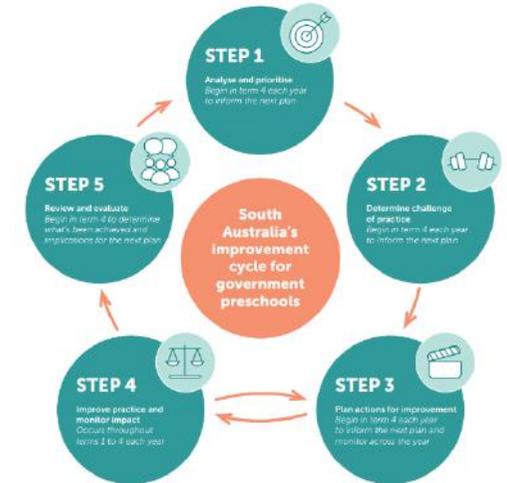


2023

Quality Improvement Plan for Padthaway Preschool

Site number:1630

[Click or tap here to enter text.](#)



Service name

Padthaway Preschool

Service address

67 Vogelsang Road, Padthaway, SA, 5271

Service approval number

[Click or tap here to enter text.](#)

Acknowledgment of Country

We acknowledge the Potarwurutj 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

At Padthaway School-Based Preschool we believe learning is a lifelong journey and realise early childhood is the foundation on which children build the rest of their lives. We acknowledge parents as children's first teachers and that collaborative relationships between educators and families are vital to ensure children reach their full potential. We do this through the learning program designed to develop creative, confident children who can adapt and participate as globally aware citizens. We strive for excellence and ensure all children are responsible and respectful to everyone.

We are a small rural Preschool that caters for children from 4 years of age to school age. We are set amidst a vista of Conservation Park, vineyards and farmland. The Padthaway community demonstrates a wonderful sense of ownership and commitment to the Preschool. This is reflected through parent participation in the Governing Council, parent volunteers and the outstanding level of participation in Preschool improvement.

Statement of Philosophy

At Padthaway School-Based Preschool we believe learning is a lifelong journey and realise early childhood is the foundation on which children build the rest of their lives. We acknowledge parents as children's first teachers and that collaborative relationships between educators and families are vital to ensure children reach their full potential.

We offer a play-based programme encompassing all areas of the curriculum. We view children as competent and capable learners and as individuals, and build on the skills and knowledge they have previously acquired. The wide range of open-ended experiences provided, allow for all children to engage with, take ownership of and be extended in their learning. Opportunities for social interactions, inquiry, exploration and self-directed learning are continually available for all children.

We believe children are capable and resourceful learners who are active contributors to their own learning who need to be valued as individuals, within the context of their family and their community. They can develop confidence and a growth mindset through an inclusive, supportive and secure environment, learn from everything that happens to them and around them and are encouraged to think for themselves to become more independent as life-long learners.

This means that our educator implements a play-based curriculum program based upon the principles outlined in the National Early Years Learning Framework (EYLF) - 'Belonging, Being & Becoming'. We empower children to strive for excellence by using their thoughts and ideas to develop the programme. This is done through a range of developmentally appropriate opportunities to discover, create, improvise, imagine, problem solve, develop wonder, challenge thinking and engage in meaningful conversation. Planning for these interactions is based on a process of critical reflection and analysis. We understand that children learn through action rather than instruction.

We ensure that provisions, experiences and opportunities build upon children's understandings, skills, values and sensitivities. Learning opportunities promote success, implement an inclusive approach to positively support children's growth of identity, self-esteem and critical thinking and encourage each child to reach their full potential in accordance with their individual ability. This is done in an environment in which they are safe, secure and accepted that allows children the time and space to produce work of quality and depth and discover the pleasure of learning - 2020

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

Educators at Padthaway Preschool ensure an engaging educational programme, enhanced by every child's knowledge, strengths, ideas, culture, abilities and interests. This forms the basis of all programmes. Educators program learning experiences that encourage intentional play that builds individual children's growth through observing, listening and talking with children. Close attention is paid to what each child is saying, thinking and doing. Flexible programming is core to our philosophy and through repeating, revisiting and drawing from children's experiences, children develop an understanding of themselves as learners.

