



Morphett Vale Primary School Preschool

Quality Improvement Plan 2019

*"Play is the work
of childhood"*

Mr Rogers



Service Information

Service name:
MORPHETT VALE PRIMARY SCHOOL PRESCHOOL
SITE NUMBER 3687

Service Location and Contact Details:
LAWRENCE ST, MORPHETT VALE, SA, 5162
PHONE: 82865064

Approved Provider Primary Contact:
RACHEL MCLENNAN
0438568603

	Starting Time	Finishing Time
MONDAY Full-day session	8:50am	3:00pm
TUESDAY Full-day session	8:50am	3:00pm
WEDNESDAY Full-day session	8:50am	3:00pm
THURSDAY Full-day session	8:50am	3:00pm
FRIDAY Playgroup	9:30am	10:30am

We have a large carpark. Enter via Lawrence St and exit via Garema Drive.

TERM 1: 29/01/2019 – 12/04/2019

TERM 2: 29/04/2019 – 5/12/2019

TERM 3: 22/12/2019 – 27/09/2019

TERM 4: 14/10/2019 – 13/12/2019

Pupil Free Days – Tuesday 12th March, Monday 29th April,
 Tuesday June 11th, Friday 15th November

School Closure Day -Monday 2nd September



Teacher – Trent Wright



Teacher – Jacqui Martlew



**OUR
TEAM**

SSO- Tammie Allan



SSO- Kate Greeneklee



Principal – Rachel McLennan



Morphett Vale Primary School Preschool

Philosophy Statement

We value Honesty, Care, Respect and Responsibility

We recognise that our learning spaces are located on the lands of the Kaurna people and we recognise and respect their connection with the land. We will help care for and respect this land together.

Our image of the child is that they are capable, competent, creative, curious learners, who are full of potential.

We believe all children should have a voice and that their voice will be reflected in our ongoing planning and reflected practices. We want our children to have a strong sense of belonging and identity so they will confidently share ideas, wonder, question and take risks to explore, learn and grow. At MVPS Preschool, children's ideas, interests and questions are explored, valued and responded to.

We believe children learn best when they are engaged in a challenging, stimulating, high quality, play based learning program.

Our core values are honesty, respect, care and responsibility.

Our Preschool philosophy builds upon our site Vision Statement and the principles from The Early Years Learning Framework - Respect, Reflect, and Relate.

In our Preschool, children are engaged in play- based learning; learning in a number of different ways and each at a vastly different pace. The program is differentiated to cater for these differences and utilises both structured and unstructured play that promotes learning as fun, exciting and challenging.

Our aims are to provide opportunities for each Preschool child to;

- Develop social skills, interpersonal relationships and the fundamental life skills of teamwork and group interaction.



- Extend knowledge and skills.
- Develop school readiness skills.
- Promote a healthy self-concept and self-confidence to meet the challenges of learning.

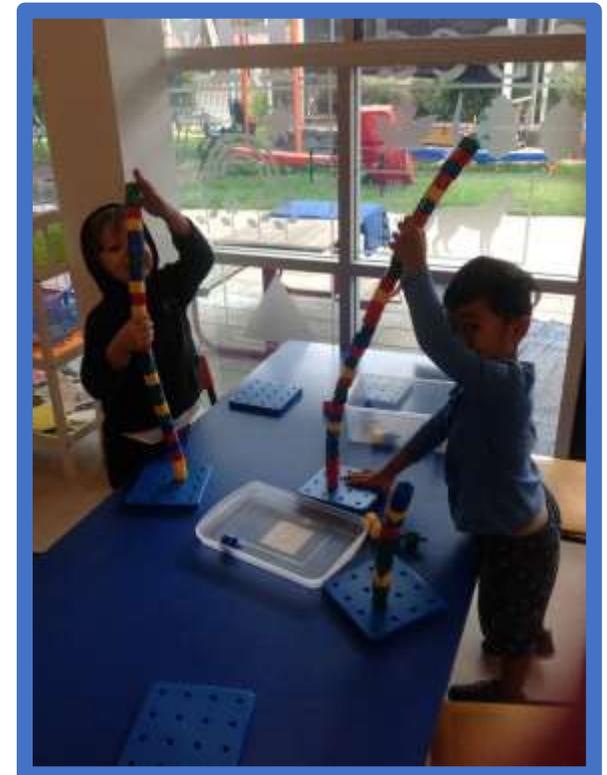
Secure, respectful and reciprocal relationships

