

Quality Improvement Plan for

2022

Service name

The Heights Preschool

Service approval number

SE-00011031

Acknowledgement of Country

We acknowledge the Kaurna 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

The Heights Preschool (1600) is co-located with The Heights School (P-12) located 17km north of the Adelaide CBD in Modbury Heights.

Nominated Supervisor Principal: Mr Nigel Gill Email: Nigel.Gill593@schools.sa.edu.au

Preschool Coordinator: Kate Hallam Email: Kate.hallam285@schools.sa.edu.au

Approved Provider : Department for Education (Preschool): Primary contact: Ann-Marie Hayes

Telephone (08) 82263463 Email: AnnMarie.Hayes2@sa.gov.au

In 2022 our Preschool program has an enrolment of 77 children, divided into two groupings.

Groupings: Tuesday/Wednesday group 8.30am - 3.15pm (plus Monday Term 2 8.30am - 2.30pm) and Thursday/Friday group 8.30am - 3.15pm (plus Monday Term 3 8.30am - 2.30pm).

The Heights Preschool has 64% of children having English as an additional language, many of whom do not speak English before starting preschool. The preschool staff consist of the Preschool Coordinator, Kate Hallam who teaches three days per week with two days admin time, Kirsty Hatchard who works fulltime and Kristen Robinson teaches Tuesday/Wednesday's and Mondays in Term 2 and 3.

SSO's: Michelle Yates, Trang Shaw (Tues/Wed), Felicity Willis works as a Support SSO on Thursdays and Fridays.

Links to school - Preschool children participate in a wide variety of experiences held within the school.

- Stephanie Alexander Garden
- Borrowing from the library
- Assemblies
- Book week Parade
- Sports Day
- Visiting the science lab
- Visiting the reception classes and playspace
- School buddy class
- Using the outside facilities of the school such as the oval and playground

Research (Beck, McKeown, and Kucan, 2002; Stahl, 1991) intervention studies suggests that preschool children benefit from explicit instruction in teaching word meanings to build and activate background knowledge and provide children access to broaden vocabulary knowledge. The Heights Preschool COP and goal is to use this premise as a basis of their goal and challenge of practice through book based inquiry project.

Context

Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab

The Heights Preschool is an integral part of The Heights P-12 School. It is committed to developing mutually respectful partnerships with families, professional colleagues and support agencies in providing a high-quality Preschool program that reflects the values and vision statements of The Heights School and The Early Years Learning Framework: Belonging, Being and Becoming.

We recognise that early childhood is a unique and valuable stage of life. We acknowledge that play is the way that children learn, therefore educators use play to achieve their aims. Our program is reflective of the Early Years Learning Framework (EYLF) and embraces its principles and practices. Educators strive to empower children, by using their thoughts and ideas to develop the program further. We recognise that learning enhances each child's strengths, competence and self-esteem.

We believe that all children are individuals. We aim to enable children with additional needs to gain assistance with development through integration with their peers in an appropriate environment. We commit to a high quality program that is responsive to the needs of each child. We aim to be inclusive to all, providing multicultural education. We believe that an effective program is based on sound child development knowledge and provided in a happy, safe, warm and stimulating environment. We value the involvement and participation of all families. We acknowledge the uniqueness of each family and the contribution that they may bring to our service. We will develop and nurture positive relationships with our families that is based on trust and open communication. This will develop a sense of belonging and connectedness to the Preschool and community. We believe in building community capacity to enhance health and wellbeing outcomes for children and families. We will facilitate opportunities for parents and families to share their strengths, skills and talents within the Preschool and community. We will create partnerships with families and community, empowering them to engage with decision-making processes within the Preschool. The Heights Preschool will actively be an information hub for families by promoting, networking or partnering with other agencies and services within the community. We will provide an environment that reflects and respects our community. Our educator's value and commit to continually updating and improving their expertise and practices in the early childhood field through formal and informal professional development. We maintain that regularly engaging in critical self-reflection and seeking input from our colleagues is a necessary and worthwhile tool for self-improvement. We believe in working to complement and support the child-rearing practices of the family. We aim to act in the community in ways that enhance the standing of the profession. We strive to maintain respectful and ethical relationships amongst the staff, families and management committee. We are committed to a sustainable environment and as such reducing the impact of our global footprint. We will endeavour to practice waste wise initiatives, promote energy efficiency, reduce water usage and increase biodiversity as well as educate children to reduce our impact on the environment. We will work with families and the community in practical and supportive ways to act out this commitment. Our vision is to empower the children to make changes themselves. We believe one person can make a difference in the world and that a group of people making small changes can have a significant impact.

