Woodside Preschool
Quality Improvement Plan 2016
## QIP 2016

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tbody>
<tr>
<td>Woodside Preschool Playcentre</td>
<td>SE 00011138</td>
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### Primary contact at service

**Robyn Herringer**

<table>
<thead>
<tr>
<th>Physical location of service</th>
<th>Physical location contact details</th>
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<tbody>
<tr>
<td>Street: 12 Moffett St</td>
<td>Telephone: 08 83897103</td>
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<tr>
<td>Suburb: Woodside</td>
<td>Mobile:</td>
</tr>
<tr>
<td>State/territory: SA</td>
<td>Fax: 08 83899263</td>
</tr>
<tr>
<td>Postcode: 5244</td>
<td>Email: <a href="mailto:dl.4676_leaders@schools.sa.edu.au">dl.4676_leaders@schools.sa.edu.au</a></td>
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### Approved Provider

**Primary contact: Department for Education and Child Development**

<table>
<thead>
<tr>
<th>Nominated Supervisor</th>
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<tbody>
<tr>
<td>Name: Robyn Herringer</td>
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<td>Email: <a href="mailto:robyn.herringer669@schools.sa.edu.au">robyn.herringer669@schools.sa.edu.au</a></td>
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*Person responsible for submitting this QIP: Nominated Supervisor Robyn Herringer*
## Operating hours

<table>
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<tr>
<th></th>
<th>Monday</th>
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<tbody>
<tr>
<td><strong>Opening time</strong></td>
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<td></td>
<td>(Occasional Care)</td>
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<tr>
<td><strong>Closing time</strong></td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00 (alternate weeks)</td>
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## Additional information about your service

- Provide additional information about your service—parking, school holiday dates, pupil-free days etc.
- Our centre operates during South Australian term times only.
- On Monday only Occasional Care operates (2 sessions)

- How are the children grouped at your service?
  - Occasional Care Aged 2-5 years
  - Preschool Children 3.8-5.8 years
  - All preschool children attend at the same time.
We Believe:
- In the diversity of families in our community and that each family has the right to a service responsive to their individual needs.
- That families are children’s first and most influential educators and staff are committed to working in partnership with parents and the community to ensure a safe, welcoming, stimulating and relaxed learning environment.
- That effective communication and trusting relationships support the development of each child’s social skills.
- That each child has the right to a learning environment that engages their heart, mind, body and spirit.
- In the uniqueness and potential of each child and we recognize their right to play.

In our Centre this can be seen as:
- Staff supporting all children’s active engagement in their learning environment and the natural world, regardless of needs and abilities.
- Staff encouraging and supporting children’s learning through role modeling, guiding and collaborating with children, families and colleagues to ensure a high quality service.
- A family friendly environment which encourages open communication between families, educators and children.
- Staff having high expectations of children as competent learners and striving to build active communities of engagement and inquiry.
- The provision of continuity of routines and experiences which enables children to successfully transition and belong.

Being — recognizes the significance of the here and now in children’s lives. The early childhood years are not solely preparation about the future but also about the present.

We believe:
- We can support children to expand their thinking and enhance their desire to learn through play and exploration, spontaneity and risk taking.
- Children have a natural sense of wonder and curiosity and have the right to a vibrant and flexible learning environment which provides powerful resources and builds connections with the natural world.
- That responsive learning relationships are strengthened when staff and children learn together and share decisions.
- In valuing and respecting the individuality that children and their families bring to our centre.

In our Centre this can be seen as:
- Staff respectfully entering children’s play to stimulate their thinking and build upon their existing knowledge and skills to enrich the learning experience.
- A program which allows time and space for children to play and engage in both individual and collaborative pursuits.
- Children taking an active part in their growth and learning thorough shared decision making.
- Staff responding to children’s evolving ideas and interests to guide curriculum planning and challenge children’s thinking.
- Staff using their knowledge of the interests and needs of individual children to guide their practice and empower learners.
Becoming – Reflects the process of rapid and significant change that occurs in the early years as young children learn and grow. E.Y.L.F. (2009)

We believe:

- That children have a great capacity for learning, which when supported in Early Childhood will continue throughout their lives.
- That staff should strive for continuous improvement in their professional knowledge and practice.
- That developing a sense of purpose and confidence in children supports their active participation in family and community life.

