's self assessment notes in the process of developing the 2018 QIP

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Service statement of philosophy

Wilmington Primary School - Preschool to Year 7, is a nurturing learning community for all children, sustained by quality relationships. We aim to empower each child to reach their full potential as they progress on their lifelong learning journey. Children are supported to be creative and critical thinkers in our ever changing world. Our school's values are: respect, care, persistence and honesty.



This philosophy statement is a result of our review process in early 2017. The process began in response to feedback from families and staff relating to their values and expectations. A family survey asking for feedback on the preschool was developed through Survey Monkey. The 2017 draft Quality Improvement Plan was then taken to staff, where they had their say in relation to the seven quality areas. Term 3 Conversation Day recognised the need for the school's philosophy to be inclusive of the whole school. Using collated data and examples from other amalgamated preschools in the area helped shape the school's updated philosophy. The philosophy was ratified at the subsequent Governing Council Meeting. The updated philosophy statement now includes the voices of all immediate stakeholders; children, families and staff.

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Strengths Summary

Wilmington Preschool offers a comprehensive play-based educational program using The Early Years Learning Framework “Belonging, Being, Becoming” and the school’s core values: respect, honesty, care and persistence. The curriculum is a play based and emergent curriculum which focuses on developing children’s skills and abilities through their interests.

The preschool program is flexible and allows children to:

- Develop their social skills through interactions with peers and staff in a safe play environment
- Use their imagination, problem solve, question, brainstorm and think critically
- Follow up interests and to meet needs relevant to themselves and others
- Become independent, self-motivated learners
- Have the freedom to manage their own time and learning
- Have opportunities to explore a wide range of learning experiences though play.

Quality Area 1 – Educational Program and Practice

This quality area aims to ensure that the educational program and practice is stimulating and engaging, and enhances children’s learning and development.

- Embedded culture of respect and acceptance of individual children and their needs and responsiveness to their needs with a focus on children’s agency
- Embedded cyclic approach to planning, noticing, documenting, reflecting and evaluating is evident. Elements of the planning cycle are regularly strengthened as a result of critical reflection (eg an EYLF outcomes record has been developed for each child) and meaningful engagement with families (eg a fortnightly program reflection including photos is displayed and emailed to parents)
- Use of digital apps to communicate with families
- An emphasis on the child’s well-being through engagement, social skills acquisition and dispositional development (eg RRR scaling, collecting self regulation data and a focus on noticing dispositions such as curiosity, persistence and problem solving)
- Support from services is sought in consultation with families when required
- Individual learning plans developed in consultation with families during parent-teacher interviews in Week 10 of Term 1
- Regular group times and routine activities allow for children to experience emerging development in literacy, numeracy, gross motor skills, sharing of ideas, interests and stories
- Formal statements of learning are provided to families at the end of Term 2 and 4 in line with school reports
- Children are able to reflect upon their learning through their learning journals and sharing each day they attend: using the interactive whiteboard for photos and discussion of their learning

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- Recently as a result of critical reflection the preschool teacher is asking children to plan and articulate their learning projects at group time
- Incorporating Spanish language through the online tool ELLA during group times

Quality Area 2 – Children’s Health and Safety

This quality area aims to safeguard and promote children’s health and safety, minimise risks and protect children from harm, injury and infection.

- Sunscreen is to be applied, as per the preschool’s Sun Smart policy.
- Children are required to wear their hats during Terms 1, 3 and 4 whilst out in the yard and in Term 2 when the UV rating is 3 or higher
- Staff support children to learn hygiene practices including hand washing, toileting, coughing and wiping noses
- Children have opportunities to cook and learn about food safety in the school kitchen
- Making use of the school playground and oval space allows for exploratory gross motor development with varying levels of challenge. This is the result of critical reflection on opportunities for Gross Motor movement within the preschool space.
- Regular invacuation and evacuation practices are undertaken in collaboration with the school and reviewed by staff during proceeding staff meetings
- A rest area in the preschool is available for any child needing a sleep/rest during the day. Conversations with families are held on an individual basis regarding children’s need for sleep and rest
- The preschool is cleaned daily
- Routines, discussions and adult-modelling encourages healthy hygiene and eating practices amongst children
- Medical and asthma action plans are clearly displayed on the preschool pin board, and are also placed in the preschool’s medical folder
- Grounds staff promptly attend to identified hazards to ensure the safety of children, staff and families.
- Daily safety checks are carried out and recorded. Three school staff members are trained in Visual Inspection of Playgrounds and have recently updated the safety check recording sheet which is completed each week.