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 1: Educational Program and Practice

Theme 1 - Practice is embedded in service operations

Our program, routine and transition times are regularly discussed, reflected on and explored to find ways to improve our practices all year.

The Preschool Coordinator suggests and advises staff, as well as staff have collegial discussions with each other, on ways they can further extend or enrich children's learning experiences.

Our program documentation is evidence of our daily practices as educators planning and programming for individual children's needs and interests being guided by the outcomes in the EYLF.

Educators consistently respond to children's choice, ideas and facilitate opportunities to extend on children's thinking, learning and problem solving through open ended questioning, interactions, conversations, planning and resourcing.

Children are supported in making decisions in all aspects of the routines and their choices and ideas for their own learning are encouraged and extended upon within the program.

Each child has a portfolio which records their involvement and learning.

We establish and maintain strong and meaningful relationships with our children which is the foundation for ensuring these practices are embedded each day.

Educators are consistently engaged in planned and spontaneous critical reflections on children's learning, development and environments.

Educators work collaboratively to assess each child's learning.

Educators engage with families informally and formally to inform them of the program and their child's learning and development.

Theme 2 - Practice is informed by critical reflection

We use many ways to critically reflect on our programming practices, formal meeting times such as staff meetings, PL meetings, and parent meetings.

We remind, suggest, offer support, model and encourage each other's practices.

Educators use a variety of methods such as collegial discussions to reflect and discuss on the needs of individual children and how to extend on their learning.

Each teacher is allocated a group of children that they specifically focus on. In this way, every child has an educator that is an advocate for their learning, needs and well-being during staff

discussion/reflection time. Using this focus child process, we can ensure that every child is included and that each child's learning and development is reflected on in an ongoing and consistent way.

Critical reflection is embedded within our practices via documentation, daily conversations and informal and formal meeting times between educators and with families. Feedback and ideas inform future planning and help educators to reflect on ways we can be consistent with our practices between the home and preschool environments.

Educators critically reflect on the programs using evaluations and team meeting times to ensure programs are relevant and authentic.

Theme 3 - Practice is shaped by meaningful engagement with families and the community.

We have many processes upon enrolment, forms, questionnaires and conversations which help begin meaningful engagement with our families.

We use the first few weeks of preschool as transition so we can gather information from their families about their needs, interests and development so this can be used to assist children in feeling a sense of belonging to our environments from their very first day.

We use Class Dojo as our online communication tool, which is advantageous for our parents as they can translate it to their first language, decreasing the language barrier of our high EALD community.

We value families input into the program, twice a year we send out an electronic survey to parents about their child's development and interests. We utilise this information to extend on their children's learning. We also regularly ask for parents feedback about the program, what their child has been talking about at home. Incorporating their ideas within the preschool.

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

Theme 1 - Practice is embedded in service operations

Educators consistently respond and are aware to children's changing needs by having meaningful relationships with every child and family in our service. Educators respond by changing routines, practices, programs to accommodate children's individual needs, energy levels and interest. Healthy eating, physical activity and hygiene practices are discussed with children daily as educators model these practices in the service themselves. Educators regularly reflect on, discuss and implement ways to ensure children's safety at all times. Team and leadership meetings regularly include reflections and discussions on educator and Preschool practices on keeping children safe. All staff are trained in RRAHN and a Wellbeing Officer as well as a Complex Needs Coordinator is available for consult around supporting children's developmental needs as well as assisting families at risk of abuse and neglect. We utilise the outdoor school learning environments for extended gross motor experiences and to familiarise children who will transition to reception classes at school.

Theme 2 - Practice is informed by critical reflection

All formal meeting times include discussion on the preschools responsibilities in ensuring children's safety and wellbeing. Educators use a variety of methods to plan, discuss, reflect and implement changes to practices, if needed. These include formal meeting times, daily discussions where information about individual children's needs are shared and planned for. Educators spend time reflecting on practices to ensure we are adapting to suit the changing needs of our children. An example of this the development and implementation of our Six Strategies of Active Supervision diagram. The Preschool Coordinator will investigate children's incident and injury forms to look for any information that could prevent further injury. Risk benefit assessments are developed and revised with the children throughout the year.

Theme 3 - Practice is shaped by meaningful engagement with families/community.

Educators and families work together by continually sharing information which assist in planning for children's health needs. We link in with the local Children's Centre who has Allied Health and community development programs that our families are encouraged to access. Any changes to children's health plans are emailed to the Preschool Coordinator and children's plans are updated as a result. Our Preschool provides families with resources on healthy living and eating practices via Classdojo, activities and displays.

