



## Mallala Primary School

28 Owen Road, Mallala SA 5502  
Phone 08 8527 2240  
Fax 08 8527 2028



# Mallala Preschool

Diversity    Respect    Excellence    Perseverance

## Quality Improvement Plan 2019 Part B -Improvement Plan



Government of South Australia  
Department for Education

**Mallala Preschool**  
**2019 Quality Improvement Plan Part B- Improvement Plan**

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# Mallala Preschool

## 2019 Quality Improvement Plan Part B- Improvement Plan

### Goal One: *Develop children's oral language and vocabulary skills*

#### Challenge of Practice

If we talk about what children are exploring, including them in conversations (without distracting or dominating) as we co-construct meaning then we will support children to build their vocabulary, understanding and oral language skills.

#### Links to NQS Standards:

- 1.1.2 Child-centred
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.2 Critical reflection
- 2.1.1 Wellbeing and comfort
- 3.2.1 Inclusive environment
- 3.2.2 Resources support play- based learning
- 4.2.1 Professional collaboration
- 5.1.1 Positive educator to child interactions
- 5.1.2 Dignity and rights of the child
- 5.2.1 Collaborative learning
- 5.2.2 Self-regulation
- 6.1.3 Families are supported
- 6.2.3 Community engagement
- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals

Actions	Timelines	Roles & Responsibilities	Resources
<p><i>Actions / Strategies should include verbs- doing words- that describe new actions that you will take that are in addition to what you already do, no need to list existing good practice that will continue</i></p> <p><i>What will you do that is different?</i></p>	<p><i>Indicate implementation and monitoring timelines, outlining what will be done, by whom, by when.</i></p> <p><i>Plan for collection of data and time for analysis.</i></p>	<p><i>Responsibilities of individuals can be woven into PD Plans.</i></p> <p><i>Responsibilities of groups can be documented in site/partnership agreements.</i></p>	<ul style="list-style-type: none"> <li>• <i>Release time for educators/leaders</i></li> <li>• <i>Pupil free day</i></li> <li>• <i>Site Budget allocation</i></li> </ul> <p><i>Partnership budget allocation</i></p>
Regular preschool staff meetings to be timetabled and maintained.	Begin Week 0, Term 1 Meetings 30 mins 5x per term on alternate Thursdays	Sharon to organise release from classes for SSOs to attend.	SSO release from classes (no cost)
Compile list of ideas from sharing at Preschool staff meeting.	Week 0, Term 1.	Melissa to take notes at the meeting and ensure meeting notes including all examples is available to all staff.	Melissa as part of Admin time (0.1) from site budget
Extend the use of vocabulary, including feelings and actions, targeted to specific learning experiences.	Begin Term 1	Melissa and Kylie to lead the extension to current practice	N/A part of normal planning cycle

## Mallala Preschool

### 2019 Quality Improvement Plan Part B- Improvement Plan

Principal and/or site leaders to observe preschool staff interactions with students focusing on vocabulary and oral language and provide feedback.	Once per term for each staff member	Sharon, Luke or Kirsty to observe preschool staff and provided feedback	N/A
All support staff to be contributing to observations.	Early 2019	Teachers to develop strategies to support confidence in SSO's including modelling and also examples of observations.	Preschool staff meetings to introduce and then ongoing follow-up, support, discussion and feedback
All staff to have completed Kimochis training.	Early 2019 if possible	Sharon to look into when training is available and arrange for staff to be trained	Release time for staff to attend training 2 x SSO staff = \$ 520 + training cost of \$560 from site budget
Introduce Berry Street Education Model (BSEM) into daily practice.	Training January/April	New Preschool teacher to be trained in BSEM (January and April) Wellbeing coordinator to upskill SSO's	BSEM Training session- no cost to site, Partnership funded Release time for SSOs to work with Wellbeing Coordinator approx. 2x per term @ 2 hours = \$1920 for release
At the end of each Term we will engage in a formal reflection and review of where we are at with our goals.	End Term 1, 2, 3 and 4	All preschool staff to actively participate in reflection process and contribute to discussions for future planning.	SSO release from classes (no additional cost) Part of teacher's NIT allocation
Total Financial Resources allocated:			<b>Total at end of Goal 2</b>

## Goal Two: Increase children's problem-solving and coping skills

### Challenge of Practice

If we pose small everyday problems, model coping skills and verbalise our thinking, as we co-create and interact with our environment then we will support children to be curious and develop problem solving strategies.