Quality Area 3 – Physical Environment

This quality area aims to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

- The landscaped garden features engaging elements such as a water pump and a creek designed to promote exploratory play
- The location of the preschool enables the preschool staff and children access to the school facilities e.g. student kitchen, library, oval and playground, neighbours ducks visible from the school fence
- The design of the preschool ensures visibility for supervision and access to natural light both in and outdoors

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- The preschool children participate in a variety of nature day experiences along with the school students. As a result of critical reflection planter boxes with plants for children to water and care for have been installed within the preschool
- The option for both indoor and outdoor play is implemented throughout the day so children are able to engage in a free flow of indoor and outdoor play
- Part of the daily routine is to keep the preschool clean/safe - daily visual checks and removal of broken items is promptly undertaken
- Sustainable practices are embedded into daily routines e.g. watering of the garden, conserving water, separating waste at lunch time and morning tea
- The preschool is located within the school grounds with an open style fence to promote a sense of community for pre-schoolers within the school

Quality Area 4 – Staffing Arrangements

This quality area aims to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

- Experienced ECW with Certificate 3 in Children's Services and extensive experience in preschools releases the preschool teacher for a 30-minute lunch, as well as provides preschool support every Monday and Thursday afternoon. This allows for critical reflection as part of the planning cycle as this educator is released for programming meetings with the preschool teacher.
- The preschool teacher has extensive opportunities to collaborate with school staff, including a regular spot in staff meetings for reporting on preschool pedagogy and activities
- Opportunities throughout the year to collaborate with different preschools in the Flinders Partnership for professional development. The preschool teacher and principal are members of preschool enquiry group investigating the way in which our language makes visible the child as a successful protagonist in learning contexts. This has led to a focus on naming learning dispositions and processes when giving feedback to children and a planned focus on the language of space.
- The principal and preschool teacher are members of a regional school based preschool hub which allows for networking and sharing of practice in regard to common issues faced by schools with preschools
- The regional Early Years Leader provides extensive professional guidance on an ongoing basis
- Educator to child ratios are well maintained
- Ongoing, individual learning plans for the preschool children have been implemented during Term 1
- Regular meetings, conversations, emails and phone calls with families occur through our open door policy

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Quality Area 5 – Relationships with Children

This quality area aims to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

- Children and their families are greeted upon arrival in the school yard every morning
- Both formal and informal gatherings contribute to positive relationships between staff and families
- A focus on getting to know each individual child and supporting their individual needs is paramount. Every child is discussed at each reflection/planning meeting.
- Staff use positive and non-judgemental language to support each child e.g. during toilet routines
- Staff prioritise 'listening' and spending time engaging in one-on-one and small group conversations with children
- Appropriate positive dispositions for learning are actively promoted, modelled and encouraged e.g. persistence and co-operation
- Families can contribute a family photo to add to our preschool environment to build a sense of belonging. Children's photos and self portraits are displayed for the same reason.
- RRR Involvement Scale for critical reflection on children's level of engagement has recently been undertaken

Quality Area 6 – Collaborative Partnerships with Families and Communities

This quality area aims to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

- Families are invited to give feedback relating to the preschool through the use of a send-home survey each term. This is embedded practice and allows for critical reflection and improvements shaped by meaningful engagement with families.
- All families have the opportunity for a formal parent teacher conversation during Week 10 of Term 1. Optional parent teacher conversations are available any time during the year, if necessary
- Family members have offered support to the running of preschool through sharing expertise with the children e.g. cooking and attending excursions
- Verbal communication with families occurs at the beginning and end of each day
- Weekly photos taken in the preschool are regularly displayed on the TV for families and children to view in the morning
- Fortnightly reflections are displayed at the front of the preschool for families to read and emailed to families
- Communication with families via school and preschool newsletters, verbal discussions and a digital communication app allows for clear communication

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- Preschool is on the school site enabling preschool children, families and staff to be involved in community events such as Book Week, Harmony Day, Nature Play days, as well as performances in Port Pirie
- Transition to school is 'less daunting' to an extent as the children are familiar with the school grounds and school staff. We collaborated with Melrose PS to ensure their transition days did not clash with the preschool days.
- There is a preschool parent representative on the Governing Council in 2018

Quality Area 7 – Governance and Leadership

This quality area aims to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development.