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

Quality Area 3: Physical Environment

Theme 1 - Practice is embedded in service operations

Educators confidently and thoughtfully adapt spaces and resources when planning and as needed on a day to day basis. We consult and observe children in their learning environments which informs any plans for environment change and adaptation.

Natural materials being offered in both indoor and outdoor play spaces

Opportunities for children to engage with natural play spaces and sustainable practices (herb garden, worm farm, recycling program). The preschool actively promotes recycling and reusing, the children use a three bucket system. One for green waste/composting/chickens, one for soft plastic recycling (which we take to Woolworths) and one for rubbish. All paper/cardboard recycling goes in the large yellow bin. The educators are committed to modelling environmental care practices and promoting that responsibility in our staff team and together with children.

Children are encouraged to wonder, notice, explore, investigate, problem solve, imagine, think critically, create and experiment, enabling them to experience diverse opportunities to practice and refine skills across all aspects of learning.

Being within the school grounds enables siblings and extended family members to see each other during lunch and recess which we believe is strongly connected to children's sense of belonging, being and becoming.

Child Protection is a strong feature of our curriculum. It is delivered in both a formal intentional methodology as well as in a more spontaneous, integrated format.

We utilise the outdoor school learning environments for extended gross motor experiences and to familiarise children who will possibly transition to The Heights.

Extended access to outdoor learning environments and an understanding of its importance. Indoor and outdoor opportunities daily provide children with the option of choosing where to play.

Risk benefit assessments are regularly completed by educators in consultation with children with the setup of new experiences and opportunities. Children are encouraged to engage in play through diverse and challenging environments that will promote their risk management.

Theme 2 - Practice is informed by critical reflection

We reflect on our environments in depth during staff development days and also at team meetings throughout the year.

We discuss any changes to environments during team meetings as well as sharing observations and children's voices.

Theme 3 - Practice is shaped by meaningful engagement with families and/or community

We ask parents to help minimise the need to purchase new equipment by donating resources and clothing they no longer need.

Children actively participate in maintaining the Vegetable garden with the assistance of a grandparent. The children are avid composters and recyclers; sorting the scraps for the worm farm and chickens at the school as well as collecting the soft plastics to return these to the local Woolworths for recycling.

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Quality Area 4: Staffing Arrangements

Theme 1 - Practice is embedded in service operations

Staff are passionate about caring and educating children. A natural desire of educators is to plan enriching, safe and interesting programs.

Meaningful relationships with children, families and each other are built upon every day and information is shared, reflected on and planned for to ensure children have every opportunity to develop their skills, interests and needs.

Educators support each other in the workplace.

Educators utilise each other's skills, knowledge and experience every day.

Professional standards guide all aspects of our roles as educators.

All Educators (including TRTs and relief SSOs) are inducted prior to commencement of site work. The 'Induction Folder' located in the preschool office includes information about the Preschool, our philosophy statement, emergency procedures, code of conduct and Preschool routines. The 'Policies and Procedures' folder is located near the front door.

Theme 2 - Practice is informed by critical reflection

Our educators use many methods to critically reflect on their roles, responsibilities as educators. We use discussion groups and a communication book, we reflect at each staff and PLT meeting, we have professional discussions all day which gather information and perspective on a range of topics, we reflect after attending PD training and we reflect at parent meeting times.

Performance Management systems are in place and all Educators have regular performance reviews with the Preschool Coordinator

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

Families are consulted and informed of staffing news and other relevant information

Educators access organisations and resources from within the community to ensure their practices are developed based on knowledge and best practices.

Belonging is one of the many strong aspects of our philosophy. All Educators, visitors, children, families and volunteers at the Preschool are acknowledged, treated with respect and in a positive manner. Confidentiality is kept at all times.

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

Quality Area 5: Relationships with Children

Theme 1 - Practice is embedded in service operations

Educators consistently facilitate cooperative and collaborative learning environments for all children.

All educators strive to ensure consistent strategies are used at the Preschool and in the child's home to establish ways for children to be successful in their learning and development.

Educators discuss children's individual needs and plans during team meetings time and during ongoing collegial discussions.

Educators consistently respond to children's spontaneous interactions and utilise these for future planned learning opportunities.

Educators share a passion for caring and educating children in respectful, supportive and caring ways, this can be felt by visitors as soon as they enter our service.

The 'Play is The Way!' Social and Emotional program is embedded across the whole school and preschool site. This fosters self-confidence, and by enhancing children's social and emotional well-being raising resilient and confident learners.