An example of this is the sharing and development of emotions through the Social Skills programme which ensures children express a wide range of opinions, emotions, thoughts and views constructively. The social skills programme is planned in response to each child's social and emotional development and wellbeing. Through a process of critical reflection and the engagement with families, each child's needs are catered for. Engagement includes group and individual meetings, surveys, morning and afternoon catch ups during pick up and drop off time and written information sent home. The use of the mobile phone application SeeSaw ensures families are up to date with information regarding child development and encourages parents to appreciate other's views on Early Years education.

This sharing between home and school is evident in the children's individual portfolios, individual learning summaries, the floorbook and on the app SeeSaw in which information about The Early Years Framework, Indicators of Preschool Numeracy and Literacy, STEM and individual learning plans for children are communicated. Individual learning plans are developed with, and shared with families and the child. Individual plans highlight each child's strengths, dispositions for future focus, interests and any other pertinent information. Programming references a variety of professional resources and implements a play based curriculum with highlighted links to EYLF principles, practices and outcomes, NQS and literacy and numeracy indicators. Our cycle of planning ensures each child's learning and development is tracked and monitored by educators and families are involved in this process. Curriculum decisions are made to actively promote and extend children's thinking. Educators use intentional teaching strategies such as modelling, shared thinking, scaffolding, and questioning during play and in group experiences. This makes Padthaway Preschool who we are.

Children are encouraged and supported to engage in the play space to improve their development. Daily routines are organised to allow children to make choices and have a routine that is responsive their needs. Routines and the rhythm of the day are predictable to support children's sense of belonging, yet are flexible to ensure educators are responsive to children and learning opportunities.

Through open ended and deep level questioning, children's play is scaffolded and extended to ensure that all children have the opportunity to delve deeply into their interests and be extended in their learning. Discussions with staff within site, from other School-based Preschools and Kindys from the Partnership and within the Department ensure that learning is intentional and has impact for all. Critical reflection on, and sharing of, children's learning occurs each fortnight with leadership to ensure planning follows a reflective and evaluated practice. Resources such as the RRR, reflective practice charts and papers, Early Years Companion and NQS documents help to support the reflective practice cycle and create practice that is embedded, high quality and holistic.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 2: Children's Health and Safety

Padthaway Preschool is vigilant regarding the health and safety of children. Through the carefully planned learning environment which ensures children's health and physical activity is supported and promoted, children are communicating their needs for exploration or rest. Many places of varied stimulation are available both inside and out for children to utilise when needing time for relaxation. The joint use of these spaces by educators role models behaviours for children. This is seen in the use of fabric on the outside fence to create different learning zones and environments or the use of pillows and rugs to define areas of relaxation.

Programming of the use of music in the learning environment is very important to create a link between children's expression of self and to increase their ability to learn about mindfulness and wellbeing and how this impacts the health of our bodies. Children explore the link between healthy eating, healthy movement and healthy bodies with many children sharing their learning about safe legs and a healthy lunch box in transitions with the School. Through observations of Preschool children engaged in learning, staff reflect and plan to ensure that learning is age appropriate, safe for all and encourages stretch and development of learning. This is evident when children feel comfortable to share their learning with peers and those in School.

The focus on healthy eating is shared with families and the community through communication in the newsletter, notes home or through the Seesaw app. Reviews of this ensures all children can be engaged regardless of their initial knowledge of the topic. The positive impact this learning has created in the Preschool has seen children come to Preschool with apples, extra water and less waste when compared to the beginning of each year.

Families understand the focus of health and safety at Padthaway Preschool through their connection with the learning environment. When dropping off or picking up their children, families are exposed to floor books, posters and children's drawings explaining the importance of hand washing, safe sitting, 'no go' zones, hygiene when eating and the appropriate use of the 4 bins- rubbish, recycling, paper and cardboard and green waste. Sustainability and hygiene is explored regularly throughout the year to ensure children can build on learning and develop confidence to share their learning with family and peers.

