

2024

# Quality Improvement Plan for Huntfield Heights Preschool

Site number:

1715



## Service name

Huntfield Heights School P-6

## Service address

78 Melsetter Road, Huntfield Heights, SA 5163

## Service approval number

SE-00010486

## Acknowledgment 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.

## Service context

Huntfield Heights preschool is a school-based preschool located on the Huntfield Heights School P-6 school in the southern suburbs of Adelaide. It is a Category 1 preschool and is a site that has a high level of disadvantage and many complex needs with the children and the families that attend.

The preschool has 2 regular staff – one teacher and one SSO both of whom have worked at the site for many years and are very familiar with the context of the preschool and the families that access the site.

A playgroup currently runs at the site each Friday morning. This is run by volunteers that are part of our school community.

Our improvement goal is based on us, as a staff team, knowing the context and complexities of our site, and the needs of children that come to us each year. Oral Language is always a major focus for the children at our site. The staff team have identified that this is always something that is going to be of a high priority, given the level of disadvantage and complexity in our community.

Staff have been and are working through the self-assessment tool to identify these goals and priorities.

## Statement of Philosophy

At Huntfield Heights School Based Preschool we aim to provide opportunities for children to grow and learn in a supportive, safe, caring, and inclusive setting by offering preschool sessions for children aged 3 to 5 years.

We believe that children learn best through play and exploration of their everyday environment. It is through this play children learn a range of skills that they will develop and take with them for the rest of their lives.

We value the importance of children as individuals and them making decisions about their own learning and do so by offering a range of choices, experiences, and materials for them to access throughout their day at preschool. Our planning is guided by the children's interests and the Early Years Learning Framework (EYLF).

We recognise the significance and importance of parents and/or primary caregivers in every child's life and encourage their involvement within the preschool program.

Equality, inclusion, diversity, and the importance of positive relationships underpin our beliefs for a strong, supportive community.

We value Nature Play and provide opportunities for children to explore, discover and be at one with our beautiful natural surroundings. Through this play we are committed to providing children with opportunities to develop skills, understandings, and values to promote sustainability.

Reviewed September 2023

# Strengths

## Quality Area 1: Educational Program and Practice

### Exceeding Theme 1: Practice is Embedded in Service Operations

Our program is guided by the Early Years Learning Framework (EYLF). This curriculum underpins our program and is used to plan, observe, reflect and analyse the children's learning at the site. We have embedded Literacy and Numeracy into our cycle of planning and documentation and track and monitor each child and their development within the outcomes of the Literacy and Numeracy Indicators.

A focus on Book Based Literacy is embedded within the preschool program. This program immerses the children at the site within a book to truly deepen their understanding of the story and the language and concepts of the book. Intentional experiences and group times are set up relating to the story. Educators find that this helps to strengthen and deepen the children's understandings as they engage with the story.

The preschool program is a play-based program where children learn through play and have sufficient time to explore the environment. Play makes up a large portion of the daily timetable. Educators are supportive to the children's needs and allow the children to explore and 'be' at their own pace, allowing many opportunities for educators to respond to and extend on children's play, current interests and ideas. Open-ended questions, engaging in discussions and our interactions provoke children's investigations, problem solving and thinking skills. Educators listen to and acknowledge children's individual ideas which contribute to their imaginative and creative thinking. Interactions with children are always warm, genuine, encouraging, supportive and understanding with staff providing high quality care in an environment that is safe for children. Teaching happens both intentionally and incidentally. Group times are often a time when intentional teaching occurs and these are always flexible in duration and location depending on the needs of the children. Observations of children are communicated to families via the Seesaw App and written up to be included in the child's physical portfolio. Upon reflection, staff still create and value the importance of a physical portfolio for the children as a memento for the children to take with them when they leave the preschool.

Educators have the opportunity to meet and critically reflect on the preschool program, as well as each child and their development. Our cycle of planning has the EYLF embedded across all areas. It is reflected in our curriculum planning, Individual Learning Plans, observations of children and the Statement of Learning sent home to families at the end of the child's preschool year.

We use a range of formats when communicating and reporting children's learning and development to families including: the program/curriculum journal, informal and formal (when needed – parent/teacher interview) general discussions with families, Seesaw (digital application), children's physical portfolio books which include learning stories to document the children's learning, displays, newsletters and notes in children's communication pockets. This evidence of learning is used in our ongoing planning cycle. With such a small group of children we are very fortunate to have many opportunities to engage with our families often.

Children have individual learning plans written for them each term and a Statement of Learning at the end of their preschool year. Children with additional needs and adjustments and Aboriginal children have a One Plan.

### Exceeding Theme 2: Practice is Informed by Critical Reflection

Educators have the opportunity to reflect formally and informally about the preschool program and to check in and discuss the needs, interests and cultural backgrounds of the children are reflected in the program. We take time to reflect on each child and how they are tracking and working towards their goals. We check to make sure each child is being 'seen and heard' by educators so no one slips under the radar.