At our preschool the educators;

- encourage children to live sustainable lifestyles, influencing the quality of life now, and for future generations.
- respect the views and feelings of each child.
- ensure that the interests, abilities and culture of every child and their family are understood, valued and respected.
- initiate warm, trusting and reciprocal relationships with children.
- build on children's prior knowledge and experiences to build continuity for their learning and development.
- provide safe and stimulating environments for children.

At our preschool the educators;

- actively engage families and children in planning children's learning and development.
- work with families to support children's learning and development at home and in the community.
- create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and experiences.
- use family's understanding of their children to support shared decision making about each child's learning and development.
- acknowledge the significance of transitions within and across our early childhood services and school ensuring that children understand the process and have an active role in preparing for these transitions. i.e.: Occasional Care, Playgroup, Preschool, and School.
- work collaboratively with a range of educators to share information and plan to ensure holistic approaches to children's learning and development.



- are transparent and objective, and provide families with information about their children's learning and development, and about what they can do to further support their children.
- incorporate STEM based learning activities and opportunities for children (we are a preschool to year 7 State Lead School in STEM)
- Capture and act upon children's voice, ideas and interests in planning, documentation
- and evaluation.

High Expectations and Equity

At our Preschool educators;

- encourage children to explore, solve problems, communicate, think, create and construct.
- focus on early literacy skills, specifically phonological awareness
- focus on early numeracy skills – in line with Results Plus Improvement Cycle
- establish high expectations for all children's learning and development.
- maximise opportunities for every child.
- support children's learning and development through a combination of child/adult initiated play-based learning, as well as specific teacher direction.
- use child-centred approaches to explicitly teach particular knowledge and skills.
- ensure that every child experiences success in their learning and development.
- provide a physical environment which supports a range of opportunities for learning and physical activity, both indoors and outdoors.
- recognise that every child can learn and children require different opportunities and support to do this.

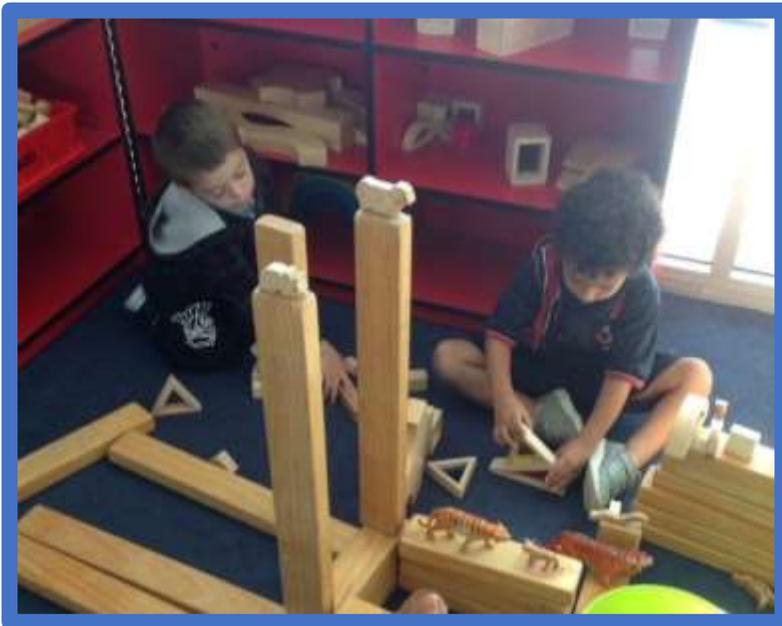


Respect for Diversity

At our Preschool educators;

- support children to develop a sense of place, identity and a connection to the land.
- recognise the connections between aspects of children's learning and development.
- recognise bi and multilingualism as an asset and support these children to maintain their first language and learn English as a second language.
- build on children's interests, abilities, cultures and previous learning experiences **to extend their thinking, learning and** development.

promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.