### Links to NQS Standards:

- 1.1.2 Child-centred
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.2 Critical reflection
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- 3.2.1 Inclusive environment
- 3.2.2 Resources support play- based learning
- 4.2.1 Professional collaboration
- 5.1.1 Positive educator to child interactions
- 5.1.2 Dignity and rights of the child
- 5.2.1 Collaborative learning
- 5.2.2 Self-regulation
- 6.1.3 Families are supported
- 6.2.3 Community engagement
- 7.1.3 Roles and responsibilities
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Actions	Timelines	Roles & Responsibilities	Resources
<p><i>Actions / Strategies should include verbs- doing words- that describe new actions that you will take that are in addition to what you already do, no need to list existing good practice that will continue</i></p> <p><i>What will you do that is different?</i></p>	<p><i>Indicate implementation and monitoring timelines, outlining what will be done, by whom, by when.</i></p> <p><i>Plan for collection of data and time for analysis.</i></p>	<p><i>Responsibilities of individuals can be woven into PD Plans.</i></p> <p><i>Responsibilities of groups can be documented in site/partnership agreements.</i></p>	<ul style="list-style-type: none"> <li>• <i>Release time for educators/leaders</i></li> <li>• <i>Pupil free day</i></li> <li>• <i>Site Budget allocation</i></li> </ul> <p><i>Partnership budget allocation</i></p>
<p>Regular preschool staff meetings to be timetabled and maintained.</p>	<p>Begin Week 0, Term 1 Meetings 30 mins 5x per term on alternate Thursdays</p>	<p>Sharon to organise release from classes for SSOs to attend.</p>	<p>SSO release from classes (no cost)</p>
<p>Whole team introduction into modelling of coping skills and verbalising our thinking to ensure consistency between all Preschool staff.</p>	<p>Week 0, Term 1.</p>	<p>All staff to attend meeting. Melissa to email out information before meeting to give all staff time to reflect on their current practice.</p> <p>Staff to be prepared to share strategies of modeling coping skills and verbalising thinking</p> <p>Staff to include into PDP</p>	<p>All staff will be available during Week 0 for the meeting – 3 x SSO staff @ 3 hours each = \$370</p> <p>Sharon to provide support to SSO staff in writing their PD Plans</p>

Compile list of ideas from sharing at Preschool staff meeting.	Week 0, Term 1.	Melissa to take notes at the meeting and ensure meeting notes including all examples are available to all staff.	Melissa as part of Admin time (0.1) from site budget
All staff will model coping with frustration and verbalise thinking processes and strategies for children at Preschool.	Throughout 2019.	Teachers within site consistently model for SSO's and support the implementation of the modelling.	Teachers within site Formal feedback provided by Leadership to all staff Preschool teachers to provide informal feedback to SSO staff
All staff to have completed Kimochis training.	Early 2019 if possible	Sharon to look into when training is available and arrange for staff to be trained	Release time for staff to attend training 2 x SSO staff = \$ 520 + training cost of \$560 from site budget
Introduce Berry Street Education Model (BSEM) into daily practice.	Training January/April	New Preschool teacher to be trained in BSEM (January and April) Wellbeing coordinator to upskill SSO's	BSEM Training session- no cost to site, Partnership funded Release time for SSOs to work with Wellbeing Coordinator approx. 2x per term @ 2 hours = \$1920 for release
All support staff to be contributing to observations.	Early 2019	Teachers to develop strategies to support confidence in SSO's including modelling and also examples of observations.	Preschool staff meetings to introduce and then ongoing follow-up, support, discussion and feedback

Total Financial Resources allocated: \$3370

### Success Criteria

Levels of outcomes	Success Criteria	How and when to monitor it?
1. Things that will be actioned	Preschool Staff Meeting schedule developed for 2019.	Week 0, Term 1.
	Staff agreements in place in relation to any whole site changes to PD document, reporting, planning cycle processes and documentation.	Week 0, Term 1.
	Observation layout, tracking and storage developed for any whole site system changes.	Early 2019.
	PD Pupil free days- content arranged, planned and communicated to staff.	Term by term.
	PDP Meetings scheduled and Line Manager to observe periodically throughout the year	Start, mid and end of year Line Manager to observe and provide feedback against identified goals on PD Plans

