

2024

Quality Improvement Plan for Paracombe Preschool

Site number:
1830



Service name

Paracombe Preschool

Service address

4 Harvey Rd Paracombe, 5132

Service approval number

40187437

Acknowledgment of Country

We acknowledge the Kurna and Peramangk people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

The preschool re-located, in July 2022 from 5km away in Houghton. The new facility at Paracombe is the result of 7 years of drive by our shared Governing Council and extended community. Our preschool and Mini Explorers nature playgroup has championed the continuing focus on experiences in our local natural environment. Our families in general come from our local catchment area and value our children's interactions with the environment.

Our staff work across the school and preschool and support a strong continuity of learning.

Throughout our transition to our new location, we actively built connections across the preschool and school communities to make strong transitions for our children and families. We continue to seek opportunities to bring our families together to build community.

We encourage children's interests and sense of identity and guide them in their successes and discoveries. Experiences provide for and foster children's sense of belonging, connection, empathy, wellbeing, curiosity, exploration, care, respect and inquiry through engagement with and for the local natural environment and community.

We offer a total of 15 hours of preschool per week (as per entitlement), operating over a 5-day fortnight (alternating between 2 days and 3 days of preschool per week). Playgroup is offered Friday mornings. We welcome children at both the beginning and mid-year, this year supporting children in the middle of the year to transition to school.

At Preschool our shared focus on educational leadership and the curriculum development of number sense and phonological awareness uses intentional and playful pedagogies. We maximise learning for children by a deliberate focus on the environment as the third teacher.

We are committed to incorporating threads of Aboriginal and community connections throughout the service and celebrate our Peramangk and Kurna origins. We foster strong connections to country, Aboriginal cultures and children's sense of belonging, being and becoming.

Our Torrens Valley Partnership work looks at how we can track the improvement and engagement of children in our educational care, while connecting with colleagues at other sites. We have a deliberate focus on how we actively build resilient participants whose voice promotes their agency and how our reflective practice with our colleagues builds traction in improving outcomes for all.

In 2024 our improvement plan further builds opportunities for children to share their ideas and deepen their reasoning skills through a deliberate response to the teaching and learning cycle. Staff actively seek feedback from children, families and school staff pre and post transition to inform and improve planning.

Our staff flexibly work across the school and preschool and support a strong continuity of learning. Throughout our transition to our new location, we actively built connections across the preschool and school communities to make strong transitions for our children and families. We continue to seek opportunities to bring our families together to build community.

We encourage children's interests and sense of identity and guide them in their successes and discoveries. Experiences provide for and foster children's sense of belonging, connection, empathy, wellbeing, curiosity, exploration, care, respect and inquiry through engagement with and for the local natural environment and community.

Statement of Philosophy

Preschool Philosophy Statement

Paracombe Preschool

Experience the Belonging, enjoy the Being and look forward to the Becoming.

Through Community we thrive.



We are a community of learners who acknowledge the Peramangk and Kaurna people who were here before us. We also seek to connect with the land and continue caring for the environment for future generations.

Belonging; in early childhood and throughout life: respectful, caring, and loving relationships are crucial to a sense of belonging. (Early Years Learning Framework)

Being; in the moment of being young: curious, risk-taking adventurers who are playful explorers of their own world.

Becoming; we lay the foundations through play, as young children learn and grow to become participating members of the community and society.

Paracombe Primary & Preschool facilitates strong community connections and transitions within our unique learning environment. We celebrate nature, family and children's wellbeing.

Our community understands the responsibility we hold for our local natural environment to care for it, play with and in it, learn from it and give back to it where we can.

Educators support, encourage and guide children to co-construct their learning and to become documenters of their successes and discoveries, incorporating their own interests and discovering their identity.

We frame our planning using the Early Years Learning Framework connecting to our P-6 site focus:

Now, New and Next for every child - Through Community we thrive.

Review Term 3, 2024

Strengths

Quality Area 1: Educational Program and Practice

Program

Element 1.1.1

The EYLF v2 underpins our planning for each child's learning, focusing on the whole child, connecting to identity, wellbeing, learner agency and being effective communicators. Through observing each child and building upon their strengths within the cycle of learning through play and an active music program supporting oral language and numeracy.