We reflect on the learning that is taking place and discuss any possible lines of inquiry that could take place.

**Our goal around Oral Language as included in the P-QIP has come about from staff reflection and the knowledge and understanding of the needs of the children we are working with.**

### Exceeding Theme 3: Practice is Shaped by Meaningful Engagement with Families and/or The Community

Meaningful connections between home and the preschool ensure that families are welcomed into the preschool community and made to feel part of their child's journey. Communication is key and of utmost importance. Educators recognise this by providing lots of opportunities for discussions with families.

The Seesaw App is our main form of communication for the everyday happenings at preschool, private messaging for individual families, or group announcements. We recognise that not all of our families are technologically savvy nor some have the means to be. We support families with this process should they wish to access Seesaw and those that do not, we ensure a

print out of any information posted is sent home to those families. This is another reason why we still create the physical portfolio for children as a record of their time at the preschool. A newsletter outlining the program focus for the term is sent home at the beginning of each term and families are able to access the program at any time with a space for them to have a voice too. A Term Overview is displayed for families to read at the centre.

In term 1 each year we hold a Parent Acquaintance Morning where families are invited onto the school site for a pancake breakfast and then have the opportunity to go to the preschool to mingle with other families and find out more information about the year ahead.

Once the child commences their preschool journey families are given a questionnaire to fill out. This information from this questionnaire forms the basis for building relationships and in addition to Pre-entry visits, conversation and observations of the child in play, we begin to get to know the child and their family context.

# Strengths

## Quality Area 2: Children's Health and Safety

### Exceeding Theme 1: Practice is Embedded in Service Operations

Children are adequately supervised. Educators have a duty of care and are aware of the need to position themselves within the setting to provide adequate supervision.

We tailor our daily practice to accommodate each child's individual needs. Some of our children come to preschool without strategies to calm, rest and relax. We provide opportunities and spaces for children to sit quietly with a book or relax and rest both in the indoor and outdoor environment throughout the day and timetable a set time for relaxation after lunch.

We use the DfE Early Years System (EYS) for the recording of children's confidential enrolment details and health information.

Educators are up to date with their First Aid training, RAN training and have appropriate asthma and anaphylaxis training. Any illness or injuries are treated as per current training practices. Children are made to feel comfortable if they are sick or injured and their family is notified via phone. An injury/illness form is also filled in and kept on file. A copy of this is also sent home with families at their request. For minor grazes and injuries, families are not notified by phone, they are given the form to sign once they collect their child. If a child is very upset by their graze every effort will be made to contact the family. If a child becomes ill at the preschool, they will be encouraged to rest and be monitored by staff. Families are notified and asked to come and collect their child if staff feel as though their symptoms are beginning to worsen. The child is made to feel comfortable and supervised until the family arrives. If a child requires additional medical attention, the Principal will log the incident on the Department for Education SA Incident Record Monitoring System (IRMS).

The first aid kit is updated is located in the kitchen area on top of the fridge with a small one located in the basket on top of the children's fridge – this one is taken outside and kept in the basket on the air-conditioning cage. The first aid kit is updated as required, every 6 months.

Children with asthma or allergies are identified upon enrolment at our site. Children's medication is kept in the kitchen area. Each child with medication has a bag labelled with their name and a photo of the child. The bag contains their Action/Medication Plan, medication and the date of the expiry of the medication. Medication plans and a photo of the child are displayed on the whiteboard in the kitchen area. This is kept in the locked first aid box with the key attached on the wall above the box. Relief staff are shown the photos, medical information and medications, relating to children at the site with allergies or have a plan where medication is needed. If medication is needed to be administered by staff a Medication Agreement must be completed by the parent/guardian and registered health professional. When administering medications, staff are required to complete the medication log (kept in the kitchen area in the locked cabinet), and have another staff member double check the dosage on the label, the dosage being administered, the expiry date and witness the child being given the medication. This is to ensure the correct dosage is given, according to the pharmacy label and the medication plan.

Children are taught the importance of handwashing and hygiene practices, with staff modelling the correct way to do this and ensuring that children do this. This is embedded into the children's daily routine, after toileting, before eating and after messy activities. There are visual aids placed in the bathroom and one at the group time area, detailing the steps to having clean hands.

Educators demonstrate excellent hygiene practices when dealing with injuries and or illnesses at the site as well as keeping the general environment clean. Families are notified of any illnesses that may be contagious or notifiable. Toys and puzzles at the site are washed routinely before they are packed away as needed. Tables are cleaned and sanitised before and after eating, and after messy activities, as well as at the end of each session. The site is professionally cleaned each day and staff are responsible for general cleaning throughout the day, as required.

