



Government of South Australia

Department for Education

Echunga Preschool Quality Improvement Plan 2019

Service Details

Service Name: Echunga Preschool
Preschool Number: 1570
Partnership: Heysen
Service approval number: SE – 00010306
Primary Contact: Pam Thompson (Principal of Echunga Primary School & Nominated Supervisor)
Physical location: 802 Echunga Road, Echunga SA 5153
Contact details: Phone: 8388 8306 Fax; 8388 8451 Email: preschool.eps945@schools.sa.edu.au

Operating details

	Monday	Tuesday	Wednesday Even weeks only
Opening time	9:00	9:00	9:00
Closing time	3:00	3:00	3:00

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

- ❖ There is ample parking at the site
- ❖ Term dates as per SA School calendar
- ❖ There are 4 student free days per year – often in line with those of Echunga Primary School

How are the children grouped at your service?

- ❖ There is a single group on all operating days

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

- ❖ Pam Thompson (Nominated supervisor)

Our philosophy

At Echunga Preschool positive relationships underpin all that we do.

We believe that by developing close connections with children and families, by embracing their diversity of experiences and by fostering belonging, we create a culture of active and engaged learning.

Children are active and engaged learners when they feel secure to discover, explore, take risks, experiment, create, improvise and imagine.

They respectfully interact with each other, they problem solve, they persist, they ask questions and they have fun.

We believe that children are best supported in their learning when immersed in play opportunities and a variety of other authentic learning experiences in different settings.

We value the wealth of contributions and involvement from families and the wider school community.

In working together we aim to create a rich, respectful and nurturing learning environment.

Quality Area 1: Educational program and practice

Strengths:

- 1.1.1 The Early Years Learning Framework, incorporating Belonging, Being, Becoming, is embedded in our centre's daily practice. It guides the curriculum at Echunga Preschool and is continually reviewed and utilised to inform practice and document Statements of Learning to ensure positive outcomes for children.
- 1.1.2 We recognise families as our children's first educators and invite parents to share this information at enrolment to inform our initial planning for individual children. Following this every child is catered for through an ongoing cycle of observation, planning, documentation and evaluation. Observations of children's needs and strengths are discussed daily within the staff team and inform future learning opportunities with reference to the 5 Learning Outcomes, as well as the Preschool Indicators of Numeracy and Literacy (PINL).
- 1.1.3 Daily routines provide large periods of uninterrupted learning through play, as well as small and large group learning - which are planned to cater for children's needs and interests. Routines such as mealtimes and transitions are also regularly reflected on to ensure that children's changing needs are considered throughout the year.
- 1.2.1 Educators respond to children's ideas and maximise potential of teachable moments that occur throughout the day. Learning journals are utilised as tools for extending children's thinking and reflection of their own learning.
- 1.2.2 Our program allows for flexibility to cater for unexpected events in children's families and lives (for example: observing and appreciating a koala who is sitting in a tree in the school grounds; a parent bringing in a box of baby ducklings for the children to meet). We also explore children's ideas and interests through available community resources, including parents, who enjoy sharing skills and experiences.
- 1.2.3 Educators actively promote children's sense of agency by encouraging children to be aware of issues that affect their world and scaffold children in their response to these issues. Children also regularly contribute to the program, as well as participate in a "Lead Learner" position where children take on responsibility for some of the day's learning.
- 1.3.1 Each child's learning is reviewed regularly as a part of the cycle of observation, analysis of learning, planning, implementation and reflection. Children are also encouraged to reflect on their own learning and create future learning goals.

- 1.3.2 Educators utilise a variety of tools and processes to assist critical reflection on children’s learning. This includes: EYLF; Respect, Reflect Relate; Child Protection Curriculum; Program Achieve; daily observations and evaluations; individual learning plans (One Plans); and parent feedback forms.
- 1.3.3 Individual observations and documented learning is shared with families through a variety of formats including individual discussions, displays of work, individual and group emails and regular newsletters. Learning journals are accessible to parents and children. The children regularly review these and celebrate their achievements with parents, staff and peers.

Improvement Priorities:

Standard/Element Identified goal Priority	Strategies	Outcomes	Who/When
QA 1.2.1: Educators deliver intentional teaching of learner dispositions and characteristics in alignment with the primary school’s learner dispositions H	<ul style="list-style-type: none"> • Use Program Achieve to introduce the 5 values to children. • Role model learner dispositions and characteristics of powerful learners. • Incorporate learner dispositions into daily program and routines • Staff participate and engage in Partnership Visible Learning professional learning 	<ul style="list-style-type: none"> • Children are observed becoming more resilient, independent, confident and curious learners • Children are using the language of Program Achieve and the school’s learner dispositions • Children become more aware of themselves as learners. 	Preschool staff from Term 1 2019

Quality Area 2: Children's health and safety

Strengths:

- 2.1.1 Educators are warmly responsive, sensitive and supportive of children's emotional needs and well-being and readily communicate with families to develop plans/strategies, give feedback or seek clarification. Children are given opportunities for active and quiet play throughout the day and are encouraged to self-regulate and attend to their needs (e.g. hydrating, adjusting clothing for temperature changes, resting with quiet activity, seeking minor first aid, like a bandaid). Educators provide a quiet and relaxing atmosphere for 'siesta' time with music, mindfulness or quiet activities.
- 2.1.2 Effective hygiene practices are modelled and taught by educators and children are supervised at hand washing times of transition to eating. Visual reminders for handwashing are included around the preschool. Educators have current First Aid qualifications and criminal history checks. First aid treatments are documented in the First Aid register. A note for parents is placed in the newsletter pocket and in the case of any concerns a phone call to parent/families. Families are informed and consulted regarding our Sunsafe practices, which include the reapplication of sunscreen during relevant UV index times, as recommended by the Cancer Council.
- 2.1.3 Healthy eating is encouraged, promoted and modelled by educators. We invite parents in to cook with children. We also utilise the 'Healthy Harold' programme to discuss healthy food choices with children.
- 2.2.1 Playground safety checks are carried out each morning with routine tasks such as bark chip raking and spider web removal. All maintenance issues and hazards are reported to the groundsperson via a dated logbook. Issues of a high level of concern are discussed with the Principal and appropriate measures are taken for safety. Staff to child ratios of 1 or more adults to each 11 children are maintained at all times. Evacuation and invacuation drills are carried out twice per term. As a Bushfire Level 2 school site, bushfire evacuation drills are practised in Terms 1 and 4. All emergency procedures are documented with evaluations and any improvements incorporated into future drills.
- 2.2.2 Risk assessments are regularly carried out for preschool experiences. This includes the use of equipment and excursions. These are located in the Risk Assessment folder on the Preschool kitchen bench next to the Policy Folders. Copies of Health Care Plans are clearly visible to staff, displayed discreetly on the side of the fridge, in the TRT folder and in the EPS front office. A sign on the first aid cabinet indicates the provision of Health Care Plans. Plans are reviewed regularly with families and adjustments for dosages of medications are made as needed. A risk minimisation plan is also developed and shared with families, EPS Principal and front office staff.

2.2.3 All educators have completed current RAN training and are vigilant and proactive in regard to their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Improvement priorities:

Standard/Element Identified goal Priority	Strategies	Outcomes	Who/When
QA 2.1.3: Healthy eating and physical activity is promoted for each child M	<ul style="list-style-type: none"> • Create opportunities for children to be involved in activities involving nutrition, e.g. planting & harvesting fruit and vegetables; cooking with preschool, school and/or community grown produce • Involve parents in cooking and garden activities • Implement intentional teaching regarding healthy choices • Book the Life Ed van for a visit • Include student voice in planning physical activities • Staff investigate and provide opportunities to try new and diverse range of physical activities, e.g. Soccajoeys 	<ul style="list-style-type: none"> • Children can voice their understanding of healthy eating and the need for physical activity • Children will try foods that are new and unfamiliar to them • Children will be engaged in a more diverse range of physical activities 	Preschool staff from Term 1 2019 Parents

Quality Area 3: Physical environment

Strengths:

- 3.1.1 Echunga Preschool is located in the aesthetically pleasing natural setting of the Echunga Primary School and parklands. Children are able to readily explore the preschool outdoor area and engage with equipment and facilities safely.
- 3.1.2 Maintaining a safe environment for the children is a high priority to the staff team. Equipment and furniture is regularly cleaned and inspected. The children are also encouraged to respect their learning environment, including resources and fixed equipment.
- 3.2.1 All learning areas are regularly reorganised to encourage, stimulate and enhance learning goals defined in the EYLF and PINL. Children are encouraged to freely explore the indoor and outdoor learning environments.
- 3.2.2 Preschool staff strive to obtain and provide resources, materials and equipment which are sustainable, open-ended, inclusive and accessible in order to stimulate creativity and promote engagement in play-based learning.
- 3.2.3 At Echunga Preschool we care for the environment by re-using and recycling materials and feeding compostable scraps to our chickens. We work towards sustainability by establishing a butterfly habitat, promoting waste reduction (e.g. use of recyclable containers) and conserving energy and water. We involve the wider community in educational activities relating to sustainability (e.g. bee-keeping, paper-making). Natural resources (e.g. leaves, pinecones, etc.) are regularly utilised to extend inquiry, observation and sensory play. Some evidence of this is visible in our mud kitchen and sustainability display.

Improvement priorities:

Standard/Element Identified goal Priority	Strategies	Outcomes	Who/When
QA 3.2.3: Children understand everyone has a responsibility to care for our planet M	<ul style="list-style-type: none"> • Establish vegetable gardens to extend children’s learning about food supply, life cycles, seasons, locations etc • Investigate opportunities to plant trees for shade 	<ul style="list-style-type: none"> • Children participate and have a voice in the establishment of vegetable gardens • Children are using the language of Program Achieve and the school’s learner dispositions 	Preschool staff and parents Groundsperson Parents From Term 2 2019

Quality Area 4: Staffing arrangements

Strengths:

- 4.1.1 At Echunga Preschool staffing arrangements are within requirements at all times. Staff are informed by the Department for Education Code of Conduct, The Early Childhood Australian Code of Ethics, and the school's grievance procedures and they work in the spirit of the SA Teaching for Effective Learning document. Educators monitor the movements of children between the environments to actively co-ordinate staff positioning to maintain appropriate educator to child ratios.
- 4.1.2 Continuity of staff at Echunga Preschool extends to the Primary School also. A School Support Officer regularly releases staff for lunch breaks, which enables a connection to the school. The Principal regularly visits to build relationships with children, and the Reception teacher also regularly visits or invites our children to visit their class. Every effort is made to develop a consistent and reliable staff team in order to maintain secure and positive relationships with children, families and the community. This extends also to relief staff who are kept informed of relevant information through an induction process and TRT folder.
- 4.2.1 As a staff team we highly value collaboration. We work together to build relationships which acknowledge strengths, skills and experience. We support each other to extend and challenge ourselves as educators. Educators are given regular opportunities to work together to reflect on their practice and develop children's programs.
- 4.2.2 Critical reflection of teaching practice, interactions and relationships are aligned to the Teaching Standards. Staff participate in professional learning to provide best practice.

Quality Area 5: Relationships with children

Strengths:

- 5.1.1 Strong, positive and nurturing relationships are a priority at Echunga Preschool. The preschool actively initiates ongoing effective communication with children, their families and the community. Informal feedback from families and children indicates overwhelming satisfaction for the warm, responsive and trusting relationships between staff, children and families. At our preschool positive relationships and connection with the school community are developed further through transition planning with the Reception teacher and support from other school staff, such as library staff, grounds person, SSOs, IT technician, Governing Council and Principal.
- 5.1.2 A culture of inclusivity is fostered and actively maintained. Staff respond to the dignity and rights of each child by using positive and non-judgmental language to support each child to feel a connection to the preschool community, build healthy relationships with each other and become active participants in their own learning.
- 5.2.1 Children are actively supported to collaborate together to build a learning community. Children are confident in voicing their suggestions for learning opportunities and express their opinions. This is evident in the way children contribute suggestions in individual conversations and during large group work.
- 5.2.2 Elements of Program Achieve are embedded in the preschool culture. Program Achieve is a program that develops positive mindsets through developing skills around positive relationships (getting along), organisation, persistence and confidence. These four foundations impact on children's achievements, their social-emotional-behavioural wellbeing and resilience.

Improvement priorities:

Standard/Element Identified goal Priority	Strategies	Outcomes	Who/When
QA 5.2.2: Children are supported to develop positive and respectful interactions with each other and to work through conflicts H	<ul style="list-style-type: none"> • All staff engage in “What’s the Buzz?” training with Mark Le Messurier • Incorporate Program Achieve into learning program • Role playing different scenarios • Include RRR observations based on the Relationships Scale 	<ul style="list-style-type: none"> • Children are able to communicate their feelings and emotions • Children are more able to recognise other children’s feelings and emotions • Children are using appropriate strategies to resolve conflict • “What’s the Buzz?” will be implemented into the learning program 	Preschool staff Children Principal PCW From Term 2 2019

Quality Area 6: Collaborative partnerships with families and communities

Strengths:

- 6.1.1 All Preschool staff are involved in the process of orientation for new families, sharing our philosophy, values and strong focus on building strong relationships with children and their families. Parents are invited to become involved in negotiation and shared decision-making through the school's Governing Council committee.
- 6.1.2 Parents and extended family members are encouraged to share skills and talents with the children. These have included cooking experiences, cultural awareness, language sharing, environmental activities, the Arts, and gardening.
- 6.1.3 Our Preschool foyer contains a Community Noticeboard which informs families of various activities, services and resources that are available within our local community and wider region. These are updated and rotated regularly to maintain interest and attention. A display folder in the foyer also contains a comprehensive file of the full services and resources available. Families are also notified regularly of relevant community events through the School and Preschool newsletters.
- 6.2.1 Being a part of Echunga Primary School provides children with continuity and familiarisation which facilitates transition from preschool to Junior Primary. Throughout the year, our children have the opportunity to share their learning with the school children and parents at our regular assemblies. Our Spanish-themed playgroup links with the preschool and provides a mechanism for families and children to connect and build relationships with the Preschool. This is a key component in the Preschool's entry transition programme.
- 6.2.2 Staff liaise with relevant professionals to provide effective partnerships for children with additional rights to have access, inclusion and full participation in the preschool programme. Preschool health checks are organised on a regular basis in collaboration with Child and Family Health Services.
- 6.2.3 Echunga Preschool children are included in community activities, presentations and events at the school on a regular basis (e.g. assemblies, Book Week activities, special visitors, excursions). Children currently have the opportunity to work with a community artist to learn more about different forms of artwork.

Quality Area 7: Governance and Leadership

Strengths:

- 7.1.1 Our Preschool philosophy statement is developed with community input and is reflective of team values. It represents the core of our commitment to continuous improvement and is reviewed annually.
- 7.1.2 Echunga Preschool staff provide an informative report at each Governing Council meeting to highlight the needs and context of the Preschool. Confidentiality is vital. Forms are secured in a locked cabinet. Leadership are familiar with the Incident Management and Response System and report incidents within the guidelines.
- 7.1.3 Due to the overall school responsibilities of the Principal, the lead teacher works in close collaboration with staff, volunteers, Governing Council and the Principal in the role of educational leader for the preschool. All staff members attend fortnightly Early Years meetings. Staff also meet for daily reflections on educational practice and children's development. This is a part of the preschool's ongoing reflective practice, curriculum and quality improvement cycles. Administrative tasks are regularly maintained to ensure all requirements are adhered to and the Early Years System (EYS) is regularly updated with any changed information.
- 7.2.1 Our Cycle for Improvement values staff, parent/carer and children's input. We gather data from a variety of sources. We analyse and reflect on the data which then informs and develops our Quality Improvement Plan, which is then implemented and the cycle continues. We use Demographic data, Preschool Processes Data, Student Learning Data and Perception Data. Our Cycle for Improvement informs both short term and longer term planning.
- 7.2.2 Preschool staff provide a curriculum that ensures the establishment of clear goals of teaching and learning based on the Early Years Learning Framework. All staff are involved in establishing an emergent curriculum that is reflective of children's individual interests and needs through daily reflections, observations, discussion and documentation.
- 7.2.3 The performance development process is completed by staff twice each year and reflects both the Preschool Quality Improvement Plan as well as individual staff goals. Staff are continually in a state of learning and striving for improvement through professional development , shared resources at staff meetings and professional discussion.

Improvement priorities:

Standard/Element Identified goal Priority	Strategies	Outcomes	Who/When
QA 7.2.3: Staff commit to continuous improvement and professional learning L	<ul style="list-style-type: none"> • All staff engage in Visible Learning professional learning with Echunga Primary School staff • Continuation of participation LDAR program • Work with ECL to review LDAR with new lead teacher • Preschool staff engage in regular reflection • Preschool staff engage in Performance Development meetings twice per year • Parent feedback is sought regarding preschool programs 	<ul style="list-style-type: none"> • Educators are engaged in ongoing professional learning to further enhance children's learning outcomes 	Preschool staff Principal ECL By end of 2019