Element 1.1.2

In response to children's evolving ideas and interest's educator notice, assess, and extend children's learning through modelling: questioning, providing feedback, and challenge thinking and guide learning.

Element 1.1.3

The program includes organised routines planned in an intentionally to support each child's sense of belonging and maximises opportunities for learning and engagement.

Practice

Element 1.2.1

Intentional teaching occurs through inquiry approach, music program, literacy program in large, small and during play.

Group times are planned and target an area of children's interest or where to next in their learning.

Element 1.2.2

Educator responds to children's ideas and play spontaneously if able and documents with the children their ideas and discussions for the program.

Element 1.2.3

Children's agency is promoted through routines and program to be able to make choices that affect them and others to be a community of learners.

Assessment and planning

Element 1.3.1

A continuing cycle of learning is documented through video, observations and learning stories which develop the Individual Learning Plan (ILP) for each child.

Element 1.3.2

Critical reflection is documented during reflection and directly in the program/observation book to support children's learning and development.

Element 1.3.3

The ILP is shared with the families and families provide written feedback on the ILP document. Dojo post connects children's learning as a group or individual post to families making the program visual to families and build the sense of community. During arrival and pick up educator aims to share each child's learning weekly with family member.

Continuity of learning is fostered through deliberate transition program planning. Playgroup to preschool to school with connections to home and family at the core. Children's learning data is shared across the site to support each child in the next phase of their education.

Strengths

Quality Area 2: Children's Health and Safety

Health

Element 2.1.1

Children's wellbeing and comfort are supported with an area for sleep, rest and relaxation with readily available resources for comfort. Educators work respectfully with families re: children's health, development and wellbeing e.g. plans, strategies, consultation. Beyond Yearly Health Checks, external support is highlighted to families in a dynamic way to support in times of need. Our site has self-funded a Pastoral Care Worker to provide additional and ongoing support.

Element 2.1.2

Procedures are in place and followed to ensure each child is cared for appropriately during illness or injury supporting their wellbeing and parents informed. Hygiene practices are taught and revisited during the year when required. Confidential data is stored securely, and health needs are made visible to relieving staff through our Daily Operations folder.

Element 2.1.3

Children are encouraged to eat and try new fruit or vegetables during shared fruit/veg time. Lunch provides opportunities to discuss our foods and children to consider how healthy and non-healthy foods can impact on our daily lives. Through cooking experiences, discussions of healthy foods are intentionally planned.

Safety

Element 2.2.1

Children are encouraged and supported to undertake risk assessments and be actively involved in keeping a safe environment. Educators prompt children to be aware of the environment, risk-benefit and make informed decisions. The daily routines support the decisions of learning areas inside and out to maximise supervision. Active Outdoor Play Experiences underpin our programming, and critical reflection on engagement and safe play is supported through daily chats in group time and through structured observations, wellbeing and risk mitigation is noticed and supported.

Element 2.2.2

Our Adelaide Hills site demands close attention to seasonal changes. Our Preschool works with Paracombe Primary School Staff to establish safe operating procedures during extreme weather; actions are communicated with families and the preschool operates both an iridium phone and mobile phone. CFS and DfE Para Hills Office supports our safety decisions. Children are involved in engaging playfully in Refuge spaces to normalise movement. We carry out practise emergency drills once per term, in association with the primary school.

Element 2.2.3

Child protection through the Keeping Safe Curriculum is programmed with weekly group time and during play when required. Staff are aware of their roles and responsibilities in responding suspicions/instances of abuse, harm and neglect.

Strengths

Quality Area 3: Physical Environment

Design

Element 3.1.1

Our purpose-built building (completed in 2022) has flexible indoor and outdoor spaces enables children to engage in rich inquiry and challenge (physical and intellectual). Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. In our transition to a new site and service our community has focused on maximising a natural diverse environment and creating a safe engaging play space. We continue to work with our families to connect to and establish a commitment to nature play, sustainability and connections to country in a new environment. An example of this is the installation of a new creek bed that is accessible to preschool and school children. Flexible movement between the spaces is driven by children. Learning is seen as equally important in both environments. Educators respond to children's interests in physical and intellectual challenge.

