

Quality Improvement Plan for

TINTINARA PRESCHOOL

2020

Service name

TINTINARA PRESCHOOL

Service approval number

SE-00011053

Acknowledgment of Country

We acknowledge the Ngarkat 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.



Government
of South Australia

Department for Education

Context

Service Context

Tintinara Preschool..... strong sense of identity.....our strong connections Tintinara Preschool is a school based Preschool which is on site at Tintinara Area School (TAS). Three quarters of our enrolments in 2019 access the Preschool via the School bus runs due to living on farming properties in and around the district of Tintinara. We pride ourselves on offering a safe, caring and supportive learning environment. We believe that our Preschool provides a place of belonging. A place where learning styles and needs are catered for by our Individual Learning Plans (ILP) and where child initiated learning experiences and opportunities are intertwined with intentional and explicit teaching as provided by the educational leader, together with responsible people and staff. A place where developing each child's social and emotional well-being through a wide variety of learning opportunities and experiences is evident in our daily practices and interactions.

2019 saw the implementation of our Preschool Operations Maintenance Plan (POMP). Following our initial Assessment and Rating on 14 March 2018, the final report provided us with an opportunity to critically reflect on the service we provide to our community. A shared leadership approach has been implemented, where strong communication and consultation with all stakeholders is valued and seen as being key to the success of this significant change. The Preschool Operations Maintenance Plan clearly identifies how we will further improve on the effectiveness of the roles and responsibilities of our staff by having specific tasks delegated to specific staff. During 2018 and again in 2019 we reviewed our site philosophy, in consultation with the children, parents and caregivers, the school governing council and the wider community. This has seen Preschool Staff carry out critical reflection by working through the philosophy and adopting some 'we believe statements' that we see as guiding our daily practices and interactions with the children and families we work with. This has also enabled our families to develop more meaningful and contextually relevant understandings around the how and why of what we do.

Communication and partnerships with our families is important to Tintinara Preschool. Our Transition to Preschool and our Transition to School programs continue to be a strength of our co-located preschool. The transition programs are held on the same day to ensure that all relevant staff are available to connect with families and to meet the needs of the children in our care. We have regular Preschool Newsletters, as well as regular TAS newsletters that are distributed to all preschool and school families as well as throughout the wider community. In Term 4 of each year parents and caregivers are invited our site's AGM of the Governing Council. Families, together with the children are invited to a number of different learning celebrations throughout the course of the year, some of which are held in conjunction with TAS. We have planned formal Parent/Teacher Interviews and ILP meetings twice a year which are held across the site to better meet the needs of our parents and caregivers. We offer a wide range of ways in which our preschool families can get in contact with us, including communication books, email, phone and face to face, either planned or impromptu at drop off and pick up times. This deep and meaningful engagement with our families and community sees that we are able to shape our practice in ways to meet the ever growing and changing needs of the children in our care.

Tintinara Preschool has a long and strong connection with Tintinara Area School and to Tintinara Playgroup (which is held off site but across the road from the Preschool). The Preschool Teacher attends whole school staff meetings and Site Improvement Plan meetings. The Preschool regularly uses the school Stadium, Library, Quadrangle, Oval and other facilities as needed. In turn, the school staff and students are able to join in shared experiences with the preschool children and staff as deemed relevant, and are also able to utilize our facilities, in particular our nature play garden when the preschoolers are absent. The preschool attends regular whole school assemblies, participates in special guests and visiting performances.

