



2016

Mallala Preschool Quality Improvement Plan

Service details

Service name		Service approval number			
Mallala Preschool		SE-00010600			
Primary contact at service					
Alec Tibbitts					
Physical location of service			Physical location contact details		
Street: 28 Owen Road			Telephone: 8527 2240		
Suburb: Mallala			Mobile:		
State/territory: SA			Fax: 8527 2028		
Postcode: 5502			Email:		
Approved Provider			Nominated Supervisor		
Primary contact:			Name: Alec Tibbitts		
Telephone:			Telephone: 8527 2240		
Mobile:			Mobile: 0401 121 563		
Fax:			Fax: 8527 2028		
Email:			Email: Alec.Tibbitts@schools.sa.edu.au		
Postal address			(if different to physical location of service)		
Street:					
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.45am	8.45am		8.45am	
Closing time	3.15pm	3.15pm		3.15pm (Even weeks of school term)	

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

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- Shared school parking is provided in a gravel car park behind the school gym.
- Interact with school regularly and use school resources including use of school library, gym and oval.
- Preschool operates during SA school terms. See table below:

	Term 1	Term 2	Term 3	Term 4
2016	1 Feb - 15 Apr	2 May - 8 Jul	25 Jul - 30 Sep	17 Oct - 16 Dec
2017	30 Jan - 13 Apr	1 May - 7 Jul	24 Jul - 29 Sep	16 Oct - 15 Dec
2018	29 Jan - 13 Apr	30 April - 6 Jul	23 Jul - 28 Sep	15 Oct - 14 Dec

How are the children grouped at your service?

Children move between the indoor and outdoor area freely during the day. There are small periods of time during the day when children are required to stay as one group (i.e. lunch time, mat times or visiting areas around the primary school).

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: Alec Tibbitts

Service statement of philosophy

Philosophy

The Early Years Learning Framework (EYLF) (DEEWR, 2009) states that:

*'We see children's lives as characterised by **belonging**, **being** and **becoming**. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.'*

We encourage their sense of **Belonging** by building safe, warm and supportive relationships between staff and children and also staff and families. We aim to structure a learning environment that invites the children's participation and ownership.

The relationships we form with families, school and the community also enhance the sense of **Belonging**. We take time to get to know both children and their families. We value all children's experiences and ways of **Being** by seeking information from their families and planning individual learning experiences around these interests.

Children are encouraged to investigate other ways of **Being** through their play and cultural experiences. The children in our care are individual and unique and emphasis is placed on self esteem, emotional wellbeing, communication, socialization, collaboration and self-help skills. Children are given the opportunity on a daily basis to participate in a period of relaxation.

We recognise and celebrate the children's **Becoming** with a focus on building on what they already bring with them to preschool.

We use resources such as 'Reflect, Respect, Relate' to support their **Becoming** more self aware, more socially aware, more literate and more numerate, **Becoming** in the long-term, confident, eager, lifelong learners.

Strengths

DIAf	NQS	Strengths
improve	Learn	<p style="text-align: center;">QA1 Educational program and practice</p> <ul style="list-style-type: none"> -Fortnightly program displayed prominently inside on sign in bench for parents to view, comment and add individual children’s interests and needs. -Learning displays of children’s work are displayed around the indoor environment for parents/families/children with links to NQS and EYLF. -Children’s profile folders parent accessible at all times. Children often use their folders to reflect on their time at preschool and share their folders with others. -Parents are encouraged to add comments and learning stories of their own into children’s profile folders. -Educators are approachable and make time to talk to, listen to parents on arrival and at the end of the day. -We value times for solitary, paired and group play experiences. Activities are set up with this in mind with some activities set up with only 2 chairs for example to allow for paired play. -Learning goals developed with parent and teacher input at parent/teacher interviews. -Observations of children are written on sticky notes and filed under EYLF learning outcomes and are used in programming. -All staff record children’s observations. -All staff have input in daily reflection including OHSW checklist daily. Fortnightly staff meetings also give all educators a platform to discuss any ideas/issues. -Daily routine displayed for children and families to view. -Verbal handover from outgoing staff to ingoing staff. -Daily educator roster kept by educator sign in sheets. -We value children’s voice and it informs all of our planning we undertake with and for the children. -Diversity is fostered at the centre through parent participation, sharing resources and involvement. -Fortnightly program is flexible for change and we note interest areas which can be met immediately and note others that can be followed up in the next program. -Rest time is built into the children’s day and tailored for individual needs as a part of our focus of Positive Education. -Educators provide experiences but children influence what happens. -We have fortnightly staff meetings where we discuss observations and share learning stories. -Children’s learning is recorded using observations, photographs, work samples and learning stories. -Programming is undertaken based on the children’s observations and interest areas. We use observations to support our understanding of the children’s strengths and areas to support. In this way we evaluate each child’s learning journey in order to plan experiences which build on their prior knowledge. -Observations assist educators to know when to undertake intentional teaching moments, support or scaffold and when to stand back and observe. -Intentional teaching moments are planned for a purpose as a large group. -Care is taken to record children’s actual words on their work while not writing on top of their work. -Conversations with families and carers form our planning. -Relationships between families, children and educators are built so that children feel safe, supported and valued. -Professional Development readings are provided as required. -Photographs, displays and children’s work are linked to EYLF outcomes and NQS. -Reflection includes conversations with families, children, jottings, anecdotal records, parent interviews, observations and learning stories. -Opportunities for small group work exist now that children move freely between indoors and outdoors during their play.