Element 3.1.2

Preschool has procedures in place to maintain the cleanliness and upkeep of the environment with regular cleaning schedules. As equipment is set up in both indoor and outdoor learning environments it is thoroughly checked prior to children engaging with it to ensure it is well maintained.

Use

Element 3.2.1

The preschool has been designed as an inclusive environment inside and out. The spaces are planned from children's observations, interest and discussions.

Element 3.2.2

All resources are carefully considered of the possibilities for use during play, ensuring inclusivity of all children and to allow for multiple uses. New and replacement resources are considered in our budget each year.

Element 3.2.3

Children's learning of sustainability and caring for the environment are supported through gardening, recycle, compost and rubbish bins conversations, intentional planning and discussions.

Strengths

Quality Area 4: Staffing Arrangements

Staffing arrangements

Element 4.1.1

We have a consistent, cohesive workforce to work across the school and preschool to optimise connections for children and families. Educators at both school (junior primary) and preschool have authority to teach across both sites. School SSOs with accreditation for the preschool provide additional release to support breaks and additional ratio as required. The Principal (Nominated Supervisor) provides additional release and increased ratio support. Administration and preparation times are scheduled outside of session time. Preschool staff and school staff share the use of reflection tools (Reflect, Respect, Relate) to observe each other's' practice and support professional conversations.

Element 4.1.2

Continuity of staff is adhered to, and emphasis is placed on gaining the same relief teachers to support children if/when they are required. Developing strong relationships with our children is paramount. Educators from the school also supports the continual process of transition to school for our children. Parents are kept informed if changes in staff through the Class Dojo app.

Professionalism

Element 4.2.1

Educators engage in critical reflections (to audit, review, analyse, prioritise, for professional learning and dialogue, support and challenge. Educators work in collaboration with Paracombe Primary School staff and peers from Torrens Valley Partnership to moderate and support critical reflection on practice. Educators meet with the Nominated Supervisor, twice per term and for Performance Development Reviews twice per year, with professional standards guiding our improvement planning. Beyond this, the Nominated Supervisor is accessible to support reflection and planning. As a school-based preschool, we create opportunities to enhance continuity of learning through shared experiences in planning and training as a whole site.

Element 4.2.2

Staff utilise and refer to the Professional Standards to guide practice, interactions and relationships, and report on these during biannual performance development meetings with the site leader. Professional goals are developed and based on the Professional Standards.

Strengths

Quality Area 5: Relationships with Children

Relationships between educators and children

Element 5.1.1

Paracombe Preschool's first connection to the community is through a Governing Council funded and supported playgroup. The aim of this playgroup is to build relationships and community confidence in attendance and engagement. The Preschool SSO facilitates playgroup, then supports families in transition from Playgroup to Preschool. The Preschool Educator and Principal also attend prior to new intake of children to meet families and be a familiar face before starting preschool. Prior to new intakes of children, the preschool facilitates a transition at the end of the term prior, for children to become familiar with the routines and peers attending preschool. Prior to attending Preschool new children are sent an addressed, 'The Night Before Preschool' poem and magic stone to support children's wellbeing and foster a sense of excitement in attending preschool for the first time.

Element 5.1.2

Procedures are in place to ensure children's dignity and rights are maintained at all times.

Relationships between children

Element 5.2.1

Collaborative learning is intentionally planned and supported through play. Social stories are created, children are read 'Archie's Adventures' (wellbeing stories), inquiries of interests/questions are fostered with children being the driver of their learning. Routines are organised for children to work together in maintaining the learning environment with the 'Helping Hands' chart of jobs such as hand washer organiser and setting the table for lunch. A musical call for group time support children through transition between tasks. Each child has a task, ensuring inclusion and are supported from their peers and educators to carry out their tasks.