Context

Statement of Philosophy

Tintinara Preschool is a small rural school based preschool that is known for supporting children's individuality. We are proud of our high level of positive engagement with parents, families and the wider community. We are embracing of both staff and children being life-long learners and actively promote this. We are acknowledged by our community as having staff who are skilled in supporting and encouraging all children to develop creativity, imagination, resilience, collaboration and problem solving through the implementation of play based pedagogy. The guiding principles of the *National Quality Framework* underpin our philosophy in conjunction with *Belonging, Being and Becoming: the Early Years Learning Framework*. These guiding principles are; "The rights of the child are paramount - Children are successful, competent and capable learners - Equity, inclusion and diversity underpin the framework - Australia's Aboriginal and Torres Strait Islander cultures are valued - The roles of parents and families is respected and supported - Best practice is expected in the provision of education and care services" *National Quality Framework*. Our daily 'quality practices' and interactions with the children that are in our care, through intentional planning of learning opportunities, are driven by the outcomes of the *Early Years Learning Framework* which are as follows; Children have a strong sense of identity, Children are connected with and contribute to their world, Children have a strong sense of wellbeing, Children are confident and involved learners, and Children are effective communicators. At Tintinara Preschool, through our on-going critical reflection we uphold our shared understandings of how children learn best and so, we believe that;

Belonging - Every child is a unique individual who is a competent and capable learner. It is a teacher's role to not lecture or fill a child with information, but rather to be silent, observe, ask questions, support and be wonder filled alongside the child. This sense of belonging is evident in our belief that children should be consulted and their voices should be celebrated. We also believe that in order of a child to take care of the earth, he must first love and feel connected to the earth.

Being - That being recognises the importance of the here and now in children's lives. Being present in the moment with them, and encouraging each individual child to construct their own identities and understandings about the world. Children learn through play experiences designed to promote: high levels of engagement; be developmentally appropriate to the individual child and encourages each individual child to construct their own identities and understandings about the world. 'Loose Parts' theory is used to enable children to explore this sense of being by the use of open-ended materials that can be moved, combined, taken apart, re-designed, lined-up and so much more.

Becoming - In providing a safe, secure and supportive learning environment for each individual child in our care we will inspire, encourage and guide them to reach their full potential and to develop the necessary skills and abilities that are required for successful life-long learning. We believe that risk is necessary in helping children form boundaries and keep safe. We guide children to explore their natural world through mindful risk-taking and using growth mindset pedagogy. We also believe "academic readiness" is getting a child ready for life, not school.

Partnerships - Parents and families are a wonderful resource as they are their child's first teachers. They bring with them a great diversity. This is acknowledged and respected through our 'open door' policy, which encourages their involvement and participation to a level with which they are comfortable.

Loose Parts - We believe that loose parts enables children to explore their sense of being by the use of open ended materials that can be moved, combined, taken apart, redesigned, lined up and so much more.

The Earth - We believe that in order for a child to take care of the earth, he must first love and feel connected to the earth.

School Readiness - We believe "academic readiness" is getting a child ready for life, not school.

Life-long learning - We believe that in providing a safe, secure and supportive learning environment for each individual child in our care we will inspire, encourage and guide them to reach their full potential and to develop the necessary skills and abilities that are required for successful life-long learning.

Children's voices - We believe that children should be consulted and their voices should be celebrated.

