

# Quality Improvement Plan for

Morphett Vale Primary School Preschool

2020

Service name

MORPHETT VALE PRIMARY SCHOOL PRESCHOOL SITE NUMBER  
3687

Service approval number

SE-00010670

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.



Government  
of South Australia

Department for Education

# Context

## Service Context

Morphett Vale Primary School Preschool is situated within the Morphett Vale Primary School's grounds and the operation of the service is overseen by the school principal.

Morphett Vale Primary School Preschool is situated 35kms South of the Adelaide CBD in the suburb of Morphett Vale. The preschool is only 8 years old and enjoys modern, versatile 21st Century learning spaces. The preschool is a hub for our community and part of Morphett Vale Primary School.

The preschool operates Monday to Thursday during school terms. An occasional care service is provided from a room attached to the preschool and mostly operates separately to the preschool. A playgroup session occurs on Fridays.

We have 30 children grouped into 3 groups of 10. Groups are rotated so that 20 children attend at any one session. Children access 5 full days per fortnight across session times Monday to Thursday.

Building strong connections with our community is a priority as we want our school to be a hub for our community where everyone feels welcome and has ownership of our resources. Our aim is to provide a caring community/learning and social environment for children from birth to the end of their Primary years.

At our Preschool educators;

- encourage children to explore, solve problems, communicate, think, create and construct.
- focus on early literacy skills, specifically oral language
- focus on early numeracy skills – in line with Results Plus Improvement Cycle
- establish high expectations for all children's learning and development.
- support children's learning and development through a combination of child initiated inquiry play-based learning, as well as specific teacher direction.
- ensure that every child experiences success in their learning and development.

# Context

## Statement of Philosophy

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.

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 and provide families with information about their children's learning and development, and about what they can do to further support their children.

# Strengths



5  
Review  
and evaluate

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 1: Educational Program and Practice

- Continually reflect on family input, educators' observations and school recommendations for improved outcomes for children entering Reception.
- Educators extend children's learning to their local community so that children can learn in different and familiar environments
- Group times provided children with learning opportunities to extend group interests, so that children can have more turns, learn to be part of a group, listen, contribute ideas and be more involved in activities.
- The environment is intentionally organised to stimulate children's own learning and interests
- Our educators engage in sustained conversations with children, continually asking questions, that develop children's literacy skills.
- Our educators extended on children's interests from home, as well as extending children's interests and learning beyond the preschool to the community.
- The environment is intentionally organised to stimulate children's own learning and interests
- At all times, our educators are attuned to the children's individual learning opportunities and extended their conversations with provocations, discussion and extension
- Children's agency is consistently supported, and children were treated as competent and capable.

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

- The service provides children with opportunities for rest and supports their health and wellbeing.
- Healthy food is promoted to families on enrollment and posters are displayed with healthy lunch box ideas.
- Children were supported to take supervised risks, such as climbing over frames and on the swings, and were advised of rules to keep them safe.
- Teachers are trained and implemented the Child Safe Environments curriculum.
- 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 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.

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## Quality Area 3: Physical Environment

- Our Preschool is just 8 years old and we enjoy open, light and modern learning spaces both inside and out. The service's environment and resources support children to engage in play-based learning in built and natural environments. Children are supported to become environmentally responsible.
- The inside 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 to support children's learning and risk management.
- We have a meandering path which is a popular space for bike riding and a cubby which inspires socio-dramatic play.
- We include loose parts and natural materials in play as well as regular STEM activities which challenge children's thinking.
- We thread through indigenous beliefs around their connection to land in a variety of ways. Including; dream-time stories, community elders and our Acknowledgement of country.
- 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.

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## Quality Area 4: Staffing Arrangements

- Educators work collaboratively, learn from each other and are guided by professional standards to inform their practices and interactions.
- Our ECTs attend Research Based Learning Community's meetings twice a term with the whole primary school, where they join in professional development and discussions with teachers.
- Time is allocated at the beginning and end of each day to meet informally and share observations.

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## 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.
- We implement predictable routines and environment to ensure that our children feel safe, secure and supported while attending Pre-school.
- Parents are always welcome to stay and be included in their child's program in any capacity they wish.
- Our educators include individual, small group and large group instructional time each day which helps us to develop deeper relationships.
- 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 consistently support children to feel secure and confident, and always maintain their dignity and rights.
- Our children demonstrate a sense of belonging as they are happy to come to Preschool and they demonstrate All educators consistently supported children to collaborate, learn from and help others
- Educators teach children to regulate their behaviour and develop social skills through Program Achieve, using puppets, role modelling and teaching children language to describe their actions and behaviours.

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

- Our service seeks out and builds new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service
- Our educators continually reflect on ways to strengthen their commitment to building and sustaining reciprocal relationships with community groups.
- Our educators utilise online learning portfolios for each of our children, sharing these learning portfolios with approved family members in real time
- We encourage parents to 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 more about the child's learning at home with educators
- At MVPS Preschool, 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
- Our staff engage with the Smith Family, which is located on the MVPS site and we utilise their services to support our families in a number of ways. Two programs we utilise through the Smith Family 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.
- Our educators encourage parent helpers / volunteers / community members to be involved in our program.
- Our Preschool educators organise a variety of incursions and excursions which complement our learning goals.
- We engage our children and parents in a variety of on-site transition experiences and regularly use school facilities (library, gymnasium, assembly areas) and visit classrooms.