Element 5.2.2

Each child's regulation is supported from observations, conversations with parents and child's individual needs. Educator works with parents to fully support their child's wellbeing and behaviour positively. Educators act in partnership with children to construct a secure playful environment to learn in. Positive relationships, respect for children, families, staff and visitors; belonging- being a community is hallmark to our work and **'Through Community We Thrive'** is our whole of site ethos. Intentional teaching is responsive to children's self-initiated learning and play. Families have an opportunity to share goals for their children, and children have opportunities to influence the program in meaningful ways. In 2024 we look to enhance a deliberate focus on agency by broadening children's vocabulary to express themselves.

Feedback from 2023 parents:

"I feel the teachers really get to know each child and then help them progress and develop and achieve; such a fun learning environment and they really incorporate the kids ideas/interests".

"Absolutely fantastic! Problems my kindy kid struggles with at home are addressed by staff at the kindy and successes are celebrated. I feel the teachers really know each child and then help them progress and develop and achieve. Staff are all so approachable and genuinely care".

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Supportive relationships with families

Element 6.1.1

Families are supported from enrolment to be involved in the service and contribute to service decisions through providing feedback via surveys, invitations to join in various learning with their child, parent teacher meetings and Governing Council.

The building of positive and trusting relationships are intentionally formed between families, children and educators initially during playgroup and then as part of the transition to preschool process. We provide opportunities to support families with their children and also provide links to services as required. Our deliberate planning for sharing opportunities can be found in Family Days, events, shared learning opportunities and communicated widely through our use of Dojo, face to face and phone conversations.

Element 6.1.2

Parents and child fill out an 'All About Me' form and electronic survey before their child begins Preschool. The 'All About Me' provides the educator with information to plan for their first day at Preschool through their likes and interest. Dojo is the preferred form of communication between parents, educator sending individual and group photos of learning. Parents are able to easily communicate with educators any information about their child. If the educators have concerns, more formal meetings are organised to support the child and parent. This may also include allied health professionals and external services. Parents can share their child's learning at home to add to their individual learning plan and be supported with resources to use at home. Educators encourage families to share family experiences and culture and are often invited to the preschool to share through cooking, photos or support the child to share with peers.

Element 6.1.3

We send learning information provided by the Department for Education to parents through the Dojo and promote parents to access the Early Years SA app. Our website is regularly updated and has links to many useful resources for parents to readily access as required.

Collaborative partnerships

Element 6.2.1

Paracombe preschool has a strong transition program with regular learning with junior primary and whole school experiences. The Preschool attends one assembly per term and has fortnightly access to the school library. All incursions and excursions are planned with the school. We have a consistent emphasis on sharing practice and building relationships with junior primary children. An example of this is sharing music sessions once per fortnight facilitated by the preschool educator, where JP students join in with preschool children, developing children's musicality and supported by the DfE music strategy. Regular educator meetings are scheduled throughout the year to share information of children transitioning to Paracombe Primary School. The exchange of information supports both early years settings in pedagogy and where to next, as well as assessment processes. Our connection for families between school and preschool is multi-generational with families returning to provide their children with a supported community preschool and school.

Element 6.2.2

The preschool supports inclusion through 1:1 support, one plans and accesses department services for support. There are times when a child may require additional support to have access to the early years framework. Educators work alongside parents, allied health services and other professionals to develop a plan to ensure inclusion and participation in the program. We have regular 'Team Around the Child' meetings with all stake holders, reflecting on practice, making adjustments and setting goals. We are guided by professionals and in some cases, provide additional staffing support, depending on the needs of the child.

Element 6.2.3

We actively seek to build connections with the broader community, by inviting local services and important figures to connect with children. For example, we have regular visits from our local CFS, which coincides with planning for emergencies. In addition, we encourage and facilitate multi-generational visits through events like 'special person day'.

Strengths

Quality Area 7: Governance and Leadership

Governance

7.1.1

Our philosophy statement is developed in consultation with our parent body and is reviewed on an annual basis, to ensure our values and beliefs are reflected in our philosophy. This statement underpins the work we do with the children in our care. We ensure there is parent representation from the preschool at our Governing Council meetings twice per term.

7.1.2

Policies and procedures are regularly reviewed and updated to ensure risks are minimised and the quality of the service provided to families is of a high standard.

