

2023

Quality Improvement Plan for Coomandook Area School Preschool

Site number: 0729

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Service name

Coomandook Area School Preschool

Service address

3275 Dukes Highway, Coomandook

Service approval number

0729

Acknowledgment of Country

We acknowledge the Ngarkat and Ngarrindjeri 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

What to include:

- Brief history
- Demographic information about your preschool
- Staffing profile
- Additional programs on offer
- Overview of your improvement goals and priorities and the process you used

Coomandook Area School Preschool is a school based preschool within the Coomandook Area School community. The preschool program is run for 15 hours a week on Wednesday, Thursday and every third Friday. The Preschool program is delivered in The Coop, the original Preschool building with an extended outdoor area, shared with primary students. Occasional Care is provided on a Thursday morning in the same learning environment.

Statement of Philosophy

Enter your site philosophy below.

Include the date of your last philosophy review.

VISION STATEMENT: Coomandook Area School is dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential. We recognise the child's first teacher is their family and strive to develop and maintain connections with our families. By building relationships with families we can ensure different values, beliefs and perspectives are being respected. We believe children are lifelong learners and come to us with a wealth of knowledge and experience. We work in partnership with families and the wider community to provide a program which is enriching and engaging. We use the Early Years Learning Framework: Belonging, Being, Becoming to guide our planning and learning. Developing and maintaining strong relationships with children provides an environment in which children can grow and learn. Fostering a safe and healthy environment ensures children feel a sense of belonging, and are supported emotionally, physically and culturally. Preschool Values are: here to have FUN work as a TEAM keep each other SAFE LISTEN to each other

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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2-4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Coomandook Area School Preschool's program offers a unique and inclusive educational program featuring learning centred in play based pedagogies that are founded on practices and principles of the Early Years Learning Framework. The Early Years Team are responsible for the program and have knowledge of the EYLF. -Preschool teacher is using the literacy and numeracy indicators to inform planning and individual learning goals. -Each child's strengths, interests and abilities are reflected on in the planning and programming and is documented through individual observations, weekly reflections and a statement of learning both mid year and end of year. -Program includes Occasional Care, which is accessed by local families and is used as a transition to Preschool. -Children have opportunities for long periods of uninterrupted play both indoor and outdoor environments, which allows children to direct their learning. -Children's strengths and interests are used to inform planning -Children engage in small group and large group mat times to encourage social interactions -Every child is supported to engage with the program by building on their strengths and interests. -Early years team engages in professional development to enhance the educational program -literacy and numeracy skills are developed through intentional and spontaneous experiences. -families are involved through class newsletter, attending The Coop acquaintance night, parent/ teacher interviews, whole school events and communication diaries. -Educators follow children's interests to gather data in multiple forms. -Data is analysed through children's learning and teaching actions to inform program and learning goals. -children are provided with stretch to their learning through planned experiences -spontaneous experiences are used for in the moment intentional teaching - children's interests inform program -Sway is used to communicate with families and reflect on the program.

Strengths

With reference to the three exceeding themes:

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3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 2: Children's Health and Safety

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-children's health and safety needs are identified upon enrolment. Medication and Health Management plans are discussed amongst the Early Years Team and are located at the front office. -Families are encouraged to provide a healthy lunch and recess for their children. -Healthy snack is offered twice a day where children choose a piece of fruit, vegetable or dairy product to eat. -the Early Years Team work together to ensure consistent language and expectations in the environment that provide the children with the support to explore the environment and challenge themselves in a safe manner. - preschool children are entitled to the Government funded health checks -indoor environment is cleaned every night and teachers wipe down surfaces during the day. -middle of the day bathroom clean - children have access to quiet spaces and have the opportunities for rest -early years team and JP teachers identify hazards in the outdoor environment which are reported to grounds. Hazards, where possible are dealt with immediately by staff. -children are adequately supervised through out the day and remain inline of sight. Preschool yard procedure developed so all staff know their responsibilities. Preschool teacher to remain with preschool children during recess and have 30min lunch cover to continue the preschool program. another teacher to be present for yard duty. Policies in place for managing injuries and illness, hygiene practices, sun safety and emergency procedures. all emergency invacuation and evacuation practices are conducted on a whole site level within the school.

Strengths

With reference to the three exceeding themes:

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

Quality Area 3: Physical Environment

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Large outdoor area for children to play from preschool to year 3. Bike track and sandpit extension in 2020 indoor space is equipped for maximum engagement through different designated learning areas and play spaces. -nappy change area support safe access and hygienic change routines. - teachers and ECW's have access to hygienic hand washing facilities toilet and nappy change facilities are accessible to children from our outdoor/indoor environment. - the outdoor environment has adequate shaded area's to protect children from UV. - children take an active role in caring for the environment -outdoor environment provides spaces such as grassed areas, mud kitchen, sand pit, slides, bike track, swings, playground equipment and are designed in a way to engage children in open-ended play. - indoor equipment has incorporated the use of natural materials to enhance the aesthetics of the environment. -the indoor space has been designed to be flexible and to provide different learning opportunities -the indoor environment is resourced with open-ended materials for the children to access and resource their own learning. - indoor environment has lots of natural light and indoor plants to enhance aesthetics shared space allows for preschool children to share and learn with Occasional Care children.