Physical activity is promoted and encouraged through the setting up and planning of outdoor experiences within the program. Our preschool yard has been designed to allow for lots of gross motor activity. Children are supported by staff to access areas of the yard if they are struggling to do so independently. We occasionally participate in track walks around the school perimeter and are involved in the school's annual Sports Day in September each year.

Food is provided by families for their child. Named lunchboxes are stored in the fridge located in the children's play area making it easy for them to independently access their lunchbox and drink bottle when needed. During mealtimes staff engage children in conversations regarding healthy food choices and the importance providing our bodies with healthy food. Children all sit together to eat their lunch.

In line with our healthy eating policy, we encourage children to participate in a shared fruit time experience. This is to guarantee that each child is at least having one serve of fruit each day. We encourage children to drink water throughout the day. If children do not attend with a drink bottle, we supply named cups. Our P-6 site accesses donations from Kick Start for Kids supporting us to provide fruit for our children that may not have some on any given day.

Staff are trained Mandated Notifiers and are up to date with their training for this.

**Exceeding Theme 2: Practice is Informed By Critical Reflection**

Emergency procedures are displayed by both the exit doors in the preschool building. Evacuations and Invacuations are practised every 3 months and documented. This records the date of the drill, the type of drill and anything of interest to note. This is further discussed and reflected amongst staff. WHS issues or concerns are raised and addressed at weekly staff meetings. Urgent issues are reported to the Work Health and Safety Rep. Non-urgent maintenance needed is recorded in the groundsperson's book.

Lunches are provided by families in the form of lunchboxes. They are stored in the fridge in the children's play area, throughout the day in order to keep them at a safe temperature.

All staff are involved in critically reflecting on current site policies and procedures, and reviewing these where necessary.

**Exceeding Theme 3: Practice is Shaped By Meaningful Engagement With Families and/or Community**

When enrolling at the preschool staff and families discuss important information regarding their child's health and safety while attending our site; such as allergies, other health issues medications, cultural needs and/or dietary requirements. Parents are required to provide a copy of their child's Immunisation History Statement upon enrolment.

A copy of the Healthy Food Supply and Nutrition Policy is provided to all families upon enrolment. It also provides families with some examples of some healthy eating options that could be provided by families according to the Right Bite Strategy.

Educators have a great relationship with the Child and Youth Health Services based locally. This strong relationship supports our families in accessing the 4 year-old health checks and identifying any areas of concern before the child commences school.

# Strengths

## Quality Area 3: Physical Environment

### Exceeding Theme 1: Practice is Embedded in Service Operations

Easy flow between indoor and outdoor play areas offer children many opportunities for play. The door is kept open during free play to allow children to move freely between both the indoor and outdoor areas, and encourages independent exploration. Our indoor and outdoor spaces are flexible and reflect the program, curriculum and planned play experiences as well as lots of opportunities for children's play-based learning, enabling group time, table top activities, art easels, block building, construction sets, socio-dramatic play, reading and relaxation areas, and more. Our preschool yard provides many opportunities for children to engage in and be immersed in the natural environment.

Our site is nestled amongst beautiful natural surroundings and supports exploration and play-based learning. It is a generous space that encourages children to use a range of gross motor skills as they manoeuvre their bodies through the environment. A highlight of our natural setting is the rock formation and climbing structure in our garden/outdoor area. The children love to take risks, climb and explore from different heights. Two outdoor pergolas provide undercover play space areas used for a range of activities offered outside. One of these is covering the sandpit area. Children are encouraged to observe and listen when in the natural environment, encouraging an awareness of the need to notice, creatures and taking care of the setting and the things in it. From our yard we collect resources such as rocks, leaves, sticks and bark to be used in our play.

We regularly visit the veggie garden located on the southern side of the preschool yard. The children help to take care of the garden and are able to sample some of the vegetables and fruit once they have ripened. The new additions of the chickens have been very well received and the children are involved with taking them our food scraps and checking and collecting the eggs.

Educators and children are involved in a general tidy/clean up daily to ensure a clean, safe learning environment. Puzzles, toys and equipment are their cycle of use and/or as required. Indoor spaces are cleaned daily by the site contracted cleaner.

Our equipment is well maintained and we feel well supported by the site groundsperson. A daily check of the preschool yard is conducted each day before the children arrive to check that equipment is safe and in good repair. The sandpit is raked each day and usually watered down once a week to avoid too much soft sand – when it is so soft it blows around a lot, making it easier to get into children's eyes.

### Exceeding Theme 2: Practice is Informed by Critical Reflection

Critical reflection has informed our practice around sustainability and caring for the environment. Our children are involved in recycling practices that are embedded into our site routines and educators model and encourage respect for our learning environments. We hope this learning will encourage the children to become environmentally respectful and responsible and will flow onto our families with children taking their knowledge of this and using it at home.