# Strengths



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## 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.
- Each staff member has a "Performance Development Plan" with goals which align to our QIP with meetings 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.
- 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.
- Our educators form strong communication pathways with parent groups and staff

# Learning Improvement Plan



**Goal 1:** Improve children's ability to use increasingly sophisticated language to connect with others and communicate effectively

Challenge of practice: <span style="float: right;">If educators create opportunities for children to use language for a purpose alongside and with children, then children's language skills will be extended</span>				
Actions	NQS links	Timeline	Resources	Responsibility
Staff invite children to communicate through creating and engaging children in exploring a stimulating indoor and outdoor environment that invites children to explore, be curious, question and problem solve, extending their thinking	3.2	Ongoing to Term 4 2019	Improve Outdoor space (budgeted)	Preschool committee, GC and leadership in partnership
Staff create and engage children using a range of resources that enable children to express meaning using visual arts, media, drama and music in order to build their language	1.2.3	Term 3, 2020	Staff	Entire staff team and leadership through frequent PDP check ins
Staff create experiences that involve children in the broader community and environment beyond the early childhood setting	6.2.3	Ongoing to Term 4 2019	Excursions and incursions	Entire staff team
Staff create literacy rich learning environments that promotes small group interactions	5.2.1	End of Term 4, 2020	Resources for dramatic play Staff	Entire staff team
<b>Success criteria</b>	Children will be using sophisticated language Children will explore and engage with social and physical environments through relationships and play Children engage in sustained shared conversations during play with purpose and confidence, building on home/family and community literacies Children will use the creative arts, technologies and communication technologies to express ideas and make meaning Children will contribute their ideas and experiences in play, small and large group discussions			

# Learning Improvement Plan



## Goal 2: Children compare and use patterns to create understanding of the world around them

Challenge of practice: <span style="float: right;">If educators facilitate children's learning in an environment rich in opportunities for children to learn about patterns, then children will recognise, compare and create patterns</span>				
Actions	NQS links	Timeline	Resources	Responsibility
Staff invite children to communicate through symbols and patterns in their environment and talk about patterns and relationships, including the relationships between letters and sounds.	1.1.3 4.1.0	End of Term 1, 2019	Visuals, wider range of manipulatives, range of artistic materials	Entire staff team
Staff plan, implement and facilitate patterning into children's learning through play.	1.3.2 4.2.1 7.2.1	End of Term 1, 2019	Professional reading / training and development, access to academic readings that are evidence based, PD opportunities, specialists	Entire staff team and leadership through PDP and targeted professional development
Staff provide children with daily access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare in order to build their language	1.3.2	Ongoing	Story books, charts, informal measuring tools and multimedia	Entire staff team
Educators develop their understanding of patterning in the early years through professional development	1.2.2 1.3.1	Ongoing	Professional reading / training and development, access to academic readings that are evidence based, PD opportunities, specialists	Entire staff team and leadership through PDP and targeted professional development
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>- Children will notice and predict the patterns of regular routines and the passing of time</li> <li>- Children will make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols</li> <li>- Children will create and use representation to organise, record and communicate mathematical ideas and concepts</li> <li>- Children will construct questions to communicate with others</li> </ul>			

# National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed
3.2	Staff create and engage children in exploring a stimulating indoor and outdoor environment that invites children to explore, be curious, question and problem solve, extending their thinking	find out the children's knowledge, thinking and interests.	End of Term 1	All staff	observation sheets, parent & child voice, parent Q&A	
		Provide a variety of materials including lose parts, building materials and problem-solving materials which can lead to play-based inquiry	Ongoing	All staff	Simple tactile manipulatives, nuts, bolts natural materials.	
		Document children's learning through observations, photo's, SeeSaw, children's work, child's voice in our pedagogical documentation	Ongoing	Teachers	iPads, observations, video camera, microphones	
6.2.3	Staff create experiences that involve children in the broader community and environment beyond the early childhood setting	Invite parents/family membersto be involved in our pre-school committee and offer the opportunity to volunteer their interests or skills to the learning program.	End of Term 1	Leadership and Teachers	Invitations, Pre-school board, Seesaw, Notices	
		Timetable regular events for children & parents to be involved in incursions, excursions, pre-school committee meeting and community walks. i.e Wakefield House to participate in community, wetlands, hospital. library	Ongoing	Teachers	Use School Bus to go in small groups to local areas of interest	
		Create Play experiences which scaffold children's learning from their experiences.i.e cubby building, loose parts, socio-dramatic play i.e. hairdressers, police, nurses/doctors, science experiments, planting	Ongoing	All Staff	Notes home for special days i.e. gumboot day, wheelie day, footy day	
1.2.2 1.3.1	Educators develop their understanding of patterning in the early years through professional development	Seek out opportunities for Professional development and Professional Reading in patterning. i.e 'Mathematics Through Play in the Early Years' 'Young Children learning Mathematics'.	End of Term 1	Leadership and Teachers	Professional Readings Professional Development & Training	
		Reflect & discuss on how the new learning can/will affect children's learning in our own site context.	End of Term 2	Teachers and all Staff	Meetings with staff & SSO's to analyse Professional Reading to guide learning	
		Implement what we value in the PD and Professional Reading to our specific setting and what works in our preschool and supports their thinking and ideas	Start Term 3	All Staff	Professional Reading and reflection data record RRR engagement scale	
1.3.2	Staff provide children with daily access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare	Explore current resources and their appropriateness for the intended learning for our children.	Term 1	All Staff	Materials that provoke sorting and patterning using a range of criteria	
		Discuss and reflect how we can scaffold children's learning with our selected resources and how we can impact their learning further.	Term 1	All Staff	Observation sheets to determine interests. Critical reflection book for recording	
		Collect data on children's use of materials for patterning plan for the future. i.e. data engagement recording, photographic/videoe evidence to examine what questions are being asked by educator	Term 2	All Staff	Observation sheet, ipad, videos, photos, children's voice	

# Approvals



Approved by director/principal

Michael Koutsoukos

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01/02/2020

Approved by governing council chairperson

JULIA MUSTAC

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01/02/2020

Approved by education director