Policies and procedures regarding infectious diseases are in place and are supported by both the Preschool and School sites. Parents and the community are informed immediately using appropriate means of communication, such as letters home, the use of the Seesaw app and the newsletter, and these policies and procedures are available to anyone in both the Preschool and School site. This is reviewed annually or after the event of an infectious incident and action is followed to improve practice. This is also the case for emergency procedures and all information is displayed clearly. Termly practices of an invacuation and evacuation which are then reviewed and adapted, ensuring children understand the warning bells and where to go and can make safe choices in an emergency. Children also participate in risk assessment which is the case when constructing with new materials or participating in new activities.

Health care plans for children are understood by all educators working in the space and are reviewed by families to ensure consistent understanding between home and school. Medications are checked regularly and follow the Departmental procedures of labelling, date and documentation. This is checked and reviewed by the First Aid Officer at the site following the first aid policy. Parents are informed through the use of a first aid sheet sent home and a copy recorded on site. This procedure underwent review in 2018 to ensure families were aware and following through with first aid concerns once the child was home.

Due to the new Preschool building, finalised at the end of 2018, supervision of indoor and outdoor play ensures children can have a choice of where to learn. All equipment introduced to the space undergoes a risk assessment to ensure appropriate safety measures are in place for the children. This is then reviewed when doing the site assessments to ensure appropriate use and management of this equipment.

The Principal is trained in the Keeping Safe: Child Protection Curriculum and the new Preschool teacher will be as well. The KS:CPC will be taught throughout the year. The teaching of this is communicated to families and the community. All educators also update their training in Mandatory Reporting to keep updated of any changes.

All training, induction and communication to parents is recorded and stored on site, including children's enrolment information and data. Newsletters and resources are provided to families through hard copy or the SkoolBag app.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Padthaway Preschool have been fortunate to receive an upgrade to its facilities in 2017. This saw a new learning environment for children with a space available to children to freely transition between indoor and outdoor play and a space that was fit for purpose with outdoor and indoor spaces developed with appropriate fixtures, fittings and child support for all children. Toilet and hand-washing facilities are accessible from indoor and outdoor areas as well as areas for food preparation and storage.

The learning environment is designed to enhance children's learning and development. Outdoor play sees children playing in mud, water and sand, growing plants and learning how to care for the environment. Children also explore different heights when climbing logs and balancing on rocks, both while learning about safe risks. Digging in different materials and creating and exploring different play experiences see children bring their learning inside from outside. Educators support this connection between the inside and outside environment through discussion with the children and the inclusion of natural elements inside, such as things they have collected e.g. feathers or bugs/spiders. Children's responses are observed and this informs future learning experiences through the planning cycle. Educators plan for individual stretch for children in exploring the world around them and encourage children to begin noticing and wondering about the natural environment. Fencing provides a safe space for children when outside.

The indoor environment ensures children have a sense of belonging which begins with ensuring all children are safe and comfortable in the space. A space to store their belongings and low shelves for them to access materials as they wish creates an environment that builds independence and choice making. Children have access to a range of open ended resources which help them to explore their literacy, numeracy and STEM understandings. The materials available to children are planned and drawn from prior observations and conversations with the children. The space is designed to aid flow of adults and children around learning areas rather than through them. Spaces are also designed and created to ensure that routine activities, such as whole group time or eating time, is a positive and engaging learning experience for all.

Through critical reflection on conversations, interactions and observations, the learning environment is adapted to best drive child outcomes. All learning environments are flexible in design and can be set up to support different learning experiences for all children. Children also have the opportunity to express themselves through different mediums and materials for example arts and craft, drawing, building, sand play and role play.

With the inclusion of 3 year old and younger children in the Preschool through Playgroup, the space is designed to adapt and cater for all children's ability, interests and skills. The Educator adapts the physical environment to ensure that all children can participate in a range of experiences in both built and natural environments. Learning experiences are grouped so children have a space to expand their activities and extend learning.