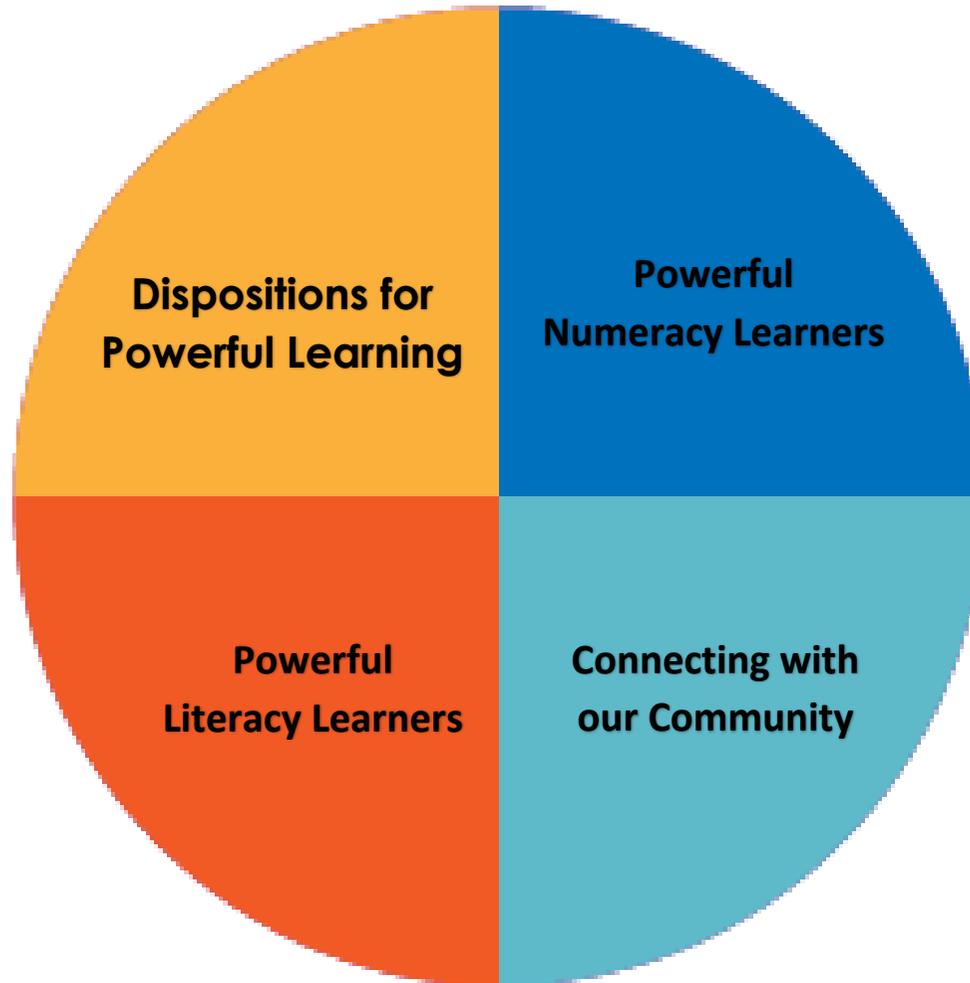
2019 OVERARCHING GOAL

To provide quality learning environments that recognises each child as capable and competent

Grow and nurture in our children:

- Curiosity
- Confidence
- Persistence
- Imagination
- Communication

- Site based oral language inquiry
- Use critical reflection to inform assessment for learning and programming
- Use language to connect with my world



- I explore and understand my place in the world
- I analyse, read and organise the data in my world

We will build our children's vocabulary by increasing opportunities for learning in different environment

- Wakefield House
- The beach
- Kuitpo Forest
- The city

Morphett Vale Primary School Preschool's Identified Strengths

Strengths Quality Area 1: Educational Program and Practice

Our program and practice is guided by the Early Years Learning Framework (EYLF) and encompasses the learning outcomes, principles and practices.