A visual timetable is displayed to support children to understand and predict routines and manage change. Children are given a warning that there will soon be a change of routine e.g.. "In five minutes it will be pack up time ready for lunch".

Theme 2 - Practice is informed by critical reflection

Educators reflect on their observations of children during formal and non-formal meeting time.

Professional reflections on children's behaviours, interests and needs occur every single day between educators.

Educators seek outside resources to ensure best practice and knowledge of child development guide their every interaction.

PLT groups are used to inspire and uplift educators to look past challenging behaviours and to support their interactions/practices with knowledge.

Educators are responsive and aware of children's emotional wellbeing. Our learning environment has a quiet corner and the Tirkanthi Room for small groups and quiet activities, if needed. The Tirkanthi Room has sensory items, readily accessible for children to explore and use. This area can also be used for resting and relaxation.

Theme 3 - Practice is shaped by meaningful engagement with families/or the community

Educators work with families, specialists, consultants and organisations when planning for any child requiring additional support.

We ensure families have the opportunity to speak to Educators each morning, as our routine includes free play sessions for children from 8.30am - 9.00am, so family members can join in the Preschool programme. Educators also create an atmosphere that encourages our children and parents/caregivers to freely speak to Educators at any time. Families and children are involved in our learning programme through written and verbal feedback. This creates a sense of ownership and agency for both children and families.

Our Preschool support and bilingual workers collaborate with families and community organisations such as Talking Matters, to ensure that children with special rights and children with English as an additional language or dialect are able to participate in a variety of learning experiences that our Preschool offers.

One plans and personalised learning plans for children are prepared in consultation with families to ensure appropriate aims, goals and adjustments are planned for.

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

Quality Area 6: Collaborative Partnerships with Families and Communities

Theme 1 - Practice is embedded in service operations

Educators engage at all times respectfully with families and partnerships are forms to provide consistent practices for the child's home environment and in the Preschool. Families' cultural preferences, their values, their concerns and their suggestions are valued and informs daily Preschool operational decisions and/or plans. Families are encouraged and given many opportunities and ways to be involved in Preschool operations, decision making and program planning. Educators establish ongoing relationships with support services to seek advice and inform planning for children's needs and goals. Educators share information with all relevant parties to ensure outcomes are being met and reflected on.

Theme 2 - Practice is informed by critical reflection

Interactions with families are consistently reflected on for future improvement, as a staff team, with the preschool coordinator or in collegial discussions. Educators must at times initiate challenging and sometimes emotional discussions with families and their reflections on their practices, the outcomes of the situations and sharing information with colleagues are the basis of ongoing professional development and their own experience base and confidence building. Critical reflection and conversations with families has instigated a food pantry outside. Parents can take food that has been donated by families and if able to replace it when they are able to. Parents and Staff critically reflect on philosophy and policies throughout the year, where we make adjustments to suit the needs of the families or to stay up to date with legislation changes.

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

Our Preschool practices are shaped, adapted and guided by our families.

Having relationships within our local area and with specialised support agencies assist educators in ensuring high quality programs are planned for children and families at all times.

Educators endeavour to establish positive relationships with families and caregivers by being approachable and friendly. Families concerns, questions and queries are readily addressed by educators. At the Preschool, we make families feel welcome by providing information sessions, encourage families to be part of the planning process for their child, through feedback sheets, surveys and regular discussions.

Regular communication is an integral process through informal and formal chats, displays, telephone calls, Class Dojo messages, interviews and portfolios. We ensure that we respond and follow up any queries or concerns in a supportive and timely manner.

Cultural beliefs and values are respected and celebrated at our Preschool in a variety of ways, such as celebrating significant cultural events, for example, Dashain, Onam, Chinese/Vietnamese New Year, Diwali, Harmony Day, Reconciliation week, Moon Festival.

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 7: Governance and Leadership

Theme 1 - Practice is embedded in service operations

Processes that the Preschool use to ensure high quality practices are embedded within its operations

Quality improvement is valued by all stakeholders and is key in planning, decision making and operating our service.

Educators are viewed as our greatest asset in ensuring quality care and education for children, the Preschool has strived to support educators in their professional roles, in their personal roles and to develop their skills and knowledge as educators.

Professional Conversations are held three times a year with the Preschool Coordinator

Theme 2 - Practice is informed by critical reflection

Critical reflection through discussions, informal discussions, formal meetings, parent feedback, surveys, documentation, evaluations, risk assessments and communication between children, parents and educators are regular and ongoing.