All children have access to a range of open ended resources and equipment that develop children's understanding in STEM, Literacy, Numeracy and Wellbeing. This is explored through the use of the kitchen, which is located in an educator accessible space, the outdoor environment, the indoor/outdoor veranda and the indoor learning environment. The importance of these spaces, and the guidelines around why Early Years learning is constructed and designed this way, is communicated to parents through the use of the Seesaw application each year since 2018.

The Preschool continues to be involved in the school wide recycling process with children exploring recycling, green waste and rubbish. Food scraps are recycled to be fed each day to the school chickens. When feeding the chickens the children also collect eggs for their or the school students cooking. Children are encouraged to be water wise and remind each other not to waste water.

Allocated administrative space, which is removed from the learning space means educators have an area to store confidential information. All confidential meetings can be held in the School meeting room providing a space for open ended communication. Through risk benefit assessment, premises, furniture and equipment is assessed for maintenance, cleanliness and safety needs.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Padthaway Preschool ensure that educators are organised to support children's learning and development. This comes from ensuring that all educators can form a trusting relationship with the children and ensure that all children are safe and engaged in their learning environment.

The Preschool teacher will have the necessary training in Early Education with extensive professional development planned in the first year on our site. With support from SSO Tammy Mathews and Principal Corinne Mowat, all staff work cohesively and ethically as a team. Communication between educators is clear and supportive of both staff and child wellbeing. Educator to child ratios and qualification requirements are maintained at all times. Administration and finance officer Vicki Heym supports the Preschool with administrative and financial tasks.

Educators and support staff are guided by DfE Code of Ethics the Early Childhood Australia (ECA) Early Childhood Code of Ethics and by the Padthaway Preschool philosophy statement. A particular focus of the philosophy statement is the belief of the importance of family as the first educator. Educators model respectful and supportive interactions when working with support staff or co-workers to discuss needs or requests.

Educators follow a timetable to provide non-contact time and this timetable demonstrates staffing requirements are being met at all times. Along with termly review of timetables, discussions around organisation and supervision of children is regular and decisions are actioned in a timely manner.

Educators utilise non-contact time for planning, preparation, wellbeing, professional development and meetings with families or peer teachers in and out of the Partnership.

Decisions for the Preschool are made by the Principal in consultation with the Preschool teacher. This is done through fortnightly meetings in which programmes, policies and plans are reviewed and discussed. These meetings ensure a collaborative approach and constantly seek a cycle of inquiry. Knowledge and understanding of NQS, National Regulations, EYLF and other documentation is shared between staff to ensure appropriate engagement of children in learning.

All educators attend regular, focused professional development that builds individual skills. Secure and safe relationships are developed, especially with TRTs by keeping educators the same throughout the year where possible.

Regular professional development is undertaken to ensure educators are satisfied with their learning and improvement while being supported and ensures feedback that supports continuity.

During buddy and transition times with the Junior Primary class, all ratios are adhered to while providing learning experiences for all children.

Site policies and procedures can be found within the Preschool and School at the Front Office and can be accessed by all educators and families. All educators are aware of the grievance procedure and this information can be found in staff meeting notes from Week 0 or in the Staff handbook which is updated each year to ensure currency.

Staffing practices ensure that educators can form secure relationships with children, educators can support children with entry to the space each day and that communication with families is effective. This is continuously reviewed each term to ensure exceptional practice continues to be a focus at Padthaway.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Positive, responsive and meaningful interactions between educators and children are at the core of our educational programme at the Padthaway Preschool. Trusting relationships engage, support and foster each child's development in social, physical and emotional outcomes. Children are supported in adult to peer relationships as well as peer to peer relationships while ensuring each child's agency, rights and feelings are respected.

When entering the learning environment, the relaxed and happy atmosphere provides visitors with the understanding that all educators listen to and respond sensitively and appropriately to each child. Through the critical reflection of the service's statement of philosophy in 2018 and again in 2019 with the change of staff, educators ensured that the philosophy communicates our ethos about how we see Early Years Education and guides us in our interactions with children. Educator interactions with children are equitable and inclusive.

Daily planning and the use of routines ensure children have opportunities for both spontaneous and planned learning experiences with a focus on building children's vocabulary, questioning skills, wondering about the world and reflection on their learning.