QA2
Children's
health and
safety

- Allergy and medication information stored in the preschool office.
- Children's emergency contact information and medications taken with when visiting other areas of the school.
- Children who are unwell rarely attend but if a child appears to be unwell, parents are contacted ASAP and the child is made comfortable until parents arrive to pick up child.
- Allergies information stored in preschool office on wall with photos of children for easy access.
- Relaxation offered each day after lunch.
- Information pamphlets displayed and distributed to families with newsletters.
- If a child needs to sleep, an area can be made to allow for that.
- If a child is unwell, they can be supervised in the school sick room if required.
- Quiet places are available for children to have some quiet time if required. This is more difficult in outside area because there are not really any private areas where children feel on their own but educators can still see children.
- Hand washing song sung before snacks and lunch.
- Staff model to children healthy eating and model table manners.
- Children watch educator's model hand washing procedures.
- Bathroom is easily supervised with educators being able to observe children when required.
- Educators keep parents informed regarding any toileting issues.
- Continence Care plans followed with appropriate educators used.
- Regular reminders for all children to go to toilet.
- Children reminding each other to wash hands.
- Hand washing posters.
- Letters sent home to families about infectious diseases.
- Nose blowing station: table with tissues and a small bin for tissues near the bathroom to encourage children to wash their hands after blowing their nose during winter.
- Open communication with parents, sharing information about children being sick, so it doesn't spread.
- Fruit or vegetables suggested for morning and afternoon snack with water.
- Water bottles accessible to children at all times and educators are able to top up bottles as required.
- Indoor and outdoor areas are planned for in the fortnightly program.
- Oval and gym used.
- Children's skills and confidence are used when planning and programming.
- Educators document in a reflective journal daily any changes to program, incidents that occurred etc.
- Ratios are always met. Qualified Educators are always present and school staff with appropriate qualifications are used to cover for preschool educators lunch breaks.
- All educators are engaged with children during session times.
- Outside yard is also hard to supervise with only one educator due to its shape- two educators are present in the outside area due to the shape of the yard.
- OHSW checklist completed each morning and signed off on. Any hazards are removed or reported straight away so they can be dealt with.
- Educator hand over conversations: educators take the time to have a conversation before leaving with the new educator covering for the lunch break.
- Risk assessments are carried out and reviewed each year.
- Evacuation plans- preschool participates in drills held each term both invacuation and evacuation.
- Letter sent home to parents regarding the child protection curriculum being taught. This is included in the enrolment package that families receive on enrolment. Currently working through curriculum each fortnight.
- All educators working in the preschool have current RAN training.
- Bathroom regularly checked and marked off sheet hanging on wall.
- Sun cream applied daily by families before arriving at preschool. Sun cream reapplied at Preschool as required.
- Educators model sun safe practices.
- Educators monitor all children's drink and food intake.