Children's interests and ideas are observed and noted and accommodated in the moment, wherever possible, or included in future programming by way of equipment, resources and materials. The practice of timely observations and critical reflection enables our indoor and outdoor spaces to be flexible, adapted and changed to re-engage the children. Experiences are open ended to encourage free choice and agency to support curiosity, creativity and experimentation.

Our fence has 2 self-closing gates that are within the perimeter of the preschool space. These are kept closed at all times. There is a gate adjacent one of the preschool gates. This gate is unlocked in the morning to allow families to enter and locked once families have left. It is re-opened at the end of the day to allow families in to come and collect their children. Upon reflection with school leadership, it was decided to keep this gate locked throughout the day as an extra measure of safety for all children across the whole site.

### Exceeding Theme 3: Practice is Shaped By Meaningful Engagement with Families and/or The Community

Our morning routine allows for families to engage with children in the environment as they settle them into the morning routine.

Our indoor area promotes a sense of belonging for each child. Named bag lockers that the children have helped to label, photos for the name tree, pockets and photos of children who are part of the preschool show their ownership in this space.

# Strengths

## Quality Area 4: Staffing Arrangements

### Exceeding Theme 1: Practice is Embedded in Service Operations

Teacher and SSO's have worked together at the site for many years, they have good communication skills and support each other both professionally and personally. Educators conduct themselves in an ethical manner, by adhering to the Code of Conduct and the site philosophy. Together they acknowledge that well-being is a priority for all children.

All educators and support staff have relevant and current qualifications and training. Teachers are approved to work in Early Childhood and registered with the Teachers Registration Board of SA. Support staff have a Certificate III and an authority to work from the Department for Education SA. All staff have required training/qualifications in first aid, CPR, asthma, anaphylaxis, responding to abuse and neglect and a working with children check.

Regular school staff cover the teacher and ECW's lunch breaks each Tuesday and Thursday. A staff photo gallery is displayed, which is visible for families and the preschool community.

Leadership value the importance of upholding ratios even when our numbers are under 10.

Staff roster and staff conditions respected - non-contact time, appropriate meal breaks etc. A staff roster is used to provide efficient supervision of inside and outside. Rosters and the daily timetable are displayed for use by educators and relieving staff.

Educators reflect and actively share information throughout the day, keeping each other informed.

Educators meet regularly to discuss the needs of the children, along with reference to parental support that may need further intervention or assistance. The day-to-day management of the centre is also discussed as well as time for curriculum planning and to discuss the P-QIP.

Relief staff are employed to cover for staff when they are off site for professional development, leaders' days and absence due to illness. We try our best to employ regular TRT's who know our site well and to maintain consistency and familiarity. Each relieving educator and visiting support professional is inducted and relevant documents and ID are sighted and copied, by the Admin in the school front office.

Student Free Days give educators an opportunity to work and learn together with members of the HHSP-6 staff, as well as the Beach Road Partnership.

### Exceeding Theme 2: Practice Is Informed by Critical Reflection

From reflection of our goal around Oral Language staff will aim to make a time to meet with our DfE Speech Pathologist, Greg Standley for some professional development around best practice in terms of developing Oral Language skills. As a staff team we will re-visit the Best Advice Papers with the focus being on Oral Language.

Additional meeting between educators on a 3 weekly planned cycle provides a formal opportunity for staff to engage in collaborative critical reflection.

### Exceeding Theme 3: Practice is Shaped by Meaningful Engagement with Families and/or The Community

Over the last 12 months we have seen a larger cohort of children with access to NDIS funding and consequently families accessing outside support agencies, separate to the Department funded Support Services. We will continue to support this to happen for those families where possible and build positive relationships with these outside agencies.



# Strengths

## Quality Area 5: Relationships with Children

### Exceeding Theme 1: Practice is Embedded in Service Operations

Relationships are something we hold in high regard and form part of our centre philosophy. Relationships underpin everything we do at Huntfield Heights Preschool. All educators build strong and trusting relationships with children by showing a genuine interest in the children and supporting them as they build the confidence to feel as though they truly belong in the preschool community. Educators actively engage with the children during their play, spending time with them and getting to know them throughout their day.

Interactions with children are gentle, caring, and supportive which helps to grow their well-being and confidence to want to attend the preschool each day.

Children and families are greeted as they walk through the door by name and an individual acknowledgement. During interactions educators often get down to the children's level, to be warm, responsive and show a genuine interest in each child. Children are valued as individuals and their dignity and rights are always maintained.

Our indoor and outdoor spaces are diverse and offer a range of activities that cater to the individual needs and interests of all children, allowing for meaningful, purposeful play to occur between the children and their peers, with lots of free choice.