Curriculum decisions are based on reflection of the engagement, learning and needs of groups and individual children.

During our fortnightly meetings, we consider reflections and plan in response to children's interests, personal experiences and wonderings.

Each child is part of a focus group of children – each group is reflected upon by our team at least twice per term. Consideration is then given to children's individual needs and interests for incorporation into the next fortnight's program.

Information about children and their learning is gathered and documented through educator observations recorded on individual student observation sheets. Photographs and Video along with written comments are used to share children's learning journey to parents through seesaw. Parents are encouraged to comment back or answer our questions and this helps us to gather information about each child regularly.

Information about children is gathered from families and documented through the enrolment and parent teacher meeting processes, Child Profiles (completed by parents), NEP One Plan goal setting discussions and regular informal chats are some examples.

We work closely with DECD support services to implement programs developed for individual children. Many of our children are supported with speech programs individually or in small groups.

Our daily routine allows for inside only activities and choice of indoor/outdoor, structured eating time and at least 2 group times a session. One group session is a small group and the other is the whole group. The small group allows us to focus on individual needs and match activities to the groups developmental stage. Children can also have more turns and are encouraged to join in and speak up more in this intimate group.

Routines are designed to help children gain a sense of belonging, connection and security. Children are explicitly taught many routines around toileting, hygiene, self-organization and management, packing up, collaborative play and turn taking.

The Child Protection Curriculum is integrated into educator lead group time activities throughout the year.

Strengths Quality Area 2: Children's Health and Safety

Morphett Vale Primary School Preschool has a strong emphasis on health and safety demonstrated by -

- Our Healthy Eating policy
- We have had Pura taps installed
- We have a Sun Smart policy
- First aid, health care plans and policies are reviewed and kept up to date.
- We encourage fruit snacks each day.
- Fresh air and exercise is part of our daily routine.
- Regular hand washing instruction and practice happens daily.
- All staff are up to date with first aid and Mandatory Notification training.
- Children are closely supervised at all times.
- Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.
- Effective steps are taken to identify and manage risks and precautions taken to protect children from harm.
- Policies are reviewed and updated on a 12-month cycle and are on display.

We have consistent staffing arrangements ensuring our staff know our children really well and we have daily conversations with parents to stay up-to-date with short-term health/care needs.

We support our children to learn the positive social skills needed to get along and live happy lives.

Strengths Quality Area 3: Physical Environment

Our Preschool is just 7 years old and we enjoy open, light, modern learning spaces both inside and out. The inside space is a large room which allows us to move furniture and swap resources in order to regularly create new spaces for the children to explore. We have ample resources and storage space so equipment can be rotated.

Our outside area enjoys plenty of shade created by maturing trees and shade cloth. The sand pit is a popular space especially on the warmer days when water is introduced.

We have a meandering path which is a popular space for bike riding and a cubby which inspires role play.

We include loose parts and natural materials in play as well as regular STEM activities.

Strong sustainability practices are promoted through – sorting bins, recycling, composting, worm farm and our garden.

As well as taking our children on regular outings and excursions, we use the school facilities. Children visit the library for a story and book borrowing and play on the school playground each week. We also visit Wakefield House, next door to the school and engage in activities with their residents in the kitchen, craft area and the garden. We plan regular excursions and outings to broaden our children's life experiences.

Strengths Quality Area 4: Staffing Arrangements

Staff rosters ensure that we always have 3/4 staff each session on any given day. This keeps our ration under 1:10. The team consists of two teachers, two SSO staff and a Principal.