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



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Review
and evaluate

Quality Area 1: Educational Program and Practice

The Early Years Learning Framework (EYLF) is the overarching curriculum-planning and assessment tool. The Preschool Indicators for Literacy and Numeracy also informs our planning and assessment, together with the Child Protection Curriculum. The Educational Program is shaped to enhance each child's learning and development, and our daily practices are further informed by critical reflection that is embedded within our work. Children's development is stimulated holistically through spontaneous and planned experiences in both the indoor and outdoor learning environment. Through our planned and critically reflective approach we co-create the curriculum with the children and their families. On enrolment, families fill in a 'Family Questionnaire', which provides us with important information about each child's background, culture, interests, strengths and areas for further development. Parents/Caregivers are invited to share their ideas about their child, and the children themselves are invited to share their thoughts and ideas using the 'Family Questionnaire' as well. Individual Learning Plan's (ILP's) are developed collaboratively between the educator, child and family. These important documents are regularly referred to, reflected upon and reviewed as part of the continuous planning, programming and assessment cycle. It is important to us that parents are involved in their child's program and progress and we do this in a number of ways to further facilitate and extend on the children's learning. Information about the learning program is displayed throughout the preschool, in the Floorbook and shared via newsletters. Learning displays around the preschool are regularly updated so children can share their learning with their families. Families are invited to our 'Learning Journey' days that are held in conjunction with the Primary School, where our preschool families are encouraged to spend some time in the preschool with their children to explore the learning environment as guided by their children. Each child has a learning portfolio that reflects their learning and progress over the year, this is available to parents at all times and is sent home to families each term. Staff are available for conversations with parents/caregivers at drop off and pick up, or in a more formal meeting environment, such as parent/teacher interviews with the Educational Leader. Staff are mindful of maintaining contact with families who do not enter the preschool regularly often through notes home via individual children's communication books and/or phone conversations. A statement of learning is given to every child on their completion of the preschool year. With written permission from parents/caregivers this is also shared with the Foundation Teacher, and other relevant staff, at the school. Preschool staff observe, listen and critically reflect while documenting what children say and do. This information is collected in the form of photos, learning notes, program reflection notes, observational jottings and the Floorbook. This documentation is linked with the EYLF and the Preschool Indicators to inform further program planning and assessment and is a continuous cycle. The learning program is written regularly using information from critical reflections about learning experiences and observations about individual children with this information being used to further inform the planning and assessment cycle. Our regular and meaningful communication with our families is also integral to this process. At regular meetings preschool staff share their observations in regards to individual children through discussion and collaborative critical reflection which further informs and guides our planning. Children contribute their ideas to our program and reflect on their experiences via our Floorbook and through conversations by staff with the children as individuals and as a group. Children are also supported to formally reflect on their learning both conversationally and at times as documented in our Floorbook by staff scribing for the children their thoughts and ideas when guided through some reflective thinking and questioning prompts. Our program and our daily routines are organised in such a way so as to maximize opportunities for each child's learning and growing agency. The preschool session begins with a long period of connecting time involving both child initiated and teacher guided indoor play. This enables children to settle in to the environment, share experiences with their family and separate effectively. Children have time to interact with their friends and staff and share important events from home. The deliberate balance between routine and spontaneity stimulates engagement and deeper learning as experiences progress over the day. Our deliberate, thoughtful and purposeful decision making and intentionality sees that we readily respond to children's ideas and play and we are skilled in extending their learning through our meaning interactions, open ended questioning and supportive feedback.

Strengths



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Review
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 2: Children's Health and Safety

Due to our mutually respectful relationships with the children and their families all staff are consistently in tune with and responsive to the children's ever changing health needs and their physical activity requirements throughout the day. Children and their families feel comfortable in sharing their health and safety needs with us, knowing that we will act and respond confidently to the daily events that impact on children's health and activity needs. Our actions from this information sharing authentically reflects the voices, priorities and strengths of the children and families at our Preschool. We provide a range of opportunities to effectively address and respond to children's needs for sleep, rest and relaxation throughout the day, both individually and in groups. Through this we engage meaningfully and regularly with families to discuss children's changing health and physical activity requirements including their interests, preferences and strengths, and incorporate these into our program. Our site works directly with children, families, and professionals, as warranted, to develop targeted practices that are responsive to children's evolving health and activities need, which is reflected in our planning and programming. Sound management practices exist that support children's health and medical needs in line with established best practice at all times. Staff model and actively promote healthy eating, physical activity, and effective hygiene practices throughout the day and these are embedded in our program as evidenced by the provision of regular opportunities for explicit learning about health and wellbeing. We are proactive in systematically and regularly reflecting on opportunities to enhance each child's health outcomes and promote physical activity with children and families. We achieve this by seeking out and considering alternate ways of supporting each child's health and activity needs, and make changes where opportunities exist to further enhance children's outcomes and wellbeing. In doing this we are aware of and act on our shared responsibilities for ensuring children's safety at all times, including in relation to child protection, and we are able to articulate these responsibilities as part of our ongoing critical reflection to proactively identify and manage risks and take precautions to protect children from harm and hazard. This reflection guides us and influences the design and delivery of our educational program. Through our ongoing risk management we are able to quickly identify and respond confidently to changes in our environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times due to our collaborative team approach. This process is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services such as the CFS, in establishing and maintaining our Bushfire Evacuation Plan, which takes into consideration our geographical context and sees that we remain responsive to the changes in the environment throughout the year. Over time we have built partnerships with families and the broader community to further enhance children's health and activity outcomes, for example through our collaborative work with the local Ambulance Station, and our strong links with the OPAL team (Coorong District Council) whilst funding existed, which were formed to further promote healthy eating and lifestyles choices. Knowledge and skills gained by staff who participated in this has further enhanced shared learning experiences and has seen these understandings embedded in our teaching and learning program. This also enables us to reflect together on health and illness-related incidents, and supports us to make changes to practices, policies and procedures where opportunities are identified to strengthen these areas. Staff are vigilant and ever mindful in taking into consideration and discussing the social justice and equity implications of our practice decisions to ensure that our practice is inclusive of all. Our approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources. This supports Preschool staff in routinely assessing and critically reflecting on the learning environment and guides us to take action to prevent and/or minimize risk at all times. This is documented using the inside and outside environment checks. Hazards and near misses are reported to the schools WHS officer. Clear emergency procedures exist and are practiced by all children each term. These are reviewed, critically reflected on and updated regularly. First Aid and Mandatory notification training is up to date for all preschool staff and regular volunteers. Through this strong approach to supporting and promoting children's safety our team critically reflects via robust debate, discussion, and is able to identify genuine opportunities for input by all. This sees that all staff at our site are aware of their roles and responsibilities in ensuring that each child is protected and supported.