Routines within the preschool setting are consistent, predictable, and well-practiced, so they become innate and expected for all children. This is especially relevant for those that are experiencing trauma or an unpredictable life at home. They know that when they come to preschool they are in a safe space and will have their needs met.

We engage in restorative practices with the children and often talk with them about their feelings. We use the Zones of Regulation in the preschool space as a way to help the children to regulate their behaviour and support them with this by guiding them with the strategies to do so.

We have consistent and regular staff which assists educators to build strong, trusting and meaningful relationships with the children. Where possible, we use regular TRT's to cover when staff are away.

### Exceeding Theme 2: Practice is Informed by Critical Reflection

We highlight the child's voice throughout our program and planning to ensure their voice and individual interests are valued and implemented into the environment, giving them a sense of belonging and ownership of their learning.

We implement the Keeping Safe Child Protection Curriculum into our daily practice. It is planned for in part of our planning cycle and reflected upon after it is delivered.

### Exceeding Theme 3: Practice is Shaped by Meaningful Engagement With Families and/or The Community

Many past and present families believe that establishing and maintaining relationships is something we are renowned for and have articulated this to staff in both the preschool and the school, and is evident in the annual parent survey.

We use the family questionnaire form, given to families at enrolment to gather some initial information about the child such as interests and family background.

Educators are always available to assist children at drop off time. We assist the child with emotional regulation as well as the families with the separation.

We participate in ongoing communication with families for understanding of their child's well-being and rights, we check in with families when required and have conversations at drop off and pick up times. We have interviews with parents early in the year to discuss goals for their children and to generally touch base.

Children are invited to attend the preschool for Pre-Entry visits prior to attending the preschool for their eligible year.

# Strengths

## Quality Area 6: Collaborative Partnerships with Families and Communities

### Exceeding Theme 1: Practice is Embedded in Service Operations

Families are always invited and made to feel welcome into the preschool setting each day, at any time. We have an open and inclusive learning space and welcome our families to join in and be part of this. Families can be involved in the site at a level that suits them and understand that this will be different for all families.

At Huntfield Heights Preschool we welcome the wider community and prospective families to pop past any time during the year to chat with preschool staff or to arrange a tour to come and see our facilities. This provides an opportunity to share information about the child and family and to answer any questions families may have. There is information about the preschool on the Huntfield Heights School P-6 website. This includes a copy of our Parent Handbook, policies, the site philosophy and details about our opening times, fees and all other relevant information.

Our enrolment and orientation process is supportive of children, parents and families. The process begins with parents /caregivers completing a 'Preschool Registration of Interest Form', in accordance with the DfE Enrolment Procedure, ensuring local families in our catchment are a priority. This form is available to be picked up from the site, or downloaded from the DfE website. Once accepted, families will be sent a letter of offer and they will then receive an enrolment pack with further information about 'What's Next'.

As a service we offer pre-entry visits to our children in the term before they commence full time preschool. This enables us to develop and foster early positive relationships with the children and their families, and helps them to become familiar with the preschool surroundings, staff and routines.

Site information and news is communicated with families via our newsletter, in school newsletter, school Facebook page, informal conversations and Seesaw. Through Seesaw, families and educators can communicate last minute changes and/or arrangements for the day to minimise the impact on children. Each child has a named pocket located in the bag area that keeps notes for families that are to be sent home.

Working on site with HHSP-6 we are invited to attend many regular, special events.

Access to inclusion and support assistance for our families is facilitated by the schools Well-being and Engagement Leader and or services such as the Smith Family, Uniting Communities and Kick Start for Kids.

As educators of preschool children we actively engage with community services, **such as Learning Together – Connecting Communities**, that promote positive parenting courses. Parents are able to attend and express their parenting values and beliefs in a trusted and respectful environment.

Making connections with local community services such as the MFS and SAPOL, encouraging those connections with the community. Re-kindling our connection with the local aged care facility in the form of a book to go back and forth, and moving forward we hope that we may get to visit before the end of the year.

For children with additional needs we write an electronic One Plan which includes service providers and families voice around the individual needs of the child. This is a supporting document that enhances our transition program of our children from preschool to school.

We have a strong transition to school program where children become very familiar with the school teachers, leaders, environment and routines. This transition is flexible to suit the needs of all students understanding of school events and best support practices.

### Exceeding Theme 2: Practice is Informed by Critical Reflection

With the addition of a mid-year intake into preschool we will reflect on what the pre-entry visits will look like and involve for those starting in the middle of the year and when these we will be likely take place. Staff will consult with the school Leadership on this too. Transition visits into school during term 2 for those starting in the middle of the year will also need to occur and be planned ahead.

Educators engage in reflective practice individually and as a team to discuss ways we can engage more family participation throughout the program and always use opportunities to invite families and the wider community to be involved in our curriculum.