Staff processes and agreements have been created to ensure appropriate supervision is provided for children at all times, e.g. staff code of conduct, rosters, supervision policy, timetables, documented programming and reporting processes, clear understanding of shared and individual roles and responsibilities.

All educators are part of an Early Years Professional Learning Team and meet at least 3 times a term to plan and engage in professional learning together.

Our staff participate in regular PD sessions and meet formally each fortnight to plan. Time is allocated at the beginning and end of each day to meet informally and share observations. Our Educators are also involved in meetings with other preschools to develop skills and share learning. They are currently working with Jose Thompson and the Partnership on "Questioning for Numeracy Understanding".

Strengths Quality Area 5: Relationships with Children

Educators model positive interactions and behaviours at all times and interactions with children at our preschool are of a high standard.

Our children feel safe, secure and supported and are happy to attend Pre-school.

Parents are always welcome to stay and be included in their child's program in any capacity they wish.

We include individual, small group and large group instructional time each day which helps us to develop deeper relationships.

As a birth to Year 7 site we are able to encourage visits from older siblings if we think this might help to comfort or reassure unsettled children and this has been very successful in the past.

When our children transition to school, they are allowed to visit back at Pre-school and many new school starters return for a play at recess or lunch in their first term of school.

Our children are happy and engaged and the program is adjusted to meet their individual needs. We have successfully implemented programs to enable children to resolve problems with conflict and frustrations without resorting to aggression.

Our educators utilise the Programme Achieve puppets to teach social skills and they use role play to model effective ways to solve conflict.

Our children are taught to use the Programme Achieve language when describing actions and behaviours. We have found that negative behaviour decreases quickly.

Our children demonstrate a sense of belonging as they are happy to come to Pre-school and they demonstrate increased cooperation with their peers as self-regulation develops.

Strengths Quality Area 6: Collaborative Partnerships with Families and Communities

We are very proud of the way we work collaboratively with Families and our wider community and we are always looking for creative new ways to do this better. In 2018 we introduced online learning portfolios for each of our children. Our medium is an App which allows staff to share these learning portfolios with approved family members in real time. Photos, video or documents can be easily uploaded along with comments. This has been extremely popular with our families who enjoy the convenience of an app on their smart phones and love seeing daily examples of their child's development at Preschool. Parents can comment or ask questions and we are encouraging feedback from home by posing a question at the end of our posts. The questions encourage parents to share back with educators.

At MVPS Pre-school, continuity of learning and transition for each child is supported through sharing of relevant information and the clarifying of responsibilities. We are very proud of our strong links with our community and support agencies which are well established and maintained.

Smith Family is located on the MVPS site and we utilise their services to support our families in a number of ways. Two of the programs they run for us are the "Let's Read" programme and the "Let's Count" program. We also connect families who are struggling financially as Smith Family can support in a number of ways including scholarships which can begin in Preschool and continue until the end of secondary schooling.

We encourage parent helpers/ volunteers/ community members to be involved in our program. We believe that our children benefit from these connections.

We have developed a Pre-school / Occasional Care and Playgroup brochure for new families in our area. These provide information about our service and raise our profile in the community.

Once a term we hold a Principal tour of the school and Pre-school and this is well attended particularly by families with children less than 4 years. We believe that the Birth to Year 7 model of care/learning we offer appeals to families. We aim to provide continuity and seamless transition.

Our Playgroup (Learn and Grow) continues to grow its numbers this year. It is run by a qualified SSO who also works in the Occasional Care.

Our Pre-school educators organise a variety of incursions and excursions which complement our learning goals. We believe it is important to provide opportunities for children to expand their experiences. The school financially supports the Pre-school in providing these opportunities.

Our children and parents are involved in a variety of on-site transition experiences and regularly use school facilities (library, gymnasium, assembly areas) and visit classrooms. Reception teachers and parents comment on how comfortably children transition from our Pre-school to school.