A child learning from peers is a focus and educators plan for and encourage interactions in shared play. Social development is seen in children negotiating their roles as they play. Children see this behaviour role modelled by adults. Tools, such as timers for use of a toy in shared play, shows children there are many ways to work with others and are seen using these independently as the year progresses. Interactions with the Junior Primary Class also provide opportunities for peer learning. This is clearly seen during buddy class time in which Preschool children share their knowledge with the Junior Primary Class.

Through accessing support services and other outside agencies, educators support families with engagement both with learning and in social interactions with peers. Through building trusting relationships with families, information is more freely shared, and children better supported. The use of the RRR document helps educators to critically reflect on interactions with children and further map how to draw out individual needs.

Children are encouraged to make choices and educators guide children to make positive choices with peers or other educators. This is done through one to one conversations with children when required and continuous practice of skills such as 'safe hands, safe legs, looking eyes and listening ears'. Behaviour management is consistent with the Primary School to aid with transition and buddy times. Behaviour management at Padthaway follows the site values and encourages children to be respectful, act responsibly and strive for excellence.

Behaviour plans, when needed, are created for children with support from families, support services and the leadership team from the partnership. This ensures current information and resources are used and development is made with the educator's skills as well as the child's behaviour. These are shared and reviewed to determine currency and effective practice ensuring the plan is responsive to the child's current needs. This information is shared during transition times with the School to ensure the child is supported by all educators.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

Padthaway Preschool has a strong connection with its families and the local community. This begins with Playgroup and focuses on ensuring families visit and become familiar with the service before their children begin. Before children begin Preschool, families meet with the lead educator to discuss the ethos of the site and how each day might look for their child. Families share their experiences and a tour of the site is conducted. Families meet with the Principal and are invited to attend assemblies or morning teas run by the Parent Club.

Enrolment is conducted in accordance with the Department Preschool Enrolment Policy and enrolment forms and information is handled by the Front Office. When enrolling, families are provided with an enrolment pack which includes all current information and families are able to take time to read over the information before completing the enrolment forms. A survey of their child's strengths, interests, abilities and needs is sent with the family to complete to help aid the transition to Preschool. This is one strategy to ensure that 'families as the first educators are acknowledged and respected'. The 'Padthaway Preschool Handbook' encourages parents to become involved in a variety of ways including participation in governing council, helping with fundraising, providing support on excursions, assisting children with library borrowing and through 'older buddies'.

A focus on community and family is seen through the year with children learning about the experiences of their peers. Community members visit and act as 'older buddies'. Visitors who volunteer as emergency workers in the region also share their experiences. This develops children's understanding of the world around them and links to the programmed play in the Preschool space. Buddy time with the Junior Primary Class at school develops a collaborative child and leads to a transition programme that runs for a full Semester. Regular and timetabled visits from the School Pastoral Care Worker, Lisa, who also works in the community, ensures that children have a connection with a different educator and make a connection for future times in School.

To communicate with families, the SeeSaw application is used to share information about the development of children. Educators will also write notes, call or email families to share private information. Whole site information is available in several formats including reminders, newsletters, displays within the preschool area and information received through the SkoolBag application. The sharing of Preschool learning in the newsletter ensures that the whole community is aware of their learning and experiences.

Preschool Children have the opportunity to share their learning at term assemblies and the Annual School Concert. Through building trust and following the examples of older children, Preschool Children speak and perform on stage. Educators speak about the process and the feelings they may experience ensuring children are prepared prior to taking this safe risk. This early exposure to being in front of audiences of 50 at assemblies and 150 at concerts develops the whole child and builds confidence in public speaking. Families are always very proud that their children can achieve this and this is something special to Padthaway.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

The Padthaway Preschool philosophy guides the operation of the service provided at the site and connects the Preschool to the School through forming the foundations for children's engagement in and excitement for learning. The Preschool is a Department school-based Preschool that is governed by members of Padthaway School Governing Council. The Governing Council has representation of Preschool families.