Strengths



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Review
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 3: Physical Environment

Our staff team is deeply aware of how changes to the physical environment throughout the day is needed to ensure the continued safety, participation and inclusion of all children and we are able to confidently adjust practice and the environment as needed to achieve this. Through our deep critical reflection on the design of the physical environment, we are able to consider different opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes. However always remaining mindful of important theoretical influences, such as the Reggio Emilia approach, on the design choices and how these align with EYLF, our philosophy, policies and procedures. These are all evidenced by our work over many years which saw in 2015, the outdoor play space being re-opened after some significant changes which included the removal of the 'old preschool building' (that was decommissioned by DECD in 2006), the removal of the old metal/plastic play equipment and the subsequent re-designing of the whole space. This was a very lengthy process that took place over several years and involved the collaboration of preschool children and their families, preschool staff, school staff, DECD/DPI staff and the wider community. Families and the wider community were actively involved in decision making processes, and donated much of the resources needed in our outdoor area including the plants, rocks and logs. Due to this high collaborative engagement a true sense of belonging is evident in our culture that sees the physical environment supporting the access and full participation of every child. The wonderful play based environment that exists helps us to promote and positively support children's interaction with our learning spaces, the materials and each other. All of these factors contribute to a flexible and stimulating environment that enhances each child's development and learning. An environment that sees children actively engaged in child-directed learning experiences that also demonstrate our shared responsibility to the environment. Through this preschool staff are able to support families and children to develop understanding and engage in environmentally responsible and sustainable practices. It is evident that our practice is shaped by meaningful engagement with families and our community. We have consulted the children in physical layout of the indoor spaces as well which plays a significant role in the selection of furniture, equipment and resources. Our preschool families continue to support our growing loose parts collections through the donation of specific items following a recent loose parts audit process. The physical environment promotes positive and full participation by all children. And our learning areas are flexible and stimulating spaces that enhance each child's development and learning. This sees us working collaboratively with families and our community in fostering an inclusive, welcoming and flexible play-based learning environment. A space that is further enhanced by us ensuring that children are engaged in excursions that utilise our unique community environments and support child-directed exploration and discovery. Our deep commitment to being inclusive of all sees the provision of a learning environment that promotes and nurtures safe and inclusive access by all children and fosters each child's full engagement with the program. We believe that the physical environment strongly reflects and consistently aligns with the design and delivery of the educational program, our philosophy, and our 'we believe' statements. All of which demonstrates a strong commitment to the principles and practices of the EYLF. The shared approach to design and maintenance of the physical environment, both inside and out, ensure that any changes to the design and maintenance of our physical environment is understood by all and implemented appropriately. Our growing understanding of the diverse cultures within our community, such as the Aboriginal and Torres Strait Islanders, the Maori People and so on, sees their influences beginning to emerge in enhancing the design of our indoor and outdoor spaces. We are diligent in seeing that our service consistently aligns with safety, cleanliness and maintenance advice from recognised authorities and reflects our policies, procedures and record keeping systems. Critical reflection about the systems that we have in place to support our physical environment reflects robust debate, discussion, and opportunities for input by all staff connected with the Preschool, so that we can provide a high quality learning environment. Our staff team work together to ensure that the use of the physical environment is organised so that it is flexible, and supports safe and inclusive access by all children and promotes each child's engagement in play-based learning.