Our Pre-school educators use a notice board to display information for parents who also receive school newsletters which keep them informed on a variety of information and happenings.

Strengths Quality Area 7: Governance and Leadership

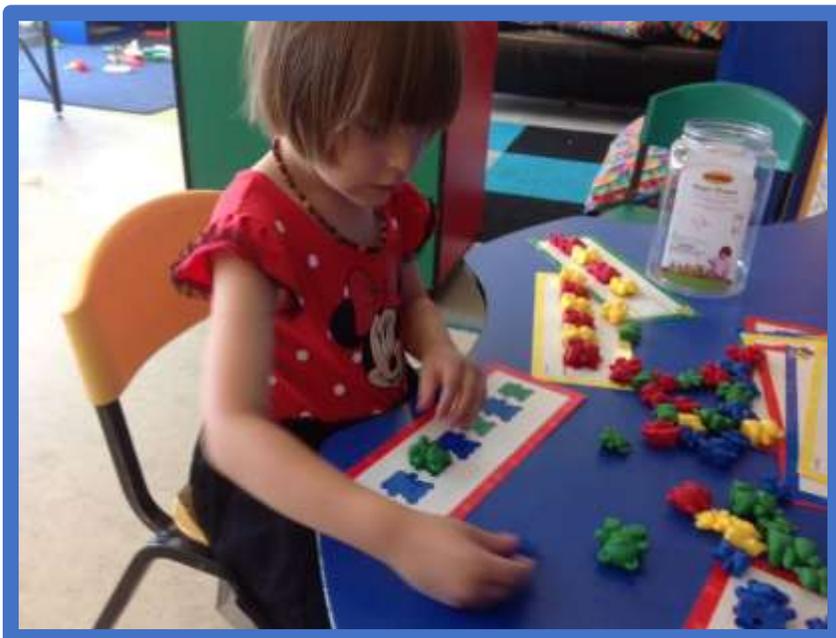
Leadership at MVPS Preschool is shared between all members of our Team. We work collaboratively, learning together, providing each other with feedback, encourage each other's strengths and making decisions together.

Preschool staff have the Principal as Line Manager. Each staff member has a "Performance Development Plan" with goals which align to our QIP. Meetings are held each term to track progress against these goals.

Our educators engage in a range of best practice training and development each year and collaborate in a number of learning communities, including at school level, partnership level and beyond. Jacqui (teacher) and Rachel (Principal) are part of a state-wide learning community who are researching an inquiry question with the support of EY experts Alma Fleet and Anthony Semann.

Our preschool has a "Self-Review Timeline" which is shared with all staff and on displayed in our office. All team members have allocated areas of responsibility as well as shared responsibility for our Planning Cycle.

Each year a parent group is formed to work with staff and a representative from this group sits on the school Governing Council to represent our views.



Morphett Vale Primary School Preschool's Identified Areas for improvement

How can we support our children to become Powerful Numeracy Learners?

Priority	NQS Links	Strategy	Success Measure	Time Frame
To provide more opportunities and experiences for children to analyse, read, and organise the data in their world so that they show growth and greater understanding in this area.	1.1.3 1.2.1 1.3.2	<ul style="list-style-type: none"> Set up learning environments that engage children in numeracy learning through play and small group activities Staff will compile a list of activities which build this capacity for easy reference when planning Teachers to share observations of children using data to understand their world on seesaw to help SSO staff and parents to get better at identifying numeracy indicators. Ask parents questions about what they see at home to reflect in our next planning cycle 	<ul style="list-style-type: none"> Children will be observed demonstrating sorting, organising, representing, patterning etc in their play List of activities on display in our office Educators will share examples of learning on seesaw which demonstrates this Numeracy Indicator Parents will share home observations of numeracy learning 	Ongoing
To collaboratively document the planning process to include numeracy indicators so that the ongoing cycle of planning for each child and groups of children is evident	1.3.1 1.3.2	<ul style="list-style-type: none"> Review the planning cycle Schedule regular meeting times Establish an effective planning cycle which meets the individual needs of children Teachers attend LDAR training 	<ul style="list-style-type: none"> An effective planning cycle is established which meets the individual needs of children 	Ongoing