**Exceeding Theme 3: Practice is Shaped by Meaningful Engagement With Families and/or The Community**

Families are invited and encouraged to join in throughout the year with a range of events and special days. Families are welcomed to participate in an acquaintance morning, community breakfasts, open days, school events, sports day and the highly anticipated, end of year concert.

The school have a Facebook page that is a great way for families to check in and connect with what is happening at a whole site level.

Governing Council volunteers run a playgroup for families in the community to access each Friday morning, using our facility.

Educators work hand in hand with families and department and community agencies to support children and families with identified needs. We advocate for our families and liaise with Special Educators and Support Services to support children's learning. Families are involved with the referral process and meetings are arranged to ensure the best learning outcomes for the child.

## Strengths

### Quality Area 7: Governance and Leadership

**Exceeding Theme 1: Practice is Embedded in Service Operations**

The Educational Leader is supported by the school Principal and is given the opportunity to attend relevant professional development including attending the Partnership Early Years Leaders' Day which happens once, each term throughout the year and other PD opportunities such as the Numeracy Summit.

There is a good working relationship between the educator and the Leadership Team, and they aim to meet on a regular basis to share information and check in.

Administrative systems enable effective management of our quality service including access to a computer technician.

Regular relief staff are used as much as possible to promote continuity of education for the children.

All staff are aware of their job roles and responsibilities.

Staff give reports to Governing Council when required. This is to inform Governing Council about the 'goings on' in the preschool.

**Exceeding Theme 2: Practice is Informed by Critical Reflection**

The educator works with the ECW to support her understanding of practices, National Quality Standards and the EYLF so they can engage in collaborative reflection.

**Exceeding Theme 3: Practice Is Shaped By Meaningful Engagement With Families and/or The Community**

We encourage parent engagement/representation at Governing Council. This is something that can sometimes be an overwhelming thing for our families to consider doing but it is something they are supported with should they choose to do so.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Huntfield Heights Preschool

**Goal 1: To increase children's oral language development and capacity to engage with others and in the learning program.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If educators provide opportunities to intentionally extend children's vocabulary, then we will increase the children's oral language development and their capacity to engage in the learning program and their ability to engage with others.

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

Through analysis of pedagogical documentation and observations we will evidence:

- An increase in children's communication and the way they communicate.
- An increase in the children's vocabulary with a focus on having their needs met in an appropriate manner.
- Children are confident and involved learners within the preschool program.



## STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Staff will model and re-cast appropriate language for purpose and support children to do the same.	1.1.1 1.1.3 1.2.1 1.3.1	Ongoing	Amy and Belinda – Intentional practice. Focus on their language, vocabulary and conversations with the children.	Meet with DfE Speech Pathologist Greg Standley for some Professional Learning. Best Advice Papers Leadership support staff to access PD.
Create small world play 'baskets' for children to re-create stories and rhymes so they are using language.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2	By the end of Term 2	Amy and Belinda Rhymes and stories modelled to the children so they can then access the baskets when they choose to, knowing the story or rhyme that they will re-tell.	A range of stories and rhymes. Props to put in baskets for children to access.
Engage in conversations with children that are open-ended. Strive for Five.	1.1.1 1.1.3 1.2.1 1.3.1	Ongoing	Amy and Belinda - Intentional practice. Focus on their conversations with the children.	Re-visit Strive for Five Sharing best practice, Critical reflection.

	1.3.2			
Engage in a range of music experiences as a way to encourage children to participate in using language in a fun way.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2	Ongoing	Amy and Belinda	Music Education Strategy. Kristie Fudge – Professional Development at our site. Include Junior Primary staff and the Arts teacher too.

**Goal 1:** To increase children's oral language development and capacity to engage with others and in the learning program.



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

Actions		On track	<b>Evidence</b>  Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps? Potential adjustments?</b>
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
<b>Staff will model and re-cast appropriate language for purpose and support children to do the same.</b>	End of Term 1		This is something that is embedded in what we do each day. We see that children are thinking about how they are saying the word as they say it back to us (after we have modelled it correctly to them)	This is something that will be ongoing. Some children do not like repeating the words or sounds back but if we make it in a fun way this seem to be working.
<b>Create small world play ‘baskets’ for children to re-create stories and rhymes so they are using language.</b>	End of Term 1		A couple of these baskets were developed and introduced to the children at the end of term 1. Dear Zoo and a 5 Little Ducks one. Both were modelled at group time in front of the whole group before they were introduced. This really peaked the children’s interests and we have found that as soon as it was done they were very eager to go straight off and access the baskets. There were almost ‘fights’ over them. This has been effective because we are hearing the children use language in the story and seeing the children use the props to help them re-create the story. Child LK held each animal up to the page as it appeared in the story. He named the animals as he did this – Elephant, Lion etc. LK struggles using language but was able to say ‘They sent me a’ each time he turned the page and then the animals’ name.	Add some more baskets with different stories or rhymes. Model these to the children at group time again before we before we put them out. Add 5 cheeky monkeys and The Very Hungry Caterpillar.