Connect	QA3 Physical environment	<ul style="list-style-type: none"> -Building and furnishing clean and well maintained. -All furniture, toys and other equipment cleaned regularly after each use. Furniture is cleaned regularly throughout the day and resources are cleaned at the end of the program. -Furniture moveable to allow flexibility in planning and programming. -Equipment purchased according to the needs of children. -Resources, materials and equipment allow for multiple uses. -Make conscious decisions when purchasing materials, opting for eco-friendly products if available. -Using recycled materials in program. -Continually looking at ways to improve our sustainability. -Education of families through newsletters and learning stories. -Children have limits of water to be used for play. Water that has been used in the water tub is then recycled to water plants and trees in the preschool yard. -Educators lead by example, role modelling sustainable practices. -Children have access to waste/recycling bins at lunch and snack times. -Worm farm encourages children to recycle scrap food and teachers children how we collect fertilizer for our garden.
	QA5 Relationships with children	<ul style="list-style-type: none"> -Preschool students developing relationships with reception teachers through lunch covers and also informal transition visits so far. -Communication with reception teachers as far as what preschool students should know and special needs etc. -Children and families are warmly greeted on arrival and at the end of the day. -Every child's ideas are recorded through observations and parent input on the program. -Educators model and encourage children to vocalise feelings when supporting conflict resolution 'it makes me feel... when you ...' -Educators model calm positive language. -School Leadership visit Preschool on a regular basis. -Educators monitor all children's drink and food intake. -Daily reflection journal. -Educators are available to assist children if they need to change clothes etc due to toileting accidents or water play accidents. -All children's thoughts and ideas are valued and used in program, learning committee, daily reflection, individual learning goals.
	QA6 Collaborative partnerships with families and communities	<ul style="list-style-type: none"> -Experienced Support worker rostered on to work with children that have been assessed. -Learning plans for children developed with educator, parents and speech pathologist. -Educator has pre referral discussion with support service personal. -Referrals are made through EYS, preschool support funds provided by DECD. -Parent teacher interviews held early term 1 for parents to share any strengths and interests with educators. Educators gather information regarding cultural views and any special talent and also occupations which can be used in the preschool program. -All parents can phone to see how their child is going. Similarly educators face to face talk with parents or hold conversations via phone to discuss any problems etc. -Families may add information into children's profile folders or share an interest area. -We focus on relationships and getting to know families as well as children. -Newsletters printed and placed into children's pockets each fortnight and also put on the Skoolbag app. These include Preschool newsletters and Schools newsletters. -Fortnightly program displayed on sign-in bench and families are encouraged to make suggestions and feedback. -Displays throughout the centre show what the children are learning about and what is happening in the program, informing families as well as demonstrating to children that we value and respect their work. -Preschool children work with schools children in various activities including library borrowing, gym activities and sharing of work. -Educators have regular conversations with Private Speech Pathologists and DECD Speech Pathologists and CAFHS. -Conversations are documented in a Parent Communication Book for future reference.

Lead	QA7 Leadership and service management	<ul style="list-style-type: none"> -School grievance policy applies. -Parent complaints are dealt with immediately. -Conversations are documented. -Follow up letters are sent when appropriate.
	QA4 Staffing arrangements	<ul style="list-style-type: none"> -Educator: child ratios are met at all times. -Qualification requirements are met at all times. -JP teachers who cover breaks are known to the children. -Educators hand over (share info about planned experiences, children & learning, routine) to lunch cover staff. -Educator photos are displayed for families and children to view. -Relief staff fully qualified and trained and inducted about the way the preschool runs -Safe, clean working environment. -Fortnightly staff meetings. -Regular informal discussions between educators. -Open relationship between educators to encourage interaction and sharing. -Supportive of other people’s ideas. -Encouraged to be creative and incorporate ideas into program. -Recognition of educator birthdays and significant life events.

Improvement Priorities

NQS	Improvement priorities	Strategies	Timeline
QA1 Educational program and practice	1.1.1 Educators to become more familiar with EYLF Principles and Practice and demonstrate which Principles and Practice are evident in the program.	<ul style="list-style-type: none"> • Begin by identifying the Principles and Practices that are evident in planned experiences, and display the links in displays of children’s experiences. • After a period of time (2 terms) review which Principles and Practices have been demonstrated and how frequently. • Identify which, if any Principles and Practices have not been as evident and develop site inquiry into one of these. 	Discussions continuing
	1.1.2 Incorporate Aboriginal cultural perspectives and awareness in program	<ul style="list-style-type: none"> • Develop educator competence in working with ATSI cultures • Gather resources, including professional readings about cultural competence and cultural activities/resources for pre-school • Introduced “Welcome to Country Welcome to Land” song to children. • Plans for Outdoor area extension to include an Aboriginal perspective; eg planting of indigenous species that are/were used by Kurna people 	Continuing
QA2 Children’s health and safety	2.1.1 Improved documentation about health issues	<ul style="list-style-type: none"> • Draft a enrolment update form to regularly send home & check with families if any health needs have changed • Notifications of infectious diseases can also be stored in this folder with records of notifications and action taken along with copies note sent home to families. • Check that all practices align with guidelines in Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition) Investigate other resources available from National health & Medical research Council website (posters, parent info sheets) https://www.nhmrc.gov.au/guidelines/publications/ch55 	Term 2/4 2016
	2.2.1 Review food and nutrition policy (whole site)	<ul style="list-style-type: none"> • Draft new policy in collaboration with school staff and children • Consultation with governing council has occurred 	Policy Folder requires updating.