In our Centre this can be seen as;

- Staff providing positive learning experiences that support successful involvement for all children, to develop confident and independent learners.
- A culture of learning and critical reflection which supports staff knowledge of individual children and guides and informs our practice.
- Staff regularly using the curriculum documents (Respect, Reflect, Relate & Belonging, Becoming, Being), to implement a dynamic, vibrant program that reflects the growth and development of each child.
- Children demonstrating a positive attitude towards challenges in their learning, which will prepare them for the next steps in life as happy, confident members of the community.

*This philosophy statement was developed in consultation with all stakeholders and with reference to Early Years Learning Framework (2009) and the Early Childhood Australia Code of Ethics (2006).
Reviewed November 2015
Self Review Process

Our improvement process is cyclic and focussed on our Philosophy Statement. Each year we review our Philosophy Statement as a staff team and with our Parent Body. The review by parents forms our Parent Opinion Survey and the results of this provide data for our Annual report and next QIP.

Strengths

QA1- Educational Programme and Practice
- Our centre uses the Early Years Learning Framework, Preschool Literacy and Numeracy Indicators and the Respect, Reflect, Relate document to inform our curriculum and assessment and reporting practices to enhance each child’s learning and development. We use these resources to guide our programming document, written assessments and when sharing information with parents throughout the year. We provide informal and formal information to parents via displays, written articles, our website & Facebook page and conversations. Over recent years we have focussed on the whole staff team developing skills in the area of increased sustained interactions with individual children (primarily using the reflective tools of Respect, Reflect, Relate), children’s engagement in their play and reflective practices. These are areas that are now embedded as vital aspects of the programme we offer each child. We have introduced Talking and Thinking Floor books and continue to develop our skills in using these as a consultative and reporting tool. (1.1.1,1.2.1,1.2.3)
- Our day revolves around planned times for free play and routine activities and has a focus on large blocks of child guided play time. (1.1.3)
- Families have regular access to their child’s individual learning through our Sharing Books as well as invitations to provide written feedback or attend in person a sharing meeting twice during their child’s preschool year. At these meetings we use iPads to also provide further information. (1.1.4)
- Our child profile has been reviewed to provide more relevant information and to better include families in the planning process. Each child has an ongoing Statement of Learning that is developed and reviewed in partnership with families. This statement reflects the development of each individual child over their 12 months of preschool. Children with additional needs also have short term learning plans which shape their planned experiences and learning activities. Parents are encouraged to be involved in the development of these plans and are asked to provide feedback. (1.1.4,1.1.2)
- In 2015 we commenced developing greater inclusion of child input into our individual assessment and recording (1.1.6)
- We continue to develop the way that information about planned experiences is displayed for families to view. We regularly provide opportunities to encourage families to comment on the programme and provide relevant feedback and have an evolving and interactive programme and display. (1.1.3)
- A recent focus on Making Learning Visible included a successful inquiry project into the use of open ended questions to support the development of Learning Processes. (1.1.1, 1.2.2)
QA2 Children’s Health and Safety

- We have a strong commitment to ensuring that each child’s wellbeing is supported and their health needs are met. We have excellent hygiene practices and regularly share information with parents about the practices we employ. We quickly implement steps to control the spread of illness in accordance with recognised guidelines (inform parents, display relevant information). (2.1.2, 2.1.3, 2.1.4)
- We have a regularly maintained process for reporting and reviewing accidents, have emergency contact lists and medical conditions readily available (and ready for transportation in an emergency) and clearly document all medicines administered when required. Every child with medical needs (including food intolerances) has an up to date Health Support Plan and has health information readily displayed for all staff (with permission from parents/guardians). (2.1.1)
- Our daily routine allows for periods of quiet play and active involvement and children have large blocks of time to select their own levels of participation. Lunch care and fruit time are used as opportunities to model and support healthy and hygienic eating practices. We formally plan for relaxation time each day. (2.2.1, 2.2.2)
- Get up and Grow promotional material is provided to all families upon enrolment and this material is also available in our parent information area. (2.2.1, 2.2.2)
- We have well organised WHS practices and procedures with all documentation easily available for staff. Emergency procedures are regularly practised and reviewed, with information on our emergency procedures provided to families and displayed in the centre. We have established a WHS committee to better include all staff in the maintenance of a safe working environment. (2.3.2, 2.3.3)
- Our supervision roster is formally recorded in our staff diary so that visitors and relief staff can easily see their responsibilities. Written procedures are available for conducting daily safety checks of building, equipment and animals and children are supported to take ownership of these roles on a daily basis. (2.3.1, 2.3.2)
- Our processes for ensuring that new and existing staff are aware of their responsibilities regarding child protection have been formalised. An annual induction session is held for all volunteers. (2.3.4)
- A current list of local community resources to provide information and support for families and educators in relation to children at risk is readily accessible and regularly updated. (2.3.4)

QA3- Physical Environment

- Our centre has beautiful indoor and outdoor facilities that provide plenty of natural shade, trees to climb, vegetable gardens, bird feeders, chickens, digging patch, fire pit and a range of different play spaces. The active area is flexible and can provide a variety of challenges. There are a number of play spaces for fantasy play to develop and a range of powerful resources readily available. Our outdoor structure is flexible in use and purpose and enhances imaginative play opportunities. Children have been involved in developing the areas and continue to regularly help to maintain the area. There are has clear lines of sight to all sections. The indoor play spaces allow for flexibility and cater for the different age groups that we accommodate. (3.1.1, 3.1.3, 3.2.1, 3.3.1)
- We have an effective Occupational Health and Safety system in place that all staff are aware of. The participation of all children is supported with physical changes made in a timely manner if required. (3.1.2)
- Storage cupboards provide access for children to independently select resources and we continue to refine our access to curriculum materials for more flexibility. (3.1.3)
- We have a nature/water play area for children with indigenous plants and bush tucker which continues to evolve. This year we have added a quarry area. We have a recorded environmental and sustainability strategy which is provided to each child/family through their Sharing Book. (3.3.1)
- A focus on continuing to develop our garden area is strong with a large open area available for loose parts play and vegetable gardens established in an unused area of the yard. (3.2.2)
QA4 Staffing Arrangements

- Our centre is staffed with qualified and experienced educators who work effectively as a team and support each other and the implementation of the centre’s philosophy statement. Staff are rostered to allow for required breaks as well as adequate supervision of children at all times throughout the day including lunch care. Administration time for staff is planned and programming and reflection time occurs outside of contact hours with children. In 2016 we have an additional teacher on each say to maintain the 1:11 ratio.(4.1.1)
- To allow for continuity, regular relievers and/or current staff are used to cover illness and absences when possible, with accurate records maintained. (4.2.2)
- Educators are highly focussed and reflective in planning and delivering the programme, with regular evaluation occurring with individuals and as a staff team.(4.2.3)
- Staff engages in shared practice and learning at staff meetings and individual skills of team members are used to support and enhance our curriculum as well as the effective management of the centre. (4.2.2, 4.2.3)
- Collaborative learning opportunities are provided throughout the year, including at each staff meeting(4.2.2)
- We have rosters available for staff –with a display of all staff rosters to support maintaining ratios and help relief staff(4.1.1,4.2.2)
- A handbook for new and existing staff including code of ethics, core principle, statement of philosophy, position descriptors and professional standards has been developed and made available to all staff. This is regularly updated.(4.2.1)

QA5 Relationships with children

- Through developing trusting relationships and supporting each child to feel secure, confident and included we develop respectful and equitable relationships with each child. These are maintained by a range of strategies which include: - planned small group times, Sharing books, holiday books, family pages, and casual fruit times with staff, planned lunch times, gathering relevant information from families and the children themselves as well as a reflective approach to planning and evaluation. We explicitly teach children to respond appropriately to conflict using Restorative Justice principles and a focus on Learning Dispositions.(5.1.1, 5.1.3, 5.1.2, 5.2.2)
- Our Guiding Principle document clearly articulates our policy for interacting with children, staff and families.(5.1.3)
- A large collection of collaborative resources are used to encourage social play and each child is supported to help and support others through collaborative learning experiences. Staff report on collaborative play in their observations and highlight these events on Sharing Books and Floor Books.(5.2.1)
- Staff actively work with Occasional Care staff and families to support a sense of belonging and to have integrated programmes and activities.(5.1.1, 5.1.3)
- Through our focus on Making Learning Visible we have encouraged children to be involved with staff and each other as collaborative learners.(5.2.1)
QA6 Collaborative Partnerships with families and communities

- We have very thorough existing orientation process for new families to our site which is documented and communicated in a range of ways e.g.- handbook, transition policy, orientation meetings, child profile summary, information pack, up to date website. This process is reviewed annually using parent feedback.(6.1.1, 6.1.3, 6.3.2)

- There are extensive policies and reporting processes to keep families informed of systems and their child’s individual progress and open, regular communication is actively promoted e.g. sharing books, Individual Learning Plans and Short Term Learning Plans, staff diary notes, family events.(6.1.3)

- Our 2015 Communication Survey results supported current methods of communication (email, Facebook, personal conversations). Parents commented that our procedures inform parents of their child’s development, provide an opportunity for staff to share their observations, provide a way for families to know what is happening and clarify understandings of children’s abilities between parents and staff. They also enjoy the opportunities for focused conversations at Sharing Meetings(6.2.1, 6.1.2)

- We have a range of strategies to support families in their parenting role and respectful, supportive relationships are actively developed and maintained e.g. accident reporting processes, staff availability on the floor, parenting support fact sheets, community notice boards, Facebook page.(6.2.2, 6.1.3)

- Children’s learning and wellbeing is a priority for this site and we collaborate with other organisations and service providers as required to support this e.g. links with OSHC, communication boxes, early intervention folder, attendance register school information nights, child & youth health checks. We have processes in place to support communication to families for whom literacy is an issue as well as systems to ensure the Parent Library continues to be relevant and meets the needs of our families(6.2.2, 6.3.1, 6.3.4)

- Our Big Buddy programme with the local primary school extends across a whole year and is well supported by families and both sites. We have documented outcomes for the programme.(6.3.1)

- We regularly seek parent opinion and have a number of surveys to support our data collection throughout the year e.g. Pre Entry survey, Parent Opinion Survey and Communication Survey. Information and data from these is collated, reported on and used to inform practice.(6.1.2)

- We have focussed a lot of time exploring how parents can be more supported to make contributions to curriculum decision making and the documentation of children’s learning and continue to develop these ideas. (6.2.1)

- Clear processes are in place to share referrals with outside agencies and to maintain links with them. Our excursion policy includes relevant risk assessment procedures.(6.3.1, 6.3.3)

- Protocols are established for the use of the Welcome to Country at functions and meetings and it is displayed in the centre.

- We have a well-planned approach to early entry, accessing Preschool Support, developing programmes for children with special rights and supporting parents through this process.(6.3.3)
The effective leadership in our centre supports and actively encourages a culture of continuous reflection and improvement. All staff are encouraged to build their professional knowledge and reflect on their practice regularly. Children’s learning is at the forefront of everything we do and this is reflected in our educational programme and organisational systems. Our planning cycle, including Quality Improvement Plan and annual report reflects our culture of ongoing reflection, commitment to continuous improvement and targeting resources to support improvement plans. (7.2.2, 7.2.3)

We have been able to maintain continuity of staff (including relief staff) for a number of years and work to meet the needs of staff and children/ families when scheduling work rosters. (7.1.3)

Our service Statement of Philosophy guides all aspects of the service’s operations and is annually reviewed to ensure continued relevance (7.2.1, 7.2.3).

All of our teaching staff have a 4 year degree and our Early Childhood Workers all currently have a Diploma of Children’s Services. (7.1.5, 7.1.4)

Documented position descriptors are available to inform staff of their roles and responsibilities and have been provided to all staff as part of an extensive induction process (7.1.2)

Governance procedures are readily available to all stakeholders with site specific procedures to support the induction of Governing Council members, including the provision of a copy of the centre constitution. (7.1.1)

Effectively documented policies and procedures are available and regularly reviewed. (7.3.5)

Performance Development Plans are in place for all staff and are closely aligned to the site’s QIP. (7.2.2)

Over a number of years staff have worked to ensure appropriate storage and eventually archiving of records. They are maintained in locked storage areas and maintained according to requirements. (7.3.1)

Administrative staff work closely with all team members to develop and implement effective systems for the operation of the centre. (7.3.2)

As a DECD the Incident Reporting Management System is used in a timely manner and ensures notification to the Regulatory Authority as required. (7.3.3)

We have an establish grievance procedure through DECD and on site and all staff and families are regularly reminded of these processes. (7.3.4)
Play as a vehicle for building learner capacity
(developing a reflective community of educators, children & parents)

**Pedagogic Shift (from Good to Better!)**

- Each child’s current knowledge, ideas and culture, abilities and interests are the foundation of the programme (1.1.2)
- A culture of learning and critical reflection which supports staff knowledge of individual children and guides and informs practice (1/2/3)
- Staff using dispositions scan to plan and inform*
- Explore executive functions (including impulse control)*
- Growth Mindsets*
- Literacy & Numeracy Indicators*

**QA 1 - Educational Program and Practice**

- Veg garden regular programme with small groups of children*
- Nature challenges
- Bush kindy/Beach kindy each term*
- All staff attend Nature PlaySA conference*

**QA 2 - Children’s Health and Safety**

- Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented (2.3.3)
- Workplace Health & Safety Committee established to involve whole staff team so that there is a shared workload and common understanding.

**QA 3 - Physical Environment**

- Staff supporting all children’s active engagement in their learning environment and the natural world, regardless of needs and abilities (3.2.1)
- Veg garden regular programme with small groups of children*
- Nature challenges
- Bush kindy/Beach kindy each term*
- All staff attend Nature PlaySA conference*

**QA 4 - Staffing Arrangements**

- Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills to improve practice and relationships (4.2.2)
- Results + enhance educator capacity*
- Collaborative staff learning (webinars, closure days*, staff meetings*)
- Transforming Tasks modules*

**QA 5 - Relationships**

- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning* (5.1.2)
- Increased child involvement in learning plans and reviews, use of open ended questions and the Discovery Table*
- Children demonstrate a positive attitude towards challenges* in their learning which will prepare them for the next steps in life as happy, confident learners
- Staff responding to children’s evolving interests and ideas to guide curriculum planning and challenge children’s thinking.*

**QA 6 - Collaborative Partnerships**

- The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing (6.2.1)
- Links with relevant community and support agencies are established and maintained (6.3.1)
- Continue to develop ILP shared partnerships
- Deep Learning about local Aboriginal Culture and incorporate this in our Bush Kindy learning*
- Partnership PLCs (Play)*

**QA 7 - Leadership and Service Management**

- The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement (7.2.2)
- Results+ Tracking and Monitoring Schedule - use of data to inform, improve and provide quality practice (3Rs)
- Include Pedagogic Shift as part of all educator Performance Plans

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**Our Thinking Strategy**

- **Level 2 Scan**
  - Planning Day
  - Parent Opinion Survey results (Philosophy Statement)
  - Torrens Valley Partnership/DECD priorities

*Links
Enhancing Educator Capacity

Related Standards and Elements - 1.2, 1.2.2, 1.2.3, 2.3.3, 3.2.1, 4.2.2, 5.1.2, 6.2.1, 6.3.1, 7.2.2

Strategies
- use 3R data to inform, improve and provide quality practice
- include pedagogic shift as part of all educator performance plans
  - All staff familiar with Transforming Tasks modules
- collaborative staff learning through webinars, staff meetings, closure days, PLCs
  - using Learning Dispositions Scan to inform planning
- Shared partnerships between staff, children and parents to support children's acquisition of skills for life and learning

Data
- Respect, Reflect, Relate used as a tool to guide and improve practice (repeat Active Learning Environment Scan from 2015 to provide ongoing comparative data).
- Philosophy in Action Parent Opinion Survey
- Assessment for Learning tools - Sharing Books, Individual Learning Plans, Sharing meetings, Learning Statements
- Learning Dispositions scan
• All staff have working knowledge of how play is a vehicle for building learning capacity at our site
• Assessment for Learning Tools will provide evidence of shared educator, parent and child input
• Staff will regularly reference curriculum documents to share information about learning.
• The Learning Dispositions Scan will show movement in most areas for all children. This information will be used when compiling Learner Statements
• There will be demonstrated improvement in Opinion Surveys (Parent Opinion, Active Learning Environment)
• The staff team will have participated in Transforming Tasks modules
Build Learner Capacity

Related Standards and Elements - 1.1.2, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 3.2.1, 4.2.2, 5.1.2

Strategies
- Use play as the vehicle for offering literacy and numeracy learning (making links to Early Years Indicators, Bush Kindy, Nature Play)
- Use assessment and learning techniques within the context of play
- Increased child involvement in planning for and evaluating individual and collaborative learning through learning plans, using open ended questions, the Discovery Table
- Shared learning about executive functions and developing growth mindsets
- Deep learning about Local Aboriginal Culture (artist in residence, Bush Kindy, welcome to country)
- Collaborative staff inquiry on our 'image of the child'- what does competent and capable mean to us?

Data
- Analysis of progress with Literacy and Numeracy Indicators
  - Maths at Home Audit
  - Videos of play episodes to share with families
  - Child Interviews
Analysis of Literacy and Numeracy Indicators will demonstrate progress in the learning of each child.

Ongoing learning and awareness of Aboriginal culture will be evident through our Bush Kindy excursions and through staff and child learning. Staff and children will be able to demonstrate/articulate their learning and understanding.

Children will have an understanding of what learning is and be able to articulate learning strategies that they use. They will contribute to their own Learning Plans and evaluation of these.

Staff and families will have a shared vision of a 'competent and capable' child.