	Term 2	<p>Child SR used the 5 Little Ducks puppets to sing the song.</p> <p>We have introduced 2 more baskets this term. 1 – 5 Cheeky Monkeys with felt pieces to match the song, and 2 – The Very Hungry Caterpillar with the props for the life cycle of a caterpillar.</p> <p>After reading TVHC we investigated the life cycle of a butterfly so that the props made sense to the children and so they could understand the connection to the story. WGS was heard talking about the life cycle of a butterfly. She placed them in a circle and said 'First we have the egg, then a caterpillar comes out of the egg, then it makes a cocoon and then a butterfly comes out of the cocoon' (WOW!)</p> <p>JH was heard saying 'He ate One apple, Two Pears etc, etc'. and used the caterpillar as a prop to put on the page as he went through each food.</p> <p>2 new baskets have been introduced this term. Again, this was done during group time. There has been a buzz about which books/song will be next. This time we introduced 'Wombat Stew' and 10 in the bed, with props to match.</p> <p>We read the story Wombat Stew and then named all the animals that were the props for the story. After this first time we heard the children refer to the animal names in the story as they sat with the basket. JO got every animal picture out of the basket and named them as he did it. This was before he even opened the book. 'What is this lizard called?' he asked. Questioning the name of 'the blue tongue lizard'.</p> <p>For the 10 in the bed song we had 10 pictures of bears with the numbers from 1 to 10 on them. We introduced the song by counting</p>	<p>Modelling these 2 new baskets has again peaked the children's interest and made them want to independently re-tell the song and story. The Hungry caterpillar is a long story for the children to remember but the props have helped with this.</p> <p>We have decided to stagger these baskets – 2 per term so that it is not overwhelming for the children and so that the children really take the time to connect with the story or song.</p> <p>Wombat Stew is a long story and it has been difficult for some of the children to recall and re-tell the whole story. They seem to remember the rhyme as it is quite catchy.</p> <p>We will read this story each day during week 3 so that the children become more familiar with the story.</p>
	Term 3		

	Term 4	<p>out the bears in the order of 1 to 10 and placed them on the bed, pointing to the number on the bear as we said it and placed them down. We sang the song and took one bear away each time. We repeated this straight away after we finished it the first time. The children all asked to do it again. JF and SC then stayed at the mat and repeated the song again once we had finished it a second time.</p> <p>This term we have re-visited some of the baskets to see if the children can remember and recall the stories.</p>	
<b>Engage in conversations with children that are open-ended. Strive for Five.</b>	Term 2	<p>We are mindful of this when conversing with the children and have reminders up in the preschool to remind us to Strive for Five in our conversations with the children.</p> <p>We are finding this hard to document because we get caught in the moment with the conversation with the child and do not want to interrupt the conversation or look like we're not showing interest by scribing in front of the child while they are conversing.</p> <p>Being in the moment with the child and showing them interest in what they are saying gives them the confidence to talk.</p>	Term 3 – Will aim to quickly jot some notes as soon as the 5 exchanges are done.
<b>Engage in a range of music experiences as a way to encourage children to participate in using language in a fun way.</b>	Term 1	<p>This is something we do as part of our everyday experiences with the children and something that we find helps to break down the barriers and makes using language fun. The children have loved the Bee, Bee Bumble bee song this term as a way of getting to know each other. It encourages children to participate in the activity as well as break down barriers. No one misses out on a turn and the song is catchy and easy to pick up.</p>	In Term 1 Amy attended a Music Education Strategy Workshop and as always came away with lots of new materials and songs/rhymes to use with the children.
	Term 2	<p>We are getting verbal feedback from families that their children are singing the new songs at home. One Mum asked 'What is the Bee song?' referring to Bee, Bee, Bumblebee.</p>	



		<p>Book Based Literacy - Mrs Honey's Hat – Bee, Caterpillar, Ladybug – visuals where the children have to clap the parts of the word (syllables) for the picture they pick i.e., children pick a bee picture and they do 1 clap for the word bee. They pick a caterpillar picture and they do 4 claps for the parts of the word cat-er-pill-ar, 3 claps for ladybug and so on.</p> <p>We made our own 'songs' by doing this and the characters tied in well with our Mrs Honey's Hat learning.</p>	<p>Workshops through the Music Education Strategy are on each term.</p> <p>Amy unable to attend anymore Workshops this year due to personal reasons.</p> <p>She can still access resources on Teams and will keep up to date on this for any new songs or rhymes or ones that we can relate to our learning.</p>
	Term 3	<p>Book based literacy – Room on the Broom song.</p> <p>Explicitly teaching the rhyming words from the story to the children. Keeping a beat to the rhyming words.</p>	
	Term 4	<p>This term we have focused on rhymes and rhyming songs at group time.</p> <p>We have noticed the children showing a strong interest in 'Ring a Rosie' throughout the last term and this term we have used this as a way of coming together on the mat for group time. This has proven to be a really fun way to come together.</p>	<p>Think about some other rhymes we could sing/say to come together as a group. It has been a fun way to do this.</p>