Strengths



5
Review
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 4: Staffing Arrangements

Educator-to-child ratios and qualification requirements are maintained at all times with preschool staff being allocated to provide inside and outside supervision to children. We function well as a staff team and work together to facilitate the best possible outcomes for the children and families at our preschool. We have a highly valued small pool of relieving staff, who we can call on to assist during times of staff absences if these are planned in advance. Unexpected absences are currently covered internally by our regular preschool staff, who increase their time to cover if and when needed. This organisation of educators across our service supports children's learning and development and allows our practice to be informed by regular critical reflection on how our staffing arrangements can be put in place to best meet the needs of all of our children. This also allows our site to ensure, as much as possible that our children experience continuity of educators across the service which is key to establishing and maintaining a sense of belonging. Preschool staff meetings and programming sessions involve the majority of the preschool team, when Torie's rostered hours allow her to participate. This sees Michelle and Tracey having specific time allocated every week to collaborate together to critically reflect on the teaching and learning program.

All preschool staff communicate professionally, respectfully and appropriately with each other. We share information via formal and informal face to face meetings, phone calls, daily communication, emails, text messages, and weekly critical reflection for the Educational Leader in our teaching program. All preschool staff members are respectful of each other's ideas and contributions.

All preschool staff professionally collaborate to ensure that all roles and responsibilities are actioned. The introduction of the Preschool Operations Maintenance Plan (POMP) has formalized roles and responsibilities. This document has been critically reflected on and adjusted as required, which sees us actively working towards continuous improvement.

Preschool staff are encouraged to access Department for Education counselling services via weekly reminders at Whole School and Junior School staff meetings which the Educational Leader attends.

The commitment by preschool staff to support the children and their families in creating a sense of belonging at our preschool sees them all being comfortable and confident in the preschool environment. Successes and milestones are celebrated together, and the team has become a valuable support network for each other. Any conflicts are resolved quickly, and respectfully and do not affect the learning environment for children.

Since 2016 the Coorong Mallee Partnership has acted upon its members' feedback to now include all staff from school-based and stand-alone preschools as part of their Professional Learning Community (PLC), previously it was only the Directors from the partnerships stand-alone preschools who were released to attend.

As a result, this year Tracey and I have had the opportunity to attend some Student Free Day's. We have been able to participate in shared learning experiences and professional development together. We have used these shared experiences, common understandings, increased skills and knowledge to enhance the program. If preschool staff members attend other professional development then our learning is regularly shared back with the preschool staff team. A performance management process is in place for all preschool staff and is in line with the Department for Education Performance and Development Policy. The process of performance management at Tintinara Preschool involves critical reflection by preschool staff as a team usually via formal staff meetings, informal chats and at the Coorong Mallee Partnership Preschool days.