The Principal of the school oversees the Preschool as the Educational Leader and ensures that educators are aware of their roles, responsibilities and the sites expectations of service as stipulated in the philosophy. This is done through following the Department induction process as well as revisiting this during specific termly meetings or during discussions around staff professional development. This is the case for TRTs and support staff.

The Principal guides the Preschool educator in the establishment of clear goals and expectations for teaching and learning through observations, discussions with children, shared intentional planning, reflection on the learning cycle, discussions with the Partnership LET and feedback from families. Through using RRR and undergoing critical reflection, this process is embedded in the fortnightly Preschool meetings. Feedback from the Preschool educator is that they feel very supported in their role by the Principal. The involvement of the Preschool educator with the School staff in weekly meetings, professional development and decision making processes ensures the Preschool and School site have a clear direction, all understanding the Principal's expectations and all staff are involved in the same performance appraisal process.

Professional development is a focus for the site with regular meetings where professional needs are reviewed and updated. Preschool educators have performance goals which align with this PQIP, statement of philosophy and AITSL Standards. Celebrating staff achievements and growth is the culture at Padthaway and one aspect of the welcoming nature of the site.

Front office Administration and Finance Officer ensures educators and volunteers follow the correct sign in procedure and keep a record of Criminal History Screening/Working With Children Clearance on site. Responsibilities also include ensuring that policies and procedures are kept up to date, information is correctly entered into the Early Years System (EYS), information about children, parents or staff is kept secured and up to date, computers and programmes have the correct level of security and passwords for appropriate access and parent information is updated and collected annually or as required.

Continuous review of this Preschool Quality Improvement Plan occurs in conjunction with the primary educator at the Preschool. Self-assessment and critical reflection of the implementation of priorities ensures accurate reporting. This is shared with Governing Council and the Partnership LET to ensure the Preschool is accountable in what they implement and all changes have the child in mind.

All families are provided with the 'Parent Guide to Raising a Concern or Complaint' brochure published by Department. This is also found in the Preschool Handbook to aid families with support if they have a concern with the site. The Preschool follows the Department Grievance Policy which addresses the need for concerns to be documented and investigated fairly in a timely manner along with other Department school policies. There are also have site specific procedures for the Preschool as detailed in the Padthaway Preschool Handbook. Policies are available at the school for parents and the Preschool Handbook is given to parents upon enrolment.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Padthaway Preschool

Goal 1: To extend children’s use of more complex sentences when communicating their thinking.



STEP 2 Determine challenge of practice

Challenge of Practice:

If the educator intentionally plans for the use of high impact teaching strategies through text engagement, then we will increase the number of children using complex language and sentences when communicating

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

- Through pedagogical documentation of planned reading experiences, we will see children responding to sounds and patterns in speech and stories
- Through pedagogical documentation of children’s play, we will see children understand and use Tier 2 vocabulary in context
- Through pedagogical documentation of children’s engagement with story tables, phonics tables and shared reading, we will see children maintaining sustained shared conversations
- Through pedagogical documentation of children’s play, we will see children increasingly use conjunctions to join ideas



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
1. The teacher will used text based planning to engage children in more complex thinking and conversations	QA1 - 1.2	Termly Week 1 Fortnightly Termly Week 1 Fortnightly Term 1 Week 0	<p>The teacher will...</p> <ul style="list-style-type: none"> • Explicitly plan for and implement modelled and shared reading • Follow Before During After (BDA) reading structure when planning for questioning • Use the templates, research, resources and assessments provided to scaffold planning and teaching • Track children’s development relating to success criteria through observation notes and videos <p>The leader will...</p> <ul style="list-style-type: none"> • Provide research, resources and reference texts • Provide PD opportunities (As specified below in action 3) 	<p>Unpick a book template</p> <p>Playful Literacy eCourse – Lisa Burmann</p> <p>EYLF</p> <p>RRR</p> <p>Preschool literacy guidebook – actions for educators (edi.sa.edu.au)</p>

		Term 1 fortnightly PD focus during staff meetings Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 of terms	<ul style="list-style-type: none"> Observe (formal and informal) implementation of teaching in order to conduct professional conversations about impact, consistency of practice and planning 	<ul style="list-style-type: none"> Simple View of Reading Design Reading Experiences
2. The teacher will intentionally plan the environment to promote and build phonological awareness in play	QA1 - 1.1 QA3 - 3.2	Fortnightly Fortnightly Fortnightly Fortnightly Term 1 Week 0 Term 1 fortnightly PD focus during staff meetings Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 of terms	<p>The teacher will...</p> <ul style="list-style-type: none"> Explicitly plan the environment to provide opportunities for children to build phonological awareness Use the research and resources provided to scaffold planning and teaching Track children’s development of phonological awareness through observation notes and videos Link environmental planning to the relevant text based planning throughout each cycle <p>The leader will...</p> <ul style="list-style-type: none"> Provide research, resources and reference texts Provide PD opportunities (As specified below in action 3) Observe (formal and informal) implementation of teaching in order to conduct professional conversations about impact, consistency of practice and planning 	<p>Music & Movement T&D (Teams)</p> <p>Playful Literacy eCourse – Lisa Burmann</p> <p>EYLF</p> <p>RRR</p> <p>Preschool leading practice paper 1 supporting purposeful play (edi.sa.edu.au)</p> <p>1.2 Phonological awareness: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p>
3. The teacher will build an understanding of intentional teaching strategies through Teaching Sprints e.g. Sequence of questioning, sustained shared thinking, define do revise	QA1 - 1.1 - 1.2 QA7 - 7.2	Ongoing Term 1 fortnightly PD focus during staff meetings Termly Weeks 3-8 Termly Weeks 2/3 and 8/9 Termly Weeks 3-8 Termly Weeks 3-8	<p>The teacher will:</p> <ul style="list-style-type: none"> Employ evidence-based practices Engage in the outlined professional learning Actively contribute and engage in collaborative Teaching Sprints to enhance practice Collect and analyse evidence of impact through pre and post sprint observations of children and observation feedback from leader/peers of teaching Be vulnerable in sharing their own teaching practice and actively listen to peers experiences and professional findings Actively ask questions and seek feedback to improve practice 	<p>Preschool literacy guidebook – actions for educators (edi.sa.edu.au)</p> <ul style="list-style-type: none"> Phonological Awareness Sustained Shared Thinking <p>Oral language PD presentation (Teams)</p>

		<p>Fortnightly</p> <p>Term 1 Week 0 & Term 1 fortnightly PD focus during staff meetings</p> <p>Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9</p> <p>Ongoing</p> <p>Termly Weeks 3-8</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Use feedback, resources, professional learning, data and impact evidence to responsively plan for teaching <p>Leader will:</p> <ul style="list-style-type: none"> Provide research, resources, reference texts and assessments for professional learning Observe (formal and informal) implementation of teaching of in order to conduct professional conversations about impact, consistency of practice and planning <ul style="list-style-type: none"> Conduct formal observations and provide feedback pre and post Sprint - Termly Organise termly support from Preschool Consultant - Kimberley Crowe, for professional learning and individual teacher coaching Facilitate termly Teaching Sprints and share site work through Teaching Sprint Microsoft Team Support psychological safety amongst staff 	<p>Oral Language Project - Intentional Teaching of Vocabulary (Teams)</p> <p>Preschool leading practice paper 2 intentional teaching (edi.sa.edu.au)</p>
<p>4. The teacher will build a strong understanding of formative assessment</p>	<p>QA1 - 1.3</p>	<p>Ongoing TBC Dates Fortnightly</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>Term 1 Week 0 Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 Termly Weeks 5 and 10</p>	<p>The teacher will...</p> <ul style="list-style-type: none"> Employ evidence-based practices Engage in the outlined professional learning Use the research and resources provided to scaffold planning, teaching and assessment throughout each cycle Track children’s development through observation notes and videos Maintain tracking record for individual children through Teams including functional needs <p>The leader will...</p> <ul style="list-style-type: none"> Provide research, resources and reference texts Observe (formal and informal) implementation of teaching in order to conduct professional conversations about impact, consistency of practice and planning Monitor children’s development through tracking record on Teams 	<p>Appendix F & G - Top tips for Data Collection, Analysis and curriculum decision making: Preschool Quality Improvement Planning handbook (edi.sa.edu.au)</p> <p>EYLF Planning Cycle</p> <p>Literacy Indicators: Implementation guidelines for indicators of preschool numeracy and literacy in government preschools (education.sa.gov.au)</p> <p>Preschool Curriculum Resources: Preschool</p>

				<p>curriculum resources (edi.sa.edu.au)</p> <p>Microsoft Teams – Individual Student Tracking Record / IESP mapping tool</p>
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Goal 1: To extend children’s use of more complex sentences when communicating their thinking.

 **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		
<p>The teacher will used text based planning to engage children in more complex thinking and conversations</p>	<p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>		
<p>The teacher will intentionally plan the environment to promote and build phonological awareness in play</p>	<p>Click or tap here to enter text.</p>		
		<p>Impact Evidence: Term 1: Term2: Term 3: Term 4:</p> <p>Process Evidence: Term 1: Term2: Term 3: Term 4:</p>	<p>Term 2: Term 3: Term 4: 2024:</p>
		<p>Impact Evidence: Term 1: Term2: Term 3: Term 4:</p> <p>Process Evidence: Term 1: Term2:</p>	<p>Term 2: Term 3: Term 4: 2024:</p>

		<p>Term 3: Term 4:</p>	
<p>The teacher will build an understanding of intentional teaching strategies through Teaching Sprints e.g. Sequence of questioning, sustained shared thinking, define do revise</p>	<p>Click or tap here to enter text.</p>	<p>Impact Evidence: Term 1: Term2: Term 3: Term 4: Process Evidence: Term 1: Term2: Term 3: Term 4:</p>	<p>Term 2: Term 3: Term 4: 2024:</p>
<p>The teacher will build a strong understanding of formative assessment</p>	<p>Click or tap here to enter text.</p>	<p>Impact Evidence: Term 1: Term2: Term 3: Term 4: Process Evidence: Term 1: Term2: Term 3: Term 4:</p>	<p>Term 2: Term 3: Term 4: 2024:</p>

Goal 1: To extend children’s use of more complex sentences when communicating their thinking.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Educators will plan and implement adjustments to support the functional needs of individual children	QA1 - 1.1 - 1.2 - 1.3	The teacher will Educators will plan and implement adjustments to support the functional needs of individual children	Termly Weeks 5 and 10 As needed Termly Weeks 5 and 10 Fortnightly Ongoing Termly Weeks 5 and 10 As needed Fortnightly – Even Weeks	Self-regulation T & D IESP mapping tool	Teacher will: <ul style="list-style-type: none"> - Communicate with the leader, SSOs and families about students' needs and development - Refer children for further support services if needed - Map children's functional needs and monitor progress and interventions - Intentionally plan learning experiences and the environment to meet students' needs Leader will: <ul style="list-style-type: none"> - Provide teacher with the necessary resources - Communicate with teacher about student development and support services SSOs will: <ul style="list-style-type: none"> - Support individual students with intervention programs as directed - Communicate with the teacher about children's development with programs
Facilitate long term transition and develop sense of belonging within the school community	QA2 - 2.1 QA3 - 3.2 QA6 - 6.2	The teacher will plan for opportunities when Preschool children can engage with school students	Termly Week 1	Timetabling between SBP and School	Teacher will: <ul style="list-style-type: none"> - Consider all opportunities available for Preschool children to engage in school learning and activities

		during play times or learning experiences	Termly Week 1 Termly Week 1 Termly as needed Term 1 Week 0 and ongoing		<ul style="list-style-type: none"> - Communicate with school teachers around timetabling opportunities - Planning for use of school equipment and spaces as well as involvement in whole school or JP activities where appropriate <p>Leader will:</p> <ul style="list-style-type: none"> - Communicate upcoming events the Preschool children could engage in - Facilitate planning between Preschool and school teachers for inclusion of Preschool children in appropriate learning experiences, events and play times
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

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			
Educators will plan and implement adjustments to support the functional needs of individual children	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Facilitate long term transition and develop sense of belonging within the school community	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education