**Goal 1: To increase children's oral language development and capacity to engage with others and in the learning program.**

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

**What progress have we made? Have we achieved our goal?**

The children have used purposeful language and been exposed to language in a variety of ways as a result of the goal and the actions we have had in place.

**Enablers: What factors have been critical for success?**

Modelling and scaffolding the purpose of the baskets has been critical for the children's learning. We found that when shown how to use the baskets they could imitate the language we used in front of them and could recall and retell the story. This and musical experiences were by far the most successful strategies to help expand on the children's developing oral language as well as their capacity to engage with others. They both offered opportunities for social interactions.

**Inhibitors: What factors have impeded progress? How will we work through this?**

We have found some of the actions hard to keep track of in terms of documenting. Maybe we had too many actions. Next time we may consider have just 2 so that we can really focus on each in more depth.

**Recommendations: What are the next steps to take?**

Oral language is something that will always have a focus at our site. The experiences the children at our site have had before they commence preschool mean that they are often exposed to limited language and/or limited experiences that encourage and develop their learning in literacy.

We think it would be a benefit to continue with the story baskets with props (or small world play).

Next year the school is having a whole school focus on Numeracy. We were required to list some Numeracy training that we would like to do as a staff team (preschool staff). I have nominated the 'Let's Count Program' by the Smith Family. Amy has undertaken this training before and thinks that it would be great to have an opportunity this time around to have Belinda attend too. We could use our learning from this to encourage our families to identify what Numeracy is and how they can do this with their children at home.

A second goal around fine motor skills might be of benefit next year. We are noticing that the children are needing a lot of development in this area and to have a focus on this could help their exposure to and development of these types of activities in a more in-depth way. We could really document their growth over a 12 month period.




## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Create a flower garden area in the yard for children to take care of to encourage sustainable practices and to encourage butterflies and bees to come to preschool. This was a priority last year but unfortunately all of the plants have died.	3.2.3	This time we need have the area with a visible barrier to keep children from walking over the plants but still have access for them to water and care for the plants.	Start this at the end of Term 1 and continue to add to this early term 2.	Plants, tools for digging in the dirt and small watering cans for the children to easily use to water the plants.	Amy and Belinda Source some plants that encourage butterflies to come to the garden as well as flowering plants for bees.
Re-connect with the local aged care facility to continue our connection.	6.2.3	Re-connect with the lifestyle co-ordinator. Start with the book but with a view to having a visit there some time in the near future, if possible.	By the end of Term 1 to contact the facility.	Scrapbook – Photos to put into it.	Amy to re-engage with the facility.

# Progress notes

## National Quality Standard priorities

**Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Create a flower garden area in the yard for children to take care of to encourage sustainable practices and to encourage butterflies and bees to come to preschool. This was a priority last year but unfortunately all of the plants have died.	We were able to plant some seeds and plants in the designated area and this was great timing during term 2 when we were able connect the learning with Mrs Honey's Hat and planting flowers for the bees. Again, unfortunately all the plants died. I think we are planting them at the wrong time of the year and maybe need to investigate different types of plants that will be more suitable.		Children were able to make connections between their learning about bees and the need for flowers to give them food. They were very eager to participate in the planting and then taking care of the plants. Children were excited to show their families our bee garden and would check it daily.	More preparation is needed to the area. Maybe get some new soil into the ground. Grow plants in pots that are semi planted into the ground and suitable to the conditions. We do need flowering plants to encourage the bees and butterflies. The pollen from the flowers will attract them.
Re-connect with the local aged care facility to continue our connection.	Unfortunately this was not able to take place this year due a medical episode that Amy suffered in the Term 1 holidays. The effects of this have posed a challenge that have not helped to make this happen.		This is something I would definitely like to re-visit and explore next year. We would love to be able to walk to visit the facility and engage with the residents face to face if that is allowed.	Contact the facility by Week 5 of Term 1, 2025.

**Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?****What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?****Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Cathryn Herbert
<b>Date</b> Thursday, 7 December 2023

Signature:

Endorsed by governing council chairperson

<b>Name</b> Dennielle O'Callaghan
<b>Date</b> Thursday, 7 December 2023

Signature:

Endorsed by education director

<b>Name</b> Stan Hagias
<b>Date</b> Friday, 15 December 2023

Signature:

