



Swan Reach Area School
Early Learning Centre

Swan Reach Area School School Based Preschool



2019 Quality Improvement Plan

Ph. (08) 85702053

Showground Road, Swan Reach, SA, 5253

www.swanrchas.sa.edu.au



Government of South Australia
Department for Education



NATIONAL QUALITY STANDARDS



Swan Reach Early Learning Centre Operating Hours (School Based Preschool)

| | Monday | Tuesday (wks 5, 7, 9) | Wednesday | Thursday | Friday |
|-------|--------|--------------------------|-----------|----------|--------|
| Open | | 8.30am | | 8.30am | 8.30am |
| Close | | 3.10pm | | 3.10pm | 3.10pm |

Contact Details

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Philosophy Statement

At Swan Reach Area School (Early Learning Centre) we believe children learn best when they engage in a stimulating, challenging, high quality play-based learning programme. We believe children blossom in an environment where they have a sense of belonging and connectedness to their learning environment. This includes building strong, reciprocal relationships with children and their families, respecting their diversity and uniqueness. We value 'children's voice', ideas and initiative within our curriculum, promoting wellbeing, trust, respect and value life-long learning. We provide opportunities for children to learn at their own pace and take control of their learning, following their passions and making their own unique marks on the world. We support the development of learning dispositions of organisation, getting along, persistence, confidence and resilience.

Our curriculum is guided by:

- *The Early Years Learning Framework – developing a sense of Belonging, Being and Becoming
- *Observations of each child (both as an individual and within a group)
- *Children's interests, understandings and ideas.

We encourage children to be reflective in their learning, to validate current learning and to empower them for future learning. We have high expectations of children as learners. Our image of the child is that they are capable, competent, creative, curious learners who are full of potential.

All staff are involved in reviewing our curriculum daily, reflecting on emerging directions and recording evidence of learning. We aim to stimulate children's thinking and build upon their existing knowledge and skills to enrich learning. Staff have strong commitment to life-long learning, keeping up to date with current research and engaging in professional reflection and dialogue.


Swan Reach Area School (Early Learning Centre) has a strong commitment to the authentic and amazing learning that occurs in the outdoor learning environment and values children's strong connections with nature. We actively encourage curiosity, awe and wonderment, discovery, and engagement in their natural environment. Sustainable practices are embedded in the kindergarten operations and consistently promoted in the everyday program.

What is important for our children?

Date: 11/12/18

What's important to Nixon?

Nixon




Flying kites. Playing
outside in the water and
making mud sand

Date: 11/12/18

What's important to Sebastian?

Sebastian



Going to my Nanna and
Poppa's with all the kindy kids
even the Year 1's and receptions

Date: 11/12/18

What's important to Skylar?

Skylar




Playing doctors
Playing with playdough.

Date: 11/12/18

What's important to Wesley?

Wesley



Playing doctors and
riding bikes. Building
with lego.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 1: Educational Program and Practice

- Collaboration, communication, staff involvement, engagement and planning.
- Communication of information and learning outcomes to families, floor book on display.
- Service philosophy guides play based pedagogy, teaching and written programs.
- Assessing learning demonstrates curriculum decision making that contributes to each child's learning and progress towards achieving EYLF learning outcomes.
- Children's ideas, culture, abilities and interests are included in the program.
- Routines and interactions have been established.
- Routines have been made available to parents.
- Documentation is available to parents about each child's program and progress. Learning stories, Seesaw App, NEPs as needed, Statement of Learning in Term 4, ILP developed with 3 