Strengths



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Review
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 5: Relationships with Children

At Tintinara Preschool we are very mindful that responsive and meaningful interactions are key to building trusting and respectful relationships with children and families, relationships that support them to feel secure, confident and included. This relationship building actually begins prior to children enrolling as we have long established strong links with the Tintinara Playgroup, situated across the road, which sees our preschool and playgroup children engaging and interacting prior to starting preschool. Children are supported in developing positive relationships with each other, as preschool staff value the sense of belongingness that comes from developing friendships, and the high learning outcomes that can be achieved as children interact with and learn from each other in collaborative and helpful ways. These practices are embedded in our preschool and are evident in all of our positive educator to child interactions. Opportunities for social interactions are endless and more structured collaborative learning opportunities are carefully balanced with opportunities for child initiated spontaneous experiences. Preschool staff are ever attentive in being available to provide assistance to children during these interactions if and when needed. Tintinara Preschool has a culture of inclusion. Regardless of age, culture, appearance, interests or abilities, all children belong in the preschool and children learn to interact with others using inclusive practices. Differences are celebrated and provoke further learning opportunities for all children whilst the dignity and rights of every child are maintained and acknowledged. This is achieved through strongly embedded practices of maintaining confidentiality, and only sharing information through the appropriate channels.

Tintinara Preschool staff place a high value on acknowledging children's voices. We value what children say and do, and use their ideas to help form our curriculum through the use of the floorbook, observational notes and anecdotes. We also place great value on celebrating children's voices and support children by scribing their words, when asked by children to do so. This is another way that we ensure we maintain the rights and dignity of each child. Children are encouraged to participate in varying learning experiences and opportunities and specific tasks to highlight and strengthen abilities and enhance confidence. Exploring and learning to socialize appropriately with others, and to manage feelings, behaviours and responsibilities is a very complex process for children. We understand and know that when preschool staff take a positive, strengths-based approach to guiding children's behaviour, we are then ultimately empowering children to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others. Our program is designed to support children with feeling secure, confident and included. Led by the educational leader our preschool staff are very good at recognising children who may need additional support in these areas, such as separation anxiety, fear, shyness, lack of self-regulation and lack of self-confidence. Children are assisted to manage their own behaviour through self-regulation. Preschool staff give them clear expectations of what is expected in line with our site specific Behaviour Management Policy and Site Behaviour Code. Children are supported to make positive choices and manage their own behaviour appropriately. Preschool interactions and ways of operating are developed in collaboration with the children and each child is empowered to speak up if there is a conflict. Self-help skills are encouraged but preschool staff are always close by to help if needed. Children have agency in resolving their own conflicts- however support is always available when needed, and the skills needed in being capable self-regulators are modelled and taught with great intentionality. We encourage children to take risks in their learning, to make attempts, and to take safe risks. Preschool staff are very aware of the wellbeing and involvement levels of children, and this area is a focus of in-depth conversations and planning during staff meetings and informal discussions.

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



5

Review
and evaluate

Quality Area 6: Collaborative Partnerships with Families and Communities

Being a school-based preschool in a small country town, our collaborative partnerships with families and communities are embraced as being fundamental to achieving positive outcomes not only for the children in our care but for all involved with Tintinara Preschool. Our preschool is a very visible part of our community and a place that many families have a deep and long connection. Families feel connected, valued, and acknowledged as belonging at Tintinara Preschool. We are continually aiming to build collaborative partnerships with families and our community and this is evident in their willingness to participate in all aspect of our preschool. Our supportive relationships with families from enrolment to be active contributors to our service, including as decision makers is key to nurturing this engagement. Due to our supportive and inclusive relationships with families, they know that they are respected and because of this they willing to share in decision making in their own unique ways. Mutual respect is very evident because families and educators are supported to value each other's knowledge and roles, and communicate freely and respectfully. Preschool staff know that these aspects of our service are fundamental in ensuring high quality learning and wellbeing is taking place for the children. The genuine partnership relationships that exist with families ultimately support consistency between the children's experiences at home and at the service, which we know positively enhances children's learning, wellbeing and inclusion. These highly effective partnerships truly support each child's access, inclusion and positive participation in our program. Current information is available to our families in a variety of different ways and we are very mindful of sharing relevant information about appropriate community services and resources that maybe available to support the wellbeing of our families, particularly given our rural location. An effective enrolment process is in place at Tintinara Preschool through our 'Transition to Preschool' program. Prospective parents/caregivers will often drop into the preschool or the school front office to express their interest in finding out more about what we offer. The information session and site visits are usually held in term 4 the year prior to a child starting preschool, which are valued by the community and this is evidenced with continually high attendance by new families at these days The fostering our supportive relationships with families begins prior to children enrolling as our site has a long established connection and regularly engages with the community. All preschool staff acknowledge that transition is a long term process that involves a child's identity, being able to internalise the leaving of one setting and then developing a sense of belonging within the new setting. Successful transition requires input and effective communication from all key stakeholders - preschool staff, the wider community, the families, and most importantly the children themselves. Creating a collaborative partnership with the community that we operate in is vital in our success as an early childhood educational setting, and is are area of our program that sees the sense of belonging and connection with our preschool continuing to thrive and grow.