Strengths

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3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Preschool teacher and Occasional Care educator work closely to provide an engaging early years program. -Principal is nominated supervisor Preschool teacher is responsible teacher -Junior primary staff and leadership to cover preschool teacher lunch breaks. -When needed, regular relief staff are used to provide continuity - PLC with Early Years partnerships provide opportunities for professional collaboration

Strengths

With reference to the three exceeding themes:

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Quality Area 5: Relationships with Children

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-preschool consists of small numbers which allow for strong relationships to develop between teacher and children. -the site has an occasional care program which builds the foundation for relationships which children come to preschool -periods of unstructured play are valued to their strength in fostering connections between children and teacher -preschool teacher uses their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning -educators use consistent language to respond to children being safe and supporting them in managing their emotions -developing relationships with children so they feel safe and secure within their environment so they feel confident to express themselves and their thinking.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 6: Collaborative Partnerships with Families and Communities

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-invite families to participate in their child's learning. -families are welcome to come and share an experience with the children e.g making jam families are invited to attend acquaintance nights and parent/ teacher interviews -families are supported to stay with their child for as long as they choose during the settling-in period and are offered further support if needed -families are provided with updates about the preschool and their individual children through notes in their communication diary, newsletters, email, children's observations and portfolios and both formal and informal conversations. -families, including extended family members, are invited to participate in events and excursions families are invited to attend school functions such as swimming carnival and sports day school -swimming carnival and sports days include Coonalpyn Primary School students

Strengths

With reference to the three exceeding themes:

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Quality Area 7: Governance and Leadership

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

PQIP is monitored on a regular basis week 5 and week 10 of each term through team meeting with principal preschool teacher meets with principal to monitor program preschool reports to parent body through staff rep preschool teacher invited to attend governing council meetings PQIP and any policy updates are shared and discussed at these meetings prior to arrival all educators can access professional learning by requesting attendance Preschool policies are stored on the school website and folder in front office staff training and certificate documentation is stored on school site student information is filed and stored in school office in locked filing cabinet.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Coomandook Area School
Preschool

Goal 1: to extend children's problem-solving skills to build on their understanding of numeracy.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators plan for authentic problem-solving strategies, children will become more effective users of numeracy.

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

Through ongoing analysis from our formative assessment processes, we will see children:

- interpret and use data to make decisions.
- apply a wide variety of thinking strategies to engage with situation and solve problems, and adapt these strategies to new situations.
- will use reflective thinking to consider why things happen and what can be learnt from these experiences.
- will create and use representation to organise, record and communicate mathematical idea and concepts.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Preschool leader will establish and support regular ongoing professional dialog and training development.	7.2.2 7.2.3	ongoing	Assistant Principal- Primary and preschool teacher will work out a time that suits ongoing professional dialog.	ACEQA resources/website Organisational chart EYLF Principals and Practice
To explore problem-solving strategies with children to deepen their understanding of numeracy	1.2.1 1.2.2 1.2.3	By the end of term 4	Preschool teacher, SSO staff	EYLF outcome 4 Numeracy indicator Numeracy guidebooks (sentence starters)
Preschool teacher will increase their knowledge of strategies to support the development of children's numeracy knowledge and skills.	1.3.1 1.3.2	ongoing	Preschool teacher, Assistant Principal- Primary	DfE STEM early years resources Learning trajectories

Setting up the environment to develop experiences that challenge children's minds, create productive struggle and the joys of success.	1.2.1	ongoing	Preschool Teacher, SSO staff	'Maths is all around us' book
	3.2.2			
	5.2.1			
	6.2.2			

Goal 1: to extend children's problem-solving skills to build on their understanding of numeracy.



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

Actions	<div> <div>On track</div> <div>Needs attention/work in progress</div> <div>Not on track</div> </div>	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Preschool leader will establish and support regular ongoing professional dialog and training development.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
To explore problem-solving strategies with children to deepen their understanding of numeracy	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Preschool teacher will increase their knowledge of strategies to support the development of children's numeracy knowledge and skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Setting up the environment to develop experiences that challenge children's minds, create productive struggle and the joys of success.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: to extend children's problem-solving skills to build on their understanding of numeracy.



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.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Coomandook Area
School Preschool

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Preschool leader will establish and support regular ongoing professional dialog and training development.	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.
To explore problem-solving with children to extend their	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 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 to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.



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

Actions	<div> <div>On track</div> <div>Needs attention/work in progress</div> <div>Not on track</div> </div>	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Preschool leader will establish and support regular ongoing professional dialog and training development.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
To explore problem-solving with children to extend their	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.
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Goal 2: Click or tap here to enter text.



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

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Enablers: What factors have been critical for success?

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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
Noticed the need for more connections with families and their input in to the program.	1.1.1 6.1.3	Introduction of Story Park Meeting in week 0 with Story Park to get set up	Start of term 1	Story Park App	Preschool teacher
Introducing supervision map for staff to be aware of outdoor areas and where to stand for optimum supervision.	3.1.1	Create map Mark areas for staff and children	Start of term 1	Draw map of Coop yard	Preschool teacher
Seeking funding for fences to bring to correct height.	3.1.1	ECL to seek DfE funding	ongoing	Assets and facility services Capital pragmas and assets services	ECL
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			
Noticed the need for more connections with families and their input in to the program.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Introducing supervision map for staff to be aware of outdoor areas and where to stand for optimum supervision.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Seeking funding for fences to bring to correct height.	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.

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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 Mr. Mal Jurgs
Date Monday, 27 February 2023

Signature: 

Endorsed by governing council chairperson

Name Mrs. Louise Pitt 
Date Monday, 27 February 2023

Signature:

Endorsed by education director

Name Jim Michalanney.
Date 28/02/2023

Signature: 



Government of South Australia
Department for Education