QA2 Children's health and safety		<ul style="list-style-type: none"> Parents informed and regularly reminded about policy - include in parent info pack, info in newsletters 	
	I.2.2 Introduce more natural resources in the outdoor area	<ul style="list-style-type: none"> Collect photos to share with parents that show the kinds of loose parts desirable and how children can develop problem solving skills, cooperation, creativity, symbolic play, respect and knowledge about natural materials and recycling through the use of loose parts Seek support from parents to collect resources at low or no cost Determine storage requirements for collections and allocate funds to ensure loose parts are able to be stored, moved, accessed by children Undertake any risk assessments and write procedures for any items that pose a risk e.g. heavy logs, include children in the discussions and documentation 	As part of the POLA educators are having conversations with parents around gathering more of these resources. Risk Assessments undertaken according to resources collected so far.
QA3 Physical environment	3.1.1, 3.1.3, 3.2.1, 3.2.2 Enhance and extend outdoor learning environment	<ul style="list-style-type: none"> Research outdoor play space ideas- refer to outdoor learning environment resource kit Consult children and families to brainstorm ideas for the space (including but not limited to larger sandpit, vegie garden, swings...) Children have been involved in designing plans, models and spending time in Altarama. Determine plantings for the space, plants indigenous to the area, Develop a master plan for the site in conjunction with JPE Design & seek feedback from community (including future plans that may not be achieved within current budget allocation) Seek info from families about skills, materials, time they could provide to re-develop the area We have been selected to be part of the POLA project to receive a yard upgrade. The upgrade will be finished midway through 2017. Consultation meetings have been held in conjunction with JPE Design, Climbing Tree (Simon Hutchingson), NRM (Chris Hall), Kim Wright (CDC) and Nature Play SA (Sarah Sutter). The next consultation meeting to be help on Wednesday 31st August 2016. Parents and the community have been asked to add ideas onto the display in the preschool with help from educators. 	Further work to be carried out in 2017.
	3.3.1 Increase range of sustainable practices that children regularly participate in	<ul style="list-style-type: none"> Introduce a worm farm Larger, more accessible vegetable garden is outside the preschool yard. Vegetable gardens are being used on a regular basis. 	Worm farm in operation and children involved in preparing food for worms. The new plans for our yard will include a larger area

			inside the preschool yard for a vegetable garden.
QA6 Collaborative partnerships with families and communities	6.1.3 Improve induction and transition processes for new families	<ul style="list-style-type: none"> • Revise parent handbook. • Consult current parents to determine what information was most important when their children commenced and made them feel confident in the service. • Revise enrolment, introduction procedure for next intake. • Devise parent questionnaire to monitor effectiveness of enrolment & induction processes. • Implementing the zoning for Preschool Enrolments for 2017. 	Revise Term 3, 2016 Discussions being held about how to best advertise for Preschool enrolments for next year.
QA7 Leadership and service management	7.2.2 Support educators develop professional expertise	<ul style="list-style-type: none"> • Regular Performance development meetings • Refer to Australian teacher standards • Educators to develop professional development plans • Formal written feedback to be provided by site leader to educators 	
	7.3.5 Develop a policy review schedule and Review all policies	<ul style="list-style-type: none"> • Identify required policies • Review DECD applicable policies and determine if site policy is needed • Determine which policies if any are relevant to the preschool only, or if they can be incorporated into whole site policies • Download and print all applicable DECD policies recording access date • Develop review schedule for site based policies and to check for updates to DECD policies • Review all site based policies that are required • Consult with community and present to governing council 	Policy folder needs reviewing and calendar of policies to be reviewed.

Quality Area 1 - Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

QA1 Improvement plan

Improvement Priority	Deepen educators understanding of EYLF	
Goal or outcome sought	Educators to become more familiar with EYLF Principles and Practice and demonstrate which Principles and Practice are evident in the program.	Priority
How will we get this outcome	<ul style="list-style-type: none"> Begin by identifying the Principles and Practices that are evident in planned experiences, and display the links in displays of children's experiences. Continue to monitor that all Principles and Practices are being covered through programed experiences. Professional reading, discussion with other educators- within site and within ECD partnership, parent forums, educator journal of occasions that the principle or practice is evident (not just the experiences that are displayed) 	
Success Measure	<ul style="list-style-type: none"> Principles and Practices are evident in records of children's experiences Educators are confident to discuss principles and practices with children and families 	
By When	Monitor that all areas are being covered.	

Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Display posters along with children's work displayed include links to principles and practice.	Display posters now include links to principles and practice.
2/8/14	Professional Development readings sent out as required.	Professional development folder is kept at preschool and readings emailed to preschool educators.
20/4/15	EYLF Professional Development for educators.	Targeted readings for educators to read and discuss and gain more of an understanding of the EYLF.
4/6/15	Learning stories placed in children's folders, which stem from observations.	Observations are collected (Aim of 1 observation per fortnight per child) and these are built on to form a learning story.
24/3/16	EYLF display up for families and community to become more familiar with the framework and also ask educators any questions. By end of term 1, 2016.	Photos and short description of what the learning intent is and linking to EYLF and NQS.