	Feedback gathered from educators re: PD about knowledge, confidence gained and commitment to action	Collect at staff meetings.
	Feedback from all staff about implementation of new strategies.	Collect during the fortnight after PD through organised meeting with Sharon and Preschool teachers and staff members to collect information verbally. Sharon and teachers to establish questions to gauge their understanding.
	All educators have developed PDP plans and include an aspect of QIP.	By Week 3, Term 1.
	Teaching staff identify initial niggle/inquiry question in relation to improvement.	By end of Week 6, Term 1.
	Research question timelines and expectations are developed which include reporting and discussion times with the broader team.	Initial data collection by end of Term 1. Source evidence based readings by start of Term 2. Develop action plan, share/consult with other staff during term 2 (as per agreed roster).
2. Educator actions/behaviour/pedagogy	<p>Educators are:</p> <ul style="list-style-type: none"> <li>Using new systems including modelling use of language and coping skills with children</li> <li>Sharing practice and ideas with each other</li> <li>Include analysis in their planning documentation.</li> <li>Implementing identified strategies around modelling coping with frustration and verbalising thinking and strategies throughout play and routines</li> <li>Extending children's vocabulary through play and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Program documentation</li> <li>Effectiveness discussed and recorded in weekly site reflection discussions.</li> <li>Educators gather data in collaboration with colleagues.</li> <li>Leader/peer observations</li> </ul>
3. Children's experiences	<ul style="list-style-type: none"> <li>Multiple perspectives are used to collect information on individual children. Perspectives include family surveys that include information about the child, asking the child questions and staff opinions. Information gathered includes strengths, interests and goals for identified children.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse data mid and end of each term.</li> <li>Identify what needs to stay, tweak or change</li> </ul>
	<ul style="list-style-type: none"> <li>Children's learning plans identify goals, objectives and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>End of Term 1, review at end of each term.</li> </ul>

	<ul style="list-style-type: none"> <li>Program includes planning for aspects of different children's objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and keep track of links between program and children.</li> </ul>
	<ul style="list-style-type: none"> <li>Program contains evidence of strategies implemented. Reflection also shows evidence of how the implementation is progressing.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor each term and discuss at planning meetings.</li> </ul>
	<ul style="list-style-type: none"> <li>Date collected shows learning observed including analysis of thinking/vocabulary introduced or used by children.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor each term.</li> </ul>
	<ul style="list-style-type: none"> <li>Children can describe what they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>Processes for gathering multiple perspectives including questioning for reflective discussions.</li> </ul>
	<ul style="list-style-type: none"> <li>Parents can describe their child's goal including strategies in place to promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Seek feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Frequency of high signal quality for the RRR relationship scale signal of 'quality verbal exchanges' increases.</li> </ul>	<ul style="list-style-type: none"> <li>Modified relationship scale used to collect data early Term 2 and early Term 4.</li> </ul>
4. Progress against EYLF Outcomes or	<ul style="list-style-type: none"> <li>Children can narrate a story at a story table</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing anecdotal notes/observations</li> </ul>
	<ul style="list-style-type: none"> <li>Children are using tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing anecdotal notes/observations</li> </ul>
	<ul style="list-style-type: none"> <li>Children can re-tell familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing anecdotal notes/observations</li> </ul>
	<ul style="list-style-type: none"> <li>Children can successfully approach others and invite them to play/share.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing anecdotal notes/observations</li> </ul>
	<ul style="list-style-type: none"> <li>Children use sign/vocab introduced to cope with frustration and begin verbalising their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing anecdotal notes/observations</li> </ul>
	<ul style="list-style-type: none"> <li>Parents report that child is beginning to demonstrate coping strategies in other settings including home or child care.</li> </ul>	<ul style="list-style-type: none"> <li>Collect perspectives at end of Term 1 and Term 3 Parent/teacher interviews.</li> </ul>



## Approvals

### Site Leader

Name: \_\_\_\_\_ Signature \_\_\_\_\_ date: \_\_\_\_\_

### Governing Council Chair

Name: \_\_\_\_\_ Signature \_\_\_\_\_ date: \_\_\_\_\_

### Education Director

Name: \_\_\_\_\_ Signature \_\_\_\_\_ date: \_\_\_\_\_