7.1.3

Roles and responsibilities of staff at the site are clearly displayed at the entrance to the preschool. As part of the new staff induction procedure, the principal ensures all staff are suitably accredited and have relevant screenings and qualifications to be working with our children.

Leadership

7.2.1

Staff at the site follow a continuous model of improvement, by taking part in bi-annual reflections using the ESB Self Review Tool. Educators reflect on the PQIP by moving through steps to ensure practice is constantly being scrutinised and built upon, in line with current research and best practice in early childhood education. Educators are supported to connect with colleagues across the Torrens Valley Partnership to further enhance pedagogy, as well as attend professional learning opportunities to ensure continued professional growth.

7.2.2

The educational leader is supported by the Early Childhood Leader to develop and implement the educational program and assessment and planning cycle. In addition, the educational leader seeks assistance through ACECQA and refers to the National Quality Framework tools and resources to lead change and further enhance exceptional practice at the preschool.

7.2.3

The principal schedules bi-annual performance development reviews, where educators are required to share professional practice and align goals with the PQIP. Meetings are scheduled between the principal and educators, twice per term, to ensure individual plans are in place, being reviewed and updated as a part of the agreed learning cycle. Through an annual parent survey, the principal is able to gain parent insight into professional practice of educators, as well as gather suggestions for improvement to support the learning and development of all children.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Paracombe Preschool

Goal 1: Learner Agency: We want our children to talk about number to show us they can understand and reason.



STEP 2 Determine challenge of practice

Challenge of Practice:

To plan, document and track children's' next steps in number understanding through reasoning (oral and graphic), to make connections, recognise each child's learner agency, strengths and provide stretch. Each child's development and learning are assessed and evaluated as part of an ongoing cycle of observation, analysis, documentation, planning, implementation and reflection.

Success Criteria (what children know, do, and understand):

Through ongoing analysis of our pedagogical documentation, we will see children:

- Increasingly contribute to discussions about number in a range of situations
- Regularly use number vocabulary to describe, compare and reason
- Recognise 'how many' in collections (subitise)
- Use numerical understandings to problem solve everyday moments.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Critical Reflection on Number talks planned intentionally for 1:1, small and whole group to build on and deepen number knowledge. Each child's development and learning are assessed and evaluated as part of an ongoing cycle of observation, analysis, documentation, planning, implementation and reflection.</p> <p>Engaging children with number talk during routines. Implementing numeracy storytelling at group time. Building individual child's understanding of number with supported text Mathematics in the Early Years.</p>	<p>1.1.3 program learning opportunities 1.2.1 Intentional teaching 1.3.1 planning and assessment cycle 1.3.3 Information for families</p>	<p>Fortnightly teaching and learning planning cycle, continuous.</p>	<ul style="list-style-type: none"> • Educators will regularly critically reflect on numeracy observations/videos. • Educator to implement a numeracy storytelling per week. • Observations shared with families as an automatic part of communications. 	<ul style="list-style-type: none"> • Learning trajectories for young children research paper by Doug Clements and Julie Sarama • Developing Early Maths through Story By Marion Leeper & Tracey Muir • Nrich – Early Years Mathematics 4th ed • Numeracy Guidebook • Trusting the count data c • Subitising data • EYLF v2