12/8/16	Follow up with all Preschool Educators to ensure everyone has relevant copies of EYLF documents.	Melissa to follow up and source documents as required.
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Recommendations		

Quality Area 1 - Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

QA1 Improvement plan

Improvement Priority	Increase cultural competence of adults and children	
Goal or outcome sought	Incorporate Aboriginal cultural perspectives and awareness in program	Priority
How will we get this outcome	<ul style="list-style-type: none"> Develop educator competence in working with ATSI cultures Gather resources, including professional readings about cultural competence and cultural activities for pre-schoolers Plans for POLA Project to include an Aboriginal perspective; eg planting of indigenous species that are/were used by Kurna people 	
Success Measure	Evidence of Aboriginal cultural experiences in program Educators confident to discuss how a range of cultural perspectives are incorporated in programming Plans for POLA Project to include Aboriginal perspective of some kind	
By When	Term 2 2016	

Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Books resourced from the library and a poster acknowledging the past and present owners of the land we meet on is displayed.	Resources that acknowledge the past and present owners of the land include books so far. More resources to come.
2/8/14	Indigenous Families SA brochures available for families on various topics.	Brochures have arrived and are displayed in a folder and on the information stand for easy family access.
2/8/14	Indigenous cultural days celebrated.	Children had the opportunity to participate in cultural stories and art work.
20/4/15	Parent-Teacher interviews held in term 1. Educators asked each family about cultural beliefs that we could use at preschool.	No cultural beliefs were shared with the educator at term 1 2015 Parent Teacher interviews.
30/4/15	Cultural resources added to play spaces including puzzles and dolls. Investigate in acquiring more resources including seeing if there are people in the local area who could become involved in the Preschool program on a regular basis.	Children have minimal knowledge of cultures.
4/6/15	Children's birthdays are celebrated by singing Happy Birthday and children have the chance to share their birthday celebration with their peers.	Children's family cultures are celebrated at Preschool.
4/5/15	Me Box sent home with children for sharing. Children are invited to bring in items from home to share from their home and answer questions from peers and educators. Continue during Term 2, 2016.	Children share their special possessions with peers and

		educators.
24/3/16	Introduce using different languages through counting/saying good morning. Korean if possible- See Rebecca/Alec.	Children become aware of other languages.
12/8/16	Introduced counting in Kurna and German with children.	Continue incorporating into Preschool everyday including counting in German/Kurna in our hand washing song.

Recommendations

Quality Area 2 - Children's health and safety

Standard 2.1	Each child's health is promoted.	
Element 2.1.1	Each child's health needs are supported.	
QA 2 Improvement Plan		
Improvement Priority	Improved documentation about health issues	
Goal or outcome sought	Ensure health records are up to date and illness and injury is recorded and reported	Priority
How will we get this outcome	<ul style="list-style-type: none"> • Draft an enrolment update form to regularly send home & check with families if any health needs have changed • Introduce use of medical/illness record forms that parents sign, can be set up a folder with allergy and medication records. Copies to be made of forms which are sent home with children on the bus and parents notified by phone. • Notifications of infectious diseases can also be stored in this folder with records of notifications and action take along with copies note sent home to families. • Check that all practices align with guidelines in <u>Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Edition)</u> Investigate other resources available from National health & Medical research Council website (posters, parent information sheets) https://www.nhmrc.gov.au/guidelines/publications/ch55 	
Success Measure	<ul style="list-style-type: none"> • Health needs are updated regularly. • Injuries and illness are documented and reported to families on the day which they occur. 	
By When	End term 2 2016	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Notification of infectious diseases notes kept at school office for use when required.	Letter sent home on the day the infectious disease is discovered to all preschool families.
2/8/14	Injuries and Illness folder set up to record and report to parents.	Injuries and Illness folder set up with accident forms as well as notes to be sent home to communicate with parents. Notes are placed in children's files for parents to collect and sign forms when required.
15/9/14	Bathroom cleaning check-list introduced to staff ready for implementation in term 4 2014.	This is the final step with bathroom cleaning already on our SSO lunch time list but now signing off on it each day.