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



5

Review
and evaluate

Quality Area 7: Governance and Leadership

Our Tintinara Preschool statement of Philosophy guides all aspects of our service operations. Our philosophy is jointly reviewed by all key stakeholders which ensures that it reflects the shared understandings that exist to our site across our staff, children, families and our community. The philosophy at Tintinara Preschool guides our days and is strongly reflected in the educators' pedagogy, planning and practice when delivering the educational program. We sustain and nurture a successful teaching and learning environment due to our high levels of organisation, communication skills and capacity to build a strong sense of community amongst families. The Preschool Staff work strongly as a team, supporting and assisting each other to achieve personal and team goals; building a positive and proactive environment. Tintinara Preschool is an organised, effectively managed service with instilled confidence in preschool staff and parent community. A well established and constructive partnership exists with Tintinara Area School staff. This partnership ensures that systems are in place across both sites to effectively manage risk and enables the effective management and operation of our quality service. Furthermore, clearly defined roles and responsibilities are understood and support effective decision making and operation of the service. The implementation of our Preschool Operations Management Plan (POMP) in 2019 saw that the shared governance of our site, as detailed on this important document supported the operation of a quality service. Our continual critical reflection on the effectiveness of the POMP sees that this plan has become well embedded as part of our governance system as we continue its implementation in 2020. The POMP has also provided us with a clearer plan in ensuring that we are incorporating regular self-assessment and quality improvement discussions in staff meetings at preschool level and in our professional discussions with the wider community, with school staff who have a leadership role involved with our preschool. These discussions together with those had at partnership level with neighbouring sites encourages and supports educators to participate in reflection on key practices, such as pedagogy and inclusion. These rich opportunities also enable all staff members to provide input into planning for continuous quality improvement. Our intent in becoming more rigorous in documenting these opportunities for critical reflection around our continuous improvement has seen our QIP become a 'live working' document. This in turn has been a key step for our team in having the confidence to establish and maintaining a culture of ongoing reflection and self-review. This has seen us face challenges, but has inspired greater motivation, and has truly supported positive levels of staff satisfaction but from this improvement has been a noticeable result. The nominated supervisor/school principal and his delegated authority in the preschool, the school assistant principal, work together to ensure that the education leader is supported. A shared understanding exists that acknowledges that the educational leader of our preschool plays a significant role in guiding and developing preschool staff and families' understandings about play and leisure-based learning, and the significance of early years in the education for their children who are in our care. It is evident that the shared understanding that exists that the leadership team supports the approach of the educational leader, as her leadership for learning has the potential to build the knowledge, skills and professionalism of educators, and to help communicate these important messages to families, schools and the broader community. The Educational Leader leads the preschool team and ensures that the curriculum and practice are of a high standard. This is through leading the development and implementation of the educational program and assessment and planning cycle that sees the children being at the heart of all that we do. Our shared intent to see that rigorous and meaningful documentation is in place allows for collaborative critical reflection. The preschool quality improvement plan is continuously revisited to ensure that we are achieving realistic improvement goals and maintaining a site that is of high quality in terms of safety, relationships, teaching and learning in a collaborative way. An effective performance management process is in place which follows guidelines in the Department for Education Performance and Development Policy and this is managed by School Principal/Nominated Supervisor. From our collaborative work in the preschool, including our team approach to professional learning and development, it is evident through our daily interactions with children, their families, each other and the wider community that we provide a high level of education and care.