				<ul style="list-style-type: none"> Public Education Strategy Focus Learner Agency
Create and build upon everyday moments with the children to subitise during routines and play using current knowledge and where next, considering Clements and Sarama's 3 stages of subitising.	<p>1.2.2 responsive teaching and scaffolding</p> <p>1.2.1 intentional teaching</p> <p>5.2.1 collaborative learning</p> <p>1.3.1 Assessment and planning cycle</p> <p>1.3.2 critical reflection</p>	ongoing	<p>Educator to collect baseline data, Big Ideas screening level 1 trusting the count MY 1st term wk 8 BY 1st wk. 8 (MY will be assessed for 2024 in their 3rd term. The assessment cycle will be embedded for future cohorts.</p> <p>Educator to seek and gain understanding of the learning trajectories for young children Clements and Samama in Subitising. How will this information inform our practice and develop a deeper understanding and collection of useful data to inform our practice.</p>	<p>Nrich-Early Years Mathematics 4thed Numeracy guidebook</p> <p>Numeracy Big Ideas</p> <p>Australian numeracy curriculum JP</p> <p>Learning trajectories for young children research paper by Doug Clements and Julie Sarama and website focusing on the 3 stages of subitising.</p> <ol style="list-style-type: none"> Recognition Perceptual Conceptual <p>Numeracy Guidebook</p> <p>Number data collection</p>
Educators will develop mathematical challenges through stories, games and real-life experiences for children to problem solve	<p>5.2.1 collaborative learning</p> <p>1.2.1 intentional teaching</p> <p>1.3.1 program learning opportunities</p>	Ongoing	<p>Educator to implement storytelling maths stories per week.</p> <p>SSO and educator to ensure a number games are taught and readily assessable to children to play together.</p> <p>Educator, SSO and children to take real life opportunities to problem solve with numeracy. (SSO Term part of term 2, and all of term 3 and 4 working in JP class)</p>	<p>Developing Early Maths through story By Marion Leeper & Tracey Muir.</p> <p>Nrich-Early Years Mathematics 4thed Numeracy guidebook</p> <p>Numeracy book-based resources</p> <p>Public Education Strategy Focus Learner Agency</p>

Goal 1: Learner Agency: We want our children to talk about number to show us they can understand and reason.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Critical Reflection on Number talks planned intentionally for 1:1, small and whole group to build on and deepen number knowledge. Each child's development and learning are assessed and evaluated as part of an ongoing cycle of observation, analysis, documentation, planning, implementation and reflection.</p> <p>Engaging children with number talk during routines. Implementing numeracy storytelling at group time. Building individual child's understanding of number with supported text Mathematics in the Early Years.</p>	<p>30/5/24</p>	<p>Numeracy inquiry from observations to support number knowledge through pattern gathered from small group observation. Children lost interest due to turn around planning not being timely to capture their interest.</p> <p>Storytelling through numeracy stories have engaged children numeracy thinking. Not occurring as stated on program.</p> <p>Number talks during routines are imbedded with Mathematical language.</p>	<p>Rethink and plan Pattern inquiry in term 3. Educator to read (Mathematics in the Early years pattern, p116-152) and plan. Create a patterning assessment tool, to implement term 3.</p> <p>Educator needs to create time to practice and gather resources and focus on one story per fortnight. Repeating telling of the story, for children to gain understanding of the numeracy concept. Do children use the numeracy concept from the book in their play?</p>
<p>Create and build upon everyday moments with the children to subitise during routines and play using current knowledge and where next, considering Clements and Sarama's 3 stages of subitising.</p>	<p>30/5/24 27/6/24</p>	<p>Children have been subitising with the magic number count, lunch time table setting and group time games. Subitisation data collected 29/5/24 Educator has not considered Clements and Sarama's 3 stages of subitising.</p>	<p>Educator to create time to re listen to Clement and Sarama's numeracy summit presentation and consider the new learning for subitisation for children to inform/interpret subitise data.</p>

Educators will develop mathematical challenges through stories, games and real-life experiences for children to problem solve	14/3/24	<p>Numeracy games at group time are embedded through music, games, and number jump.</p> <p>Numeracy stories through story telling has been spasmodic.</p>	<p>Continue to develop numeracy games and songs for group time, share with families to sing and play numeracy games at home.</p> <p>Term 3 prep 5 stories with props and educator practise.</p>
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Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Paracombe
Preschool

Goal 2: To develop children's oral language and comprehension through storytelling.



STEP 2 Determine challenge of practice

Challenge of Practice:

To view each child's learner agency trajectories in oral language and comprehension skills to strengthen curriculum decision making of the progression of learning goals for each child.