20/4/15	Allergy Buddy medication bag set up with all personal medications for children including photos and details for easy access for TRT staff if required.	Allergy Buddy bag also contains simple first aid supplies and to be taken with when leaving the preschool.
30/4/15	Nose blowing station set up in terms 2 and 3 for children to blow their noses and dispose of tissues into tissue bin.	Tissue station is near bathroom to encourage children to wash their hands to decrease the spread of infectious diseases.
4/6/15	Information sheets regarding infectious diseases displayed on preschool door where appropriate.	All families informed of infectious diseases promptly.
4/6/15	Signs with colour codes for cloths and sponges displayed in kitchen and bathroom.	Cloths and sponges distinguished by colours to avoid cross contamination.
4/6/15	Families encouraged to fill children's drink bottles with water only. Educators monitor drink bottles and fill drink bottles when required.	Children have access to drink bottles during inside and outside play.
24/3/16	Educators record toileting pattern for students who are not toilet trained. This is kept in a secure location where only educators can access and edit.	Kept in drawer of staff toilet.
11/8/16	Separate sinks used for washing of kitchen utensils and materials and washing of paint and preschool resources.	Signage displayed near sinks.
11/8/16	Different coloured sponges used for different purposes with new signage displayed.	Signage displayed near kitchen and bathroom.
11/8/16	Signage displayed in childrens bathroom with list of cleaning to be carried out by educators at lunch time. Sign off list also displayed on wall for educators to sign off that the cleaning has occurred.	Sign off sheet checked regularly and filed for future reference.
12/8/16	Allergy Buddy bag medication expiry dates checked on a regular basis along with bag contents.	Bag is taken with when moving anywhere out of the Preschool building/yard.

Recommendations

Quality Area 2 - Children's health and safety

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
QA 2 Improvement Plan		
Improvement Priority	Review food and nutrition policy (whole site)	
Goal or outcome sought	Healthy eating policy implemented across whole site	Priority
How will we get this outcome	<ul style="list-style-type: none"> Draft new policy in collaboration with school staff and children Consult governing council Consult parents Amend according to feedback received Promote new policy, include in parent info pack, info in newsletters 	
Success Measure	<ul style="list-style-type: none"> New policy is agreed to, approved by governing council, adhered to by educators, parents and children 	
By When	Update during 2016	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	New healthy eating policy complete. Just need to add copy to Preschool policy folder.	Healthy Eating policy being implemented across site. Policy has been received well.
15/9/14	During term 3, each Tuesday the children are encouraged to bring in nude food. Nude food continuing in Term 2 2015.	Fully supported by parents and children. Reduced waste significantly. To be continued through term 4, 2014. Will include in parent handbook for new intakes.
30/4/15	Children encouraged to bring healthy fruit or vegetable snacks for both morning and afternoon snacks.	Children are trying different fruits and vegetables along with their peers.
30/4/15	Families encouraged to supply drinking water only for children's drink bottles.	Families have supported this with many children requiring their drink bottles to be refilled during the preschool day.
4/6/15	Brochures about sugar in foods and 'Right Bite- Eat Well SA: Healthy Eating for Schools brochure sent home to families.	Families made aware of ingredients in snack foods and appropriate foods for children at preschool.
Recommendations		

Quality Area 2 - Children's health and safety

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	
QA 2 Improvement Plan		
Improvement Priority	Introduce more natural resources in the outdoor area	
Goal or outcome sought	Build up a collection of loose parts that children can use in the outdoor area	Priority
How will we get this outcome	<ul style="list-style-type: none"> • Collect photos to share with parents that show the kinds of loose parts desirable and how children can develop problem solving skills, cooperation, creativity, symbolic play, respect and knowledge about natural materials and recycling through the use of loose parts • Seek support from parents to collect resources at low or no cost • Determine storage requirements for collections and allocate funds to ensure loose parts are able to be stored, moved, accessed by children • Undertake any risk assessments and write procedures for any items that pose a risk e.g. heavy logs , include children in the discussions and documentation 	
Success Measure	A range of loose parts available for children to use in the outdoor space	
By When	End term 2 2016	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
30/4/15	Milk carton planters are displayed in the outside yard on the fences. The children also have regular access to the vegetable garden just outside the preschool fence.	Plants grew well during cooler months. Summer may present challenges as plants exposed to direct sunlight. Summer months were a challenge with milk planters being too small to hold enough water to keep the soil damp.
20/4/15	Collection of natural items which are moveable has begun with tree stumps being introduced to the yard.	Children have enjoyed using tree stumps as seat and invent games that use stumps as props. Include families in collecting more resources for the extension of the yard.
30/4/15	Bales of hay introduced into outdoor yard. Children enjoyed spending time climbing onto the hay bales, jumping over and playing with the bales.	Bales of hay have slowly disintegrated over time and bales can now be used in the vegetable garden.
4/6/15	Preschool children take part in the Premiers Be Active Challenge and receive a medal for their participation.	Undertaken during term 2, 2015.

11/8/16	Various loose parts including sticks, planks of wood and a large wooden cable reel have been added.	Continue collecting resources.
12/8/16	Pams class from school made planters using PET bottles bolted onto wood. Have attached wooden frames onto ramp near Preschool door.	Continue to water and look after seedlings in planters.