The Preschool Coordinator provides continual opportunities to all staff to reflect on improvements and acknowledge successes of the team. Educators value the opportunity to regularly reflect on our practices and are encouraged to have a strong voice in the running of the preschool. Comprehensive process of critical self-assessment and quality improvement is in place with an emphasis on continual cycle of self-improvement. Each team meeting we have set aside time to reflect on our progress towards our goals, work on the next step and to undertake professional development. Educators and the whole team are knowledgeable of the continuous improvement cycle and the national quality standards. Educators are aware of the importance of providing the highest level of care and education at all times and strive to do so.

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

Families shape and leave a mark on our Preschool every year, bringing new ideas, knowledge, skills, and assistance to continue to improve all aspects of Preschool operations.

The relationships we have with places and organisations in our local community add so much more opportunity for learning, enriching children's interests and programs.

Families have provided input into policy changes, improvement cycle and philosophy review through questionnaires and consultation.

Families regularly show their appreciation of our team of educators in thoughtful and generous ways.

Quality Improvement Plan for

2022

Includes:

- Learning Improvement goals
- National Quality Framework priorities

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: All children will increase their vocabulary to strengthen their oral competence

Challenge of practice: If we provide children with multiple opportunities for purposeful child:adult interactions on a daily basis, children will increase their vocabulary.

Success criteria

Children will be observed using tier 2 and 3 words.
Children's post test results will demonstrate an increase in their understanding of focus words.
Children will engage in longer conversations with each other and adults, (Aim for 5, Strive for 10).
Children will be using the I can statements with their parents to explain where they are in their development.

Learning Improvement Plan

Goal 1 continued



Actions	NQS links	Timeline	Roles and responsibilities	Resources
Preschool Coordinator to Identify staff needs and implement PD to develop skills and knowledge in children's development of conversations.	1.1 1.2 1.3 4.1 4.2 7.2	Term 1, 2022	Preschool Coordinator - lead learning All staff - to actively participate and learn best practice.	PDP process Buy in Speech Best advice papers DfE literacy guidebooks
Educators will intentionally plan opportunities in targeted areas such as blocks, playdough and construction to build children's vocabulary (in particular tier 2 and 3 words).	1.1 1.2 1.3 4.1 4.2 5.1	Ongoing	All staff - to plan opportunities to engage children in tier 2 and 3 words. Staff each fortnight to choose targeted words from each tier to focus on with children.	Literacy toolkit (education.vic.gov.au) DfE literacy guidebook EYLF
Educators will Intentionally engage children in Discovery Teaching to introduce new vocabulary and meanings in small groups and in self-directed play as part of the book based inquiry project.	1.2 1.3 3.2 5.2	Ongoing	All staff- to engage children in an interactive and multisensory way	Evidence for learning to kit (Communication and language approaches) Best advice series - vocab
Building partnerships with parents by sharing their child's literacy development with them to build a learning community around the child through i can statements, parent info nights and borrowing literacy kits.	1.3 6.1 6.2 7.1 7.2	Ongoing	Teachers - engaging parents in understanding the importance of talking with children in conversations vs instructions Sharing with parents the I can statements Sharing literacy learning with the parents to encourage them to be open to new ideas about building blocks of children's literacy.	Buy in Speech - parent info night, building blocks of reading Literacy kits for families to borrow

Learning Improvement Plan



Goal 2:

Challenge of practice:

Success criteria

Learning Improvement Plan

Goal 2 continued



Analyse and prioritise



2

Determine
challenge of
practice



3

Plan
actions for
improvement

[illegible]

National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles and responsibilities
Develop a greater range of opportunities and spaces for children to specifically increase their core, arm and wrist strength.	<p>2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.</p> <p>3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p>5.2.1 Children are supported to collaborate, learn from and help each other.</p> <p>5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.</p>	* Increase staff's knowledge in the Move to Learn program	Term 1	10 Gems for the Brain book Move to learn Website	Preschool Leader to meet with staff to find out their prior knowledge.
		*Structure a sequential program to ensure each movement is performed regularly.	Term 1 and evaluate regularly	10 Gems to the Brain	Preschool leader to meet with teachers to plan a program All teachers to implement with children
		*Plan interoception experiences each month	Term 1 and ongoing	Interoception 101 https://edi.sa.edu.au/supporting-children/disability-support/training-and-resources/special-education-resources#interoception	Preschool leader to meet with staff and plan together All staff to implement with children.

Endorsements



Endorsed by director/principal

Name

M. Fay

Date

24.10.22

Endorsed by governing council chairperson

Name

P. Rouse.

Date

24 OCT 2022.

Endorsed by education director

Name

A. L.

Date

25/10/22