- Supportive Governing Council and parent/carer community.
- Policies and procedures have been updated, and will be reviewed as required
- Strong administration team to assist with enrolment procedures, attendance and medical emergency forms
- Records filed and stored confidentially
- Leadership support in addressing the needs of the preschool in developing, implementing and reviewing policies/procedures/regulations in accordance with the NQF
- Principal actively building upon the early years pedagogy through participating alongside the preschool teacher in the Flinders Partnership Early Years Inquiry.
- Ongoing self review is undertaken regularly throughout the year using a National Quality Standard self review tool.
- Principal/ admin support officer use the departmental applications portal (Early Years System, HR Management, FABSNET, STAR, VSP to efficiently manage the operation of the school/preschool
- The school regularly reports the progress against the QIP at Governing Council meetings
- The Governing Council approves the QIP on an annual basis. It also approves any policies relating to preschool that need review or development

Improvement Priority 1: Improving the Preschool outdoor environment

Why is this an issue?

- The outdoor learning area is small and consequently opportunities for physical activity (including running) and engagement with natural environments are limited.
- An outdoor learning area extension is ideal, but we recognise the time this will take to plan and fund, so it is important to have both long and short term plans in place to address the limited outdoor space.

NQS standard/ element Priority (L/M/H)	Why is this important?	Strategies to achieve this outcome	Success measure	When will this be achieved?	Progress notes
2.1.3 - healthy lifestyle Medium / High	Physical activity and engagement with nature are important for children’s health, wellbeing and physical development and are a natural part of children’s play.	Design learning environments which include opportunities for physical activity and connection with nature in each planning period, based on observations and conversations with children about their interests and wonderings.	Children express joy and engagement when playing in their outdoor environment. They also show increasingly complex fine and gross motor development, as well as cognitive, communicative and social growth through individual and group play.	Ongoing	Monday, 19th of May - the Preschool, along with the school students, engaged in a nature play day, called Junk Yard Play. It involved the children finding various old materials and natural elements (e.g. trees, mud, leaves) to create new play experiences e.g. making tree houses. Children had a great day, following upon their own interests. A Nature Play Day was originally scheduled

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					for week 11 of Term 1, however, due to poor weather conditions, it has now been postponed until early Term 3.
3.1.1 - The outdoor space is fit for purpose. Medium	Creating an outdoor environment which is both inviting, and challenging promotes deeper engagement and satisfaction.	Explore possibilities to extend the outdoor learning area in collaboration with staff, families, children, Governing Council, DECD, Assets Services and the Education Standards Board. Risk assess and trial the use of “beyond” spaces in the school which offer opportunities for children to engage in physical activity and connect with natural environments.	Staff are able to create a range of challenging and engaging play experiences using the available resources. The yard is increasingly inviting and more established. A risk assessment will be in place and reviewed when necessary.	Ongoing	Having spoken to leadership, the possibility of extending the preschool yard has been proposed. This is in the very early stages, and will need to go to Governing Council for further discussion. The extended space would double the size of the current preschool yard space.
3.2.2 – Resources support play-based learning Medium / High	Outdoor, nature play experiences engages children’s five senses, which in turn, leads to socialisation,	Source a bird bath / bird house and native plants from either Bunnings, or local nursery “Nuthin but Natives” in	Children are more aware of their responsibilities to care for the environment around them. Involvement scale from RRR to be completed in Week 2 of Term 2 –	Ongoing Gardening – Term 2	During the Term 1 school holidays, a range of flowers and a native plant were purchased and potted in the preschool yard.

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	<p>conversations, and deeper levels of learning.</p>	<p>Booloroo to plant in the preschool garden beds.</p> <p>Choose plants which will promote curiosity (e.g. by attracting birds or by their interesting pods / foliage / flowers).</p> <p>If possible, invite nursery staff to visit the preschool to talk about planting and caring for the plants.</p>	<p>analysed and as a result, incorporated into future planning .</p>	<p>The children have begun a daily routine of watering each plant, knowing they need adequate sun, shade and water in order to grow.</p> <p>In the same holidays, more resources for the yard were purchased, based upon the children’s interests. This included transportation toys (small cars and 2 big dump trucks). A range of different sized plastic PVC pipes with the different connectors have been a very popular purchase – children use to build with them as well pass different items through.</p>
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Improvement Priority 2: Individual and authentic learning program

Why is this an issue?

- In order to ensure a high-quality, cyclic learning program is implemented into the preschool, 2018 sees a particular focus on the EYLF, the preschool literacy and numeracy indicators, and the Wilmington Primary School learner profile being a large focus of the learning design program.

Standard/ element	Why is this important?	Strategies to achieve this outcome	Success measure	When will this be achieved?	Progress notes
1.3.1 – assessment and planning cycle High	Having a cyclic approach to planning, in which particular areas of learning are the focus (e.g. the literacy and numeracy indicators) allows for a deeper insight into each child's development and wellbeing. It ensures engagement and challenge as the program is responsive to the	Updating leadership on the program e.g. any issues that may arise, and using each child's ILP throughout the ongoing cycle. The EYLF and the literacy and numeracy indicators are embedded throughout the preschool program Involvement in the Flinders Partnership Early Years Inquiry will allow staff a greater understanding of how to successfully embed the literacy	Growth in literacy and numeracy as shown in students' statement of learning reports in Terms 2 and 4 (informed through RRR scale, observations, conversations, disposition checklist, work samples, reflective journals) Yakka Tracker: language and conversational growth among all children.	Ongoing throughout 2018 Yakka Tracker profiling – once per term Learning dispositions checklist – once per term	In week 2 of Term 2, leadership and the preschool teacher undertook recordings and summarised children's engagement, linked to the RRR scale. Yakka Tracker profiling completed at the end of Term 1. Will do a summary of Term 2 in week 10. Learning dispositions checklist completed for

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	interests and needs of each child.	<p>and numeracy indicators into plans and conversations with children.</p> <p>Conversations with families about their expectations and values relating to their child’s learning.</p> <p>Driving learning for engagement and challenge amongst children through formative assessment (LDAR) – with a particular focus on literacy and numeracy. Record assessment through baseline data during the year to track development e.g. dispositional checklists, RRR involvement scale and Yakka Tracker.</p>	Additional speech support from ECW for children who have been referred.		<p>Term 1. Term 2 checklist will be completed during staff meeting with Lyn in week 10.</p> <p>Flinders Partnership Inquiry – have come together once in Term 1 and once in Term 2 to share our progress on children’s development and engagement using the language of space in the preschool.</p>
1.3.2 – critical reflection High	Critically reflecting is a valuable tool that ensures teachers are kept accountable and aware of how they plan and teach, which in turn, makes them more	Working with other Early Years professionals in the Flinders Partnership helps develop a greater understanding of the literacy and numeracy indicators (LDAR) and how to	Children are successful learners who are developing positive life-long dispositions for learning.	Yakka Tracker – once per term Informal, daily conversations with children	Working with other early years professionals in the Flinders Partnership, undertaking our inquiry on language. In Term 1, my focus was about noticing, naming and documenting

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	<p>effective in their teaching practises and pedagogies.</p> <p>Reflection helps to identify both strengths and areas that need improvement.</p>	<p>incorporate certain strategies into the programming cycle.</p> <p>Making use of child interviews e.g. visible learning, allows greater insight into their growth and overall wellbeing.</p>	<p>Measuring each child's progress against EYLF outcomes</p> <p>Educators have a deep understanding of the EYLF, the NQS and the literacy and numeracy indicators – these inform teaching practise.</p>	<p>Child interview – once per term</p>	<p>two learning dispositions (co-operation and resilience) and a learning process (problem solving). Analysing how my language positions children as 'successful protagonists in learning contexts'.</p> <p>In Term 2, my focus is now focussed on how my questioning inspires curiosity through the language of space at Preschool. This is a result of the RRR scale results as well as observations taken during the second half of Term 1.</p> <p>Critical reflection: each week, I meet with Lyn (our ECW) for one hour to reflect upon the week (any challenges, successes, noticings, important information coming to light). We also focus on a particular area of the NQS to determine if we are meeting standards.</p>
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					<p>Recordings in our reflection book as well as our NQS book.</p> <p>Term 1 Yakka Tracker completed: the results were similar to how I expected them to be. The results informed my program, mainly focussing on language in supporting children's engagement and drive to learn. The results also assisted me in my early years inquiry.</p>
<p>1.3.3 – information for families</p> <p>Medium</p>	<p>Communication between families and staff build a more consistent picture of the child's interests, needs and developmental progress.</p>	<p>Regular informal conversations, phone calls, emails, fortnightly reflections and newsletters to families about their child's learning provides consistency between home and school.</p> <p>Formal, parent-teacher interviews occurred in Week 10 of Term 1. They can always be scheduled if needed</p>	<p>Preschool parent opinion survey –end of each term</p> <p>Conversations and opportunities for families to be involved in the service brings about a mutual connection</p>	<p>Interviews – Week 10, Term 1</p> <p>See Saw – consent forms by the end of Term 1</p> <p>Fortnightly reflections</p> <p>Survey – end of each term</p>	<p>Term 1 parent-teacher interviews undertaken.</p> <p>Informal conversations before and after preschool with families</p> <p>Families know they can schedule a time for a meeting if they wish.</p> <p>SeeSaw has become a part of the curriculum – as of June, five out of</p>

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		<p>throughout the rest of the year.</p> <p>Surveys sent home to families asking for their opinions on the running of the preschool each term. Their responses consolidate and guide future practise - where to next.</p>			<p>seven families use the app to keep up with communication.</p> <p>Fortnightly reflections on display in the preschool, as well as emailed to families (who put their names down to have it emailed to them).</p> <p>End of term questionnaire (regarding the running of the preschool/child's progress) sent out to families at the end of Term 1 and Term 2.</p>
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Improvement Priority 3: Connecting families to support services

Why is this an issue?

- While the preschool aims to keep families informed about relevant, up-to-date information regarding support and health services available to children and families, being new to the area means a lack of knowledge on local services. I am continuing to learn about what is available for families living in the vicinity of Wilmington, and who to contact for certain information.

Standard/ element Priority (L/M/H)	Why is this important?	Strategies to achieve this outcome	Success measure	When will this be achieved?	Progress notes
6.1.1 – engagement with the service High	Families feel supported, right from the time of enrolment, to be involved in the preschool	Preschool parent representative on the school’s Governing Council in 2018 Enrolment forms are made available at Wilmington / Melrose playgroups	Families returning their opinion surveys each term Formal parent-teacher interview(s) Governing council minutes as well as conversations with preschool representative.	Ongoing throughout 2018	Leela Noll the Preschool representative on the school’s Governing Council, as of Term 1 Enrolment packs updated and will be ready to send out to Melrose/Wilmington playgroups by the end of Term 2/start of Term 3.
6.1.2 – family views are respected High	It is paramount that families feel welcomed and their voice, as well as the voice of their child is represented and catered for. This is through conversations, a feeling of mutual trust,	Adding a point of discussion to the newsletter detailing the preschool and school views on working in partnership with families. A preschool page in the school newsletter once per term.	Family engagement and involvement in sharing information and partnering with staff on their child’s learning journey through excursions, attending special events, and communicating to staff new information.	Ongoing throughout 2018	The preschool adds a section to the school newsletter once a term. Fortnightly weekly reflections on display/emailed to families who wish to have it emailed to them.

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	respect and an ethos of caring.	<p>Building positive relationships with families to enable them to feel secure. This can be through greetings, and inviting them to different events such as Open Night, Harmony Day and Book Weeks, as well as to performances and excursions.</p> <p>Photos of children are put on display on the preschool TV different mornings to communicate the learning occurring.</p>			
6.1.3 – families are supported High	Having relevant, up-to-date information available to families in the preschool supports a child’s overall health and wellbeing, as well as any relevant family support and advice that is available e.g. support from CAFS, NDIS and Beyond Blue.	<p>Collection of relevant informative brochures from local services e.g. CAFS, Beyond Blue, Pika Wiya Aboriginal Health Service (in Port Augusta) and display clearly in the preschool. Make families aware of the brochures available.</p> <p>Contact CAFS to find out if they travel to Wilmington for the 4-year-old health checks still.</p> <p>During staff meetings, inform staff of any services that are</p>	<p>Information is available and clearly displayed in the preschool.</p> <p>Staff are respectful, confidential and have an understanding of what is available for families and children in the local area</p>	Ongoing	<p>Week 2 of Term 2– our four-year-old health checks were undertaken at the preschool. All (4 year-old) children attended the checks. A range of relevant brochures (e.g. regarding dental/health care, nutrition, NDIS etc. on display in the preschool for families to read/take home).</p>

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		available (that they might not already know about).			
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Action Plan

Standard/ element Priority (L/M/H)	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Date completed Person who completed
2.1.2	<p>Effective illness and injury management in place</p> <p>Hygiene practises promoted and implemented</p>	<p>Update medical and asthma booklet – relevant contact details</p> <p>Print enough injury/illness forms for each child in preschool</p> <p>Speak to Andrea (cleaner) on what cleaning products she uses in the preschool – purchase own appropriate spray and wipe / wipes to clean tables down daily</p> <p>Set up a yearlong cleaning roster for toys / smocks / cushion covers / blankets</p>	<p>Sophie Koster</p> <p>Medical book updated with enough copies of injury/illness forms. Kept in the preschool</p> <p>Cleaning roster printed and kept on the wall of the preschool storeroom. Dates of when toys/materials were last cleaned (as well as recommendations of when things should be cleaned).</p> <p>Sophie – spoke to Alison about cleaning. Can purchase cleaning products from the supermarket without having to have ingredient/chemical list.</p>
4.2.2	<p>Professional standards – complete training: Code of Ethics Awareness for the South Australian Public Sector on Plink</p> <p>Look into Early Childhood Australia’s principles and practices online</p> <p>Familiarise myself with Staying Healthy in Child Care (5th edn) – illness/injury management</p>	<p>Undertake training on Plink by end of Term 1</p>	<p>Sophie Koster - Code of Ethics Awareness for the South Australian Public Sector training Completed on 23 March 2018</p> <p>Sophie Koster – Read Early Childhood Australia’s principles and practices online, on 16 March 2018</p> <p>Sophie Koster - Read and downloaded Staying Healthy in Child Care (5th edition) on 2 April 2018</p>

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7.1.1	Familiarise myself with DECD and ACEQA risk assessments, as well as school's policies and procedures. Update if necessary.		Sophie Koster – familiarised with risk assessments from DECD and Nature Play SA.
3.1.2	Purchase a sandpit cover		Sophie Koster – purchased and placed on sandpit during Term 1 – Term 2 school holidays.

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Improvement Priority 1: Improving our outdoor space

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1	More resources (e.g. trucks, PVC pipes, sandpit toys) and outdoor plants have been purchased to “beautify” and make the preschool yard more engaging for the children and educators.	Providing more natural plants engages children – conversations come about regarding sustainability and caring for the living things in the environment.	Children show more care for their plants, as they are the ones who are watering and watching them grow. The different resources are providing more creative thinking and ideas from the children.	Children are spending more time playing outside and showing more care for things such as the plants. Each day, children water the plants, and observe the growth.
Term 2	Spoken to leadership about the possibility of extending the preschool yard. Very early stages of plotting the possible space that would be added to the existing yard.	Putting into action the changes we want to see.	If we are able to extend the yard, children will have double the yard size to play in.	
Term 3				
Term 4				

Recommendations

2018 Quality Improvement Plan

Improvement Priority 2: Individual and authentic learning program

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1	Each child has a page dedicated to observations of them.	Notice, record, plan and evaluate based upon children’s interests and capabilities.	Engaging in experiences that are of interest and of challenge to them.	Deep level of engagement from children.
Term 2	Linking all observations to the EYLF.	Noticing and critically reflecting upon areas in the curriculum that are of a child’s strength and areas of need/challenge that need to be monitored. This makes educators aware of the importance of continuing to monitor and plan in relation to the child at the heart of the curriculum.	Children are experiencing more thought-out experiences, based specifically on their interests and their abilities.	Deeper levels of engagement from children.
Term 3				
Term 4				

Recommendations

2018 Quality Improvement Plan

Improvement Priority 3: Connecting families to support services

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1	Parent-teacher interviews conducted in Week 10.	Being able to to speak to families about their child’s progress e.g. strengths/areas of need. Together, came up with an ILP for their child.	The child’s voice was heard and documented through the family and through the documentation of the ILP.	Having an ILP for each child allows for specific links to the planning cycle, relating to each child’s strengths and capabilities.
Term 2	4-year-old health checks undertaken in Week 2. Enrolment packs for 2019 are in the process of being updated – ready to be sent out to relevant playgroups (e.g. Wilmington and Melrose) and other local, child-related organisations by the end of the term.	Being proactive in maintaining children’s health as well as giving families links to local health organisations. Enrolment packs being distributed to local playgroups etc. in the hope that numbers for preschool in 2019 will remain satisfactory.		We want the community to know Wilmington Preschool is proactive in keeping the number of children enrolled at preschool.
Term 3				
Term 4				

Recommendations

2018 Quality Improvement Plan