Recommendations

Quality Area 3 - Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.
Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

QA 2 Improvement Plan

Improvement Priority	Enhance and extend outdoor learning environment	
Goal or outcome sought	Improve outdoor environment to create wider range of play spaces and introduce more natural elements and portable climbing equipment	Priority
How will we get this outcome	<ul style="list-style-type: none"> • Come up with non-negotiable list with educators for new yard • POLA Project Consultation meeting held during July school holidays • Families from Preschool, Play Group, Occasional Care and Mallala Primary school attended and put ideas forward • Develop a master plan for the site in conjunction with JPE Design & seek feedback from community • Present design to community for consultation • Put any changes forward to JPE Design • Follow through any changes 	
Success Measure	<ul style="list-style-type: none"> • More options available to children in outdoor environment, more natural elements • Educators, children and parents report that the outdoor space is more interesting, challenging, engaging • Children develop greater awareness of environment, uses of plants • Children's involvement levels when using outdoor space will increase (using involvement scale from RRR) compared to current ratings 	
By When	Mid 2017 with POLA funding	

Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Bitumen removed ready for extension of Preschool yard. A "creek" will be added to the area. A windmill will pump the water.	Lots of interest has been generated. Many positive comments via school's Facebook page.
2/9/14	Survey parent about things they played with when they attended Preschool for ideas for the new yard.	Ideas requested via community board. No responses so alternatives planned – direct communication and/or Facebook page.
2/10/14	Cement creek bed constructed in new preschool yard area.	Creek bed is ready for windmill, pebbles and water!

20/4/15	Windmill is hooked up to pipes to allow water to run along creek bed.	Windmill having difficulties pumping enough water. Need to research.
20/4/15	Bark chips spread in yard extension with the help of families at a working bee.	Will need to shift parts of the bark chips to allow soil to be brought in for planting.
20/4/15	Rough plans for outdoor space have begun to take shape.	Families and preschool children to be consulted for any more ideas. Children to illustrate ideas and have educators scribe ideas onto drawings.
4/6/15	Plants for extension of yard have arrived and are ready for planting.	Plants will be planted with the help of school children during term 2, 2014.
23/9/15	Plants planted in consultation with the local NRM representative from the Barossa Council, grounds keeping staff and school students.	Plant guards also added for extra protection from wind and children's play.
8/12/15	Selected to be a part of the Preschool Outdoor Learning Area Project.	Consultation meetings to begin early 2016.
12/7/16	First Consultation meeting held during the school Holidays. Educators from Preschool, Occasional Care and Playgroup attended along with a large group of parents and children from all settings. Children worked with Simon Hutchinsons from Climbing Tree to build models of their ideas for the yard and also spent time in Altarama on the day exploring.	Consultation meeting received well.
11/8/16	The next consultation meeting being held to reveal the proposed POLA plans to the community including	Meeting being held on Wednesday 31 August
11/8/16	Plant guards to be removed to allow for better growth.	Note written in Johns book.

Recommendations

Quality Area 3 - Physical environment

Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
Element 3.3.1	Sustainable practices are embedded in service operations.	
QA 2 Improvement Plan		
Improvement Priority	Sustainability	
Goal or outcome sought	Increase range of sustainable practices that children regularly participate	Priority
How will we get this outcome	<ul style="list-style-type: none"> • Introduce a Compost bin and worm farm • Larger, more accessible vegetable garden 	
Success Measure	<ul style="list-style-type: none"> • Children participate daily in all aspects of tending the garden, can describe activities and how they contribute to caring for the environment 	
By When		
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Compost bin cleaned out and children have been involved in placing new food scraps to start composting again.	Need more green waste products to create successful compost process. Have spoken to grounds person regarding this.
2/8/14	Worm farm set up and in use.	Working well. Children show interest and become involved in maintaining healthy environment.
2/8/14	Bokashi compost bin set up and in use.	Bokashi compost being added to compost bin. Very sustainable.
11/8/14	Large vegetable garden outside Preschool building planted with vegetables. We were able to plant plants from our milk carton planters on the fence. This way, the children are able to see the full life cycle from seed to mature plant. Children involved in planting, watering and tending to garden.	Positive comments from community. Children enjoy watching growth cycle. Looking after plants well.
20/4/15	Nude food to reduce waste at preschool.	Families encouraged to pack nude food to pre-schoolers once per week.
30/4/15	Hand dryer in bathroom fixed to allow children to dry hands by using paper towel or hand dryer. Paper towel to be removed once children are used to hand dryer.	Preschool children were making their way through a packet

		of paper towel refills each day or sometimes faster.
30/4/15	Sign for parents to place their name on to take home chook scraps.	No takers yet- may need to shift the position of sign.
24/3/16	Compost bin not working- not enough green waste.	Ask if school can add green waste from lawns?
11/8/16	Compost bin not being used so scraps are being given to worms.	Children enjoying helping to care for the worm farm.
12/8/16	Recycled goods being used at collage table and wood work table as much as possible. These include washing out children's yoghurt containers, keeping bread tags and drink lids, buttons, scrap material and ribbon.	Continue to ask for donations from the community.