		role play a variety of pretend situations		
To collaboratively document the planning process so that the ongoing cycle of planning for each child and groups of children is evident	1.3.1 1.3.2	<ul style="list-style-type: none"> • Review the planning cycle • Schedule regular meeting times • An effective planning cycle is established which meets the individual needs of children • Teachers attend LDAR training 	<ul style="list-style-type: none"> • An effective planning cycle is used which meets the individual needs of children 	Ongoing



How can we support our children to develop Dispositions for Powerful Learning?

Priority	NQS Links	Strategy	Success Measure	Time Frame
To build children's vocabulary and oral language skills so they can better communicate their thoughts, feelings and ideas with educators and peers.	1.1.3	Establish daily routines to develop oral language to build positive relationships	<ul style="list-style-type: none"> • Children will stop to greet at least one educator and one friend each session • Children will learn the names of all educators and some other children in their group 	Term 1
To provide opportunities for our children to develop the dispositions of Curiosity, Persistence and Imagination	1.2.1 1.2.3 1.3.1 1.3.2	<ul style="list-style-type: none"> • Provide open ended and scaffolded play experiences • Provide a fresh, interesting environment • Set up natural materials and loose parts • Provide regular STEM play experiences • Educators will prioritise asking "I wonder" questions 	<ul style="list-style-type: none"> • Children will experience all activities over the week • Children will choose to use natural materials and loose parts in their play • Children will choose to try the STEM learning experiences • Educators will ask each of their focus children 3 questions per session 	Ongoing

How can we Connect with our Community?

Priority	NQS Links	Strategy	Success Measure	Time Frame
We want all families to feel a close connection with our service, to feel they are valued as part of a team supporting their child's development and learning	6.1.1	<ul style="list-style-type: none"> We will schedule 'special days' where parents are invited to stay to observe part of the session Staff will use the seesaw app to regularly share learning 	<ul style="list-style-type: none"> Good attendance Open days will be well attended 	
Educators will share children's learning experiences with parents in a way which is accessible, engaging and convenient and which seeks information from home to inform our planning cycle	6.1.1 6.1.2 6.2.2	<ul style="list-style-type: none"> Staff will pose questions to parents at the end of their posts to encourage feedback and sharing of information 	<ul style="list-style-type: none"> 100% of families on seesaw Parents viewing posts each session Parents provide feedback on 10% of posts 	End of week 4, Term 1 Ongoing By end of Term 2
We want parent representation on our Governance group	6.1.2	<ul style="list-style-type: none"> In writing, invite all parents to join our group and then Rachel will come to Preschool at drop off and pick up to individually approach parents to personally invite 	<ul style="list-style-type: none"> At least 3 parents plus Governing Council Representative to make up our Governance group 	By end of term 1
To broaden children's experiences and build their vocabulary	6.2.3	<ul style="list-style-type: none"> Take learning outside the Preschool into the wider community Invite special visitors into the Preschool to share ideas and resources 	<ul style="list-style-type: none"> Educators will organise at least 2 out of Preschool learning opportunities each term 	

<p>To build positive relationships with families to ensure they feel connected, supported and in partnership with educators</p>	<p>6.1.2 6.1.3 7.1.2</p>	<ul style="list-style-type: none"> • Preschool Leaders and Educators will take time to get to know families • Leaders will share information with families about support services within and outside the Preschool • Preschool educators will model positive adult to child interactions and build parents knowledge of child development 	<ul style="list-style-type: none"> • At least one educator will connect with each family each session • Regular notes home, seesaw posts, the notice board will be updated regularly • Referrals completed for children with additional need 	<p>Ongoing</p> <p>By end of Term 1</p>
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