Success Criteria (what children know, do, and understand):

- To establish baseline data of children's oral language and comprehension skills to develop their learning trajectories and learning goals to inform curriculum decision making.
- Begin to build a story beginning, middle and end through storytelling through oral language (retell), re-enact, drawing or mark making.
- Observe children telling longer and more sequential stories and employ more diverse vocabulary.
- Educator will further develop efficient documentation of children's literacy understanding to share with all stakeholders.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educator will guide, support and role model storytelling through symbols to represent character, setting, problem and solution.	1.1.3 Program learning opportunities 1.2.1 Intentional teaching 1.2.2 responsive teaching and scaffolding	ongoing	Educator to create story symbols. Educator to plan a storytelling experience per week.	<ul style="list-style-type: none"> • Story symbols • Create a collection of stories for storytelling library
Each child will be provided with opportunity to draw or marking making to create their own stories through book making with Educator.	1.2.2 responsive scaffolding 1.3.1 assessment and planning cycle	Term 2 beginning	Educator to consider how these books will influence children's learning.	<ul style="list-style-type: none"> • Lisa Burman booking making pedagogical practices. • Public Education Strategy Focus Learner agency

<p>Educator will collect baseline and continuing data of children's oral language and comprehension skills through documentation of learning stories, their story books and video recordings during play.</p>	<p>1.3.1 Assessment and planning cycle 1.3.2 critical reflection 1.3.3 information for families</p>	<p>ongoing</p>	<p>Educator to determine the best way to collect and represent data to inform practice.</p> <p>Educator to collect data in week 7 MY 2nd term BY 2nd term. (2024 MY collection will be wk. 7 3rd and 4th term)</p>	<ul style="list-style-type: none"> • Oral language assessment • Comprehension assessment to record data from LS, story books and videos.
<p>Educator will further develop efficient documentation of children's literacy understanding to share with all stakeholders.</p>	<p>1.3.1 Assessment and planning cycle 6.1.3 Families are supported</p>	<p>Fortnightly teaching and learning planning cycle, continuous. Ongoing</p>	<p>Educators will regularly critically reflect on literacy.</p> <p>Educator to seek better ways to document children's learning and have a visible cycle of learning to share with the families. All children to have one analysis of learning cycle (literacy) per term to share with families.</p>	<ul style="list-style-type: none"> • Analysis of Learning template • EYLF v2 Cycle of Learning

Goal 2: To develop children's oral language and comprehension through storytelling.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Educator will guide, support and role model storytelling through symbols to represent character, setting, problem and solution.	27/6/24	<p>Story symbols introduced term 1 connecting some of the PreLit stories to symbols. Term 2 connected well known stories to the story symbols, Gingerbread man and children's choice Little Red Hen. Out of the 8 children 7 children knew who the characters were in the story, 6 out of 8 the setting, 4 out of 8 the problem, 6 out of 8 the solution. Stories were taught from books, YouTube videos, songs and storytelling connecting children in a multisensory emersion.</p>	<p>Term 3 introduce book making, continue with story paths where children make up the story using the story symbols. Continue use of story symbols when reading PreLit books.</p>
Each child will be provided with opportunity to draw or marking making to create their own stories through book making with Educator.	27/6/24	<p>Not fully implemented.</p>	<p>Term 2, Craigmore teacher shared book making resources from the pedagogy of Lisa Burman. Term 3 ensure book making books are made ask families to help make book to have books available at all times.</p>
Educator will collect baseline and continuing data of children's oral language and comprehension skills through documentation of learning stories, their story books and video recordings during play.	30/5/24	<p>Educator implement a PreLit assessment tool to be used with every session of PreLit taught. Video/voice record documentation is not transferred to the assessment tool, only the written observations. PASM data collected</p>	<p>Term 3 keep trailing the assessment tool and make a priority at end of day to transfer information to assessment tool.</p>

		<p>Video recording during play have been very useful to document children's learning through learning stories.</p>	
<p>Educator will further develop efficient documentation of children's literacy understanding to share with all stakeholders.</p>	<p>27/6/24</p>	<p>Term 2 interviews with families, educator shared their child's literacy understanding through everyday play and PreLit sessions and how they can support their child at home. Sent home via Dojo DfE documents supporting literacy at home and new Early Tears SA app with families. Report twice a term to Governing Council on preschools 2 goals literacy and numeracy.</p> <p>2023 developed an Individual Learning Plan (ILP) to show the cycle of planning for the individual child. Feedback from NQS assessment the cycle was not clear. Jo Saunders Early Years Leader provided support with a ILP cycle of learning connecting clearly to EYLF v2. tool. Trailed 3 children and shared with families with positive feedback in term 2.</p>	<p>Continue with the new ILP cycle and gain feedback from parents to become embedded practice.</p>




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Further strengthen parent and family engagement in the learning program	6.1.1 engagement with Service 6.2.2 access and participation 1.3.3 Information for families	Acquaintance night P-6 Regular Dojo post of children's learning, program and general housekeeping information Prelit stories with comprehension lens, group time songs to encourage parent involvement at home. Termly 'Celebration of Learning Term 1 VIP morning Term 2 Midyear Graduation and Welcome Family Fire Night Graduation and concert night Term 4	Ongoing	Acquaintance night PowerPoint presentation about preschool. VIP send home information via Dojo Graduation/family Fire Night: wood, marshmallows Help with set up	Educator
Further enhance whole team collaboration with the responsive teaching and planning cycle that broadens critical reflection as a key driver	1.3.1 Assessment and planning cycle 1.3.2 Critical reflection, Assessment and planning cycle 7.2.2 educational leadership	Review our planning cycle Trial a diary system for programming and reflection Preschool Partnership discussions EYLF v2 discussion Read ACECQA discussion papers re planning cycle and critical reflection	Ongoing	Bulter's Diaries to be purchased EYLF v2 and supporting documents	Educator
RAP Reconciliation Action Plan whole site	Quality area 6: Collaborate partnerships with families and communities	Staff discussions Governing Council discussions Follow the RAP process, 14 guidelines	ongoing	Reconciliation Australia Narragunnawali: Reconciliation in Education	Early Years Educator and Upper primary Educator main drivers for the RAP with whole site support.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
Date your notes to ensure you track and monitor adjustments and progress of your plan				
Further strengthen parent and family engagement in the learning program	6/2/24 Acquaintance night was attended by 4 parents and video of presentation was shared on Dojo for families who were unable to attend		6/2/24 parents verbally communicated they appreciated the Dojo video who were unable to come and share with their partners.	To upload songs and stories children are learning at preschool for parent and children to make connects from preschool to home.
Further enhance whole team collaboration with the responsive teaching and planning cycle that broadens critical reflection as a key driver	Aid critical reflection trial Voice to text and use ChatGPT to summarise notes.		<p>15/2/24 Bulter's Diaries implemented Educator found the system clunking and not beneficial to her thinking or planning. Reverted back to pervious planning.</p> <p>7/3/24 Reverted back to previous planning tool and reviewed the planning cycle. The program works for the educators using the observation grid to record obs or note if obs are video. The change in ILP assisted with a clearer picture of the cycle of learning.</p> <p>27/6/24 Jo Saunders Early Years Leader provided support with a ILP cycle of learning connecting clearly to</p>	<p>Continue to reflect using voice to text and Chap GPT. Print of reflections and staple to program for easy reference to the program.</p> <p>To continue the ILP tool and embed by end of 2024.</p>

		<p>EYLF v2. Tool, using a s a trial document.</p> <p>30/5/24 Voice to text and using ChatGPT has been invaluable to being able to reflect in a timely manner. As now being a one teacher preschool assist with getting information quickly due to being able to just speak and not type or write which was time consuming and having reflections stored in the one location on preschool laptop for quick reference.</p>	
RAP Reconciliation Action Plan whole site	<p>30/5/24 Not on track. Attended a reconciliation workshop the presenter (Reconciliation SA) was going to send Acknowledge of Country on how to gauge children's understanding lesson plans. Educator has emailed and phoned no response.</p>	<p>Click or tap here to enter text.</p>	<p>Contact Reconciliation SA organisation for guidance.</p>

Endorsements

Name Bianca Laister
Date Wednesday, 20 March 2024

Signature: *B Laister*

Name John Day
Date Wednesday, 20 March 2024

Signature: *J Day*

Name Marg Erwin
Date Wednesday, 20 March 2024

Signature: *M Erwin*