Recommendations

Quality Area 6 - Collaborative partnerships with families and communities		
Standard 6.1	Respectful and supportive relationships with families are developed and maintained.	
Element 6.1.3	Current information about the service is available to families.	
QA6 Improvement plan		
Improvement priority	Ensure parents are informed and have access to current & relevant information about the service	
Goal or outcome sought	<ul style="list-style-type: none"> Improve induction and transition processes for new families 	Priority
How will we get this outcome	<ul style="list-style-type: none"> Revise parent handbook Consult current parents to determine what information was most important when their children commenced and made them feel confident in the service. Revise enrolment, introduction procedure for next intake Devise parent questionnaire to monitor effectiveness of enrolment & induction processes. 	
Success Measure	<ul style="list-style-type: none"> New handbook Educators and next group of parents report positively about transition process Next group of parents report that they felt welcome, confident in the service and informed about the things that matter most 	
By When	Term 3 2016	
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
2/8/14	Parent handbook in process of being revised.	This is to be completed for the 2015 intake. Families will be surveyed as the effectiveness of handbook early in term 1, 2016. Any changes will be made.
2/10/14	Pre-entry Parent Information Session.	Information session being held on Thursday 16 th October with invitations being emailed out to families. Only 3 families attended. Other families given information from educators as enrolments were processed.
20/4/15	Playgroup families with preschool aged children for next year are being encouraged to enrol children already so that educators can contact families in term 3.	Some enrolments beginning to come in for next year.
24/3/16	Pre-entry not currently running due to amount of enrolments. Not likely to run again during 2016. Many of the children have/ are attending either occasional care or play group so are familiar with some educators and/or environment.	Monitor enrolments and re-evaluate closer to end of the year. Put reminder

		for enrolments into school newsletter already in end of term 3, 2016?
11/8/16	2016 Parent Preschool opinion Surveys are being completed at the moment with only a few more to come back.	A large percentage of families have completed surveys with a high percentage of positive feedback.
11/8/16	Discussions have been held regarding advertising to the community for Preschool enrolments for 2017 and beyond.	School newsletter and Preschool newsletter to start with.
12/8/16	Investigate if we could hold a visit morning for new families of Preschool children to visit centre and meet with educators.	Melissa to research how this could look.

Recommendations

Quality Area 7 - Leadership and service management

Standard 7.2	There is a commitment to continuous improvement.	
Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	
QA7 Improvement plan		
Improvement priority	Support educators develop professional expertise	
Goal or outcome sought	Implement professional development policy	Priority
How will we get this outcome	<ul style="list-style-type: none"> Regular Performance development meetings Refer to Australian teacher standards Educators to develop professional development plans Formal written feedback to be provided by site leader to educators 	
Success Measure	<ul style="list-style-type: none"> Educators feel supported in their professional learning 	
By When		
Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
15/9/14	Performance development plan underway. PDP to be completed and meeting to discuss being held 16/10/14.	
15/9/14	Performance development meeting to be held 16/10/14 and Alec to provide written feedback.	
20/4/15	Educator goals recorded on AITSL website and can be accessed and changed at any point.	
3/3/16	PDP meeting held with all educators and line manager.	PDP reviews to be held late in 2016.
Recommendations		

Quality Area 7 - Leadership and service management

Standard 7.3 Administrative systems enable the effective management of a quality service.

Element 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

QA7 Improvement plan

Improvement priority	Develop a policy review schedule and Review all policies	
Goal or outcome sought	<ul style="list-style-type: none"> Review all current policies 	Priority
How will we get this outcome	<ul style="list-style-type: none"> Identify required policies Review DECD applicable policies and determine if site policy is needed Determine which policies if any are relevant to the preschool only, or if they can be incorporated into whole site policies Download and print all applicable DECD policies recording access date Develop review schedule for site based policies and to check for updates to DECD policies Review all site based policies that are required Consult with community and present to governing council 	
Success Measure	<ul style="list-style-type: none"> Policy folder and policy schedule are up to date Parents have access to and are made aware of all policies All educators are aware of all policies 	
By When	<ul style="list-style-type: none"> Develop schedule by end term 3 2016 Review policies scheduled for 2016 by end 2016 	

Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
15/9/14	Policy folders held in office and preschool. Folders to be reviewed and combined. Review schedule to be created and to be stored in each folder.	One complete folder has been developed. A copy of this will be made and kept in the school office.
15/9/14	All policies to be approved by G.C. and communicated via newsletter.	Ongoing.
20/4/15	Policy review calendar to be added into policy folder.	Ongoing.

Recommendations