Quality Improvement Plan for TINTINARA PRESCHOOL

2020

Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

For further information and advice contact your local education team.

Learning Improvement Plan



Goal 1:

To improve children's ability to verbally and non-verbally communicate their ideas and thinking.

Challenge of practice:

If we develop and implement a whole of site approach to supporting children's communication, then we will improve children's ability to communicate their ideas and thinking.

Actions	NQS links	Timeline	Resources	Responsibility
Access professional learning to develop educators' understanding of the aspects of oral language with a focus on speaking and listening, by actively engaging in the LDAR Action Research Project - linked to staff meeting and Performance plans.	4.2.1 7.2.3	March 2020	LDAR - Jane Lemon Pupil free day (Partnership) Staff Meetings PDP Meetings	ECL/Site Leader to organise PD opportunities. All educators to develop PDP and attend staff meetings.
Explore and implement effective methods for documenting and analysing children's language and conversations	1.3.1	February 2020	Recording template TROLL	All educators to implement, monitor and analyse children's language and conversations
Using knowledge from the professional learning and materials recommended, develop and implement appropriate teaching strategies that support and strengthen children's use of language in communicating their ideas and thinking.	1.2 5.1	April - October 2020	EYLF Literacy Indicators for Preschool Guidebook Observations/Documentation	All educators to develop and implement strategies and monitor for effectiveness
Utilise 'learning conversations' with families to share information, gain feedback and discuss future directions for each child about their language development.	6.1 1.3.3	Term 1, 2020 Term 3, 2020	ILP's	Teaching staff to organise with families ILP/Parent & Teacher Interviews to share feedback and consider implications for planning.
Success criteria	<p>Children are able to communicate their ideas and thinking with increasing use of verbal communication by engaging with peers and educators. Evidence from pedagogical documentation demonstrates this.</p> <p>Through our documentation we will see children:</p> <ul style="list-style-type: none"> - initiate and engage in sharing their ideas and thinking with peers and educators when involved in sustained play - frequently use an increasing range of words and sentences to describe their ideas, thoughts and feelings. 			

Progress notes




4

Improve
practice and
monitor impact

Goal 1:

To improve children's ability to verbally and non-verbally communicate their ideas and thinking.

Meeting date	Implementation (are we doing what we said we would do?)  Enter your overall assessment of progress towards implementing actions for improvement.	Impact (are we improving learning outcomes?) Enter the evidence of impact of your actions on children's learning against success criteria.	Next steps

Learning Improvement Plan



Goal 2: Goal 2 goes here

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				


Progress notes



4

Improve
practice and
monitor impact

Goal 2: Goal 2 goes here

Meeting date	Implementation (are we doing what we said we would do?)  Enter your overall assessment of progress towards implementing actions for improvement.	Impact (are we improving learning outcomes?) Enter the evidence of impact of your actions on children's learning against success criteria.	Next steps

Learning Improvement Plan



Goal 3: Goal 3 goes here


Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

Progress notes



4
Improve
practice and
monitor impact

Goal 3: Goal 3 goes here

Meeting date	Implementation (are we doing what we said we would do?)  Enter your overall assessment of progress towards implementing actions for improvement.	Impact (are we improving learning outcomes?) Enter the evidence of impact of your actions on children's learning against success criteria.	Next steps

National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed

Review and evaluate



5

Review
and evaluate

Learning improvement goal 1: To improve children's ability to verbally and non-verbally communicate their ideas and thinking.

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Review and evaluate



5
Review
and evaluate

Goal 2 goes here

Learning improvement goal 2:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Review and evaluate

Goal 3 goes here

Learning improvement goal 3:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?



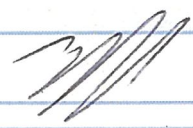
5

Review
and evaluate

Approvals

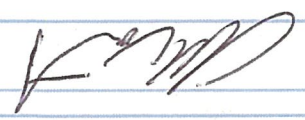
Approved by director/principal

Mike Sadleir



Approved by governing council chairperson

Adrian Wait



Approved by education director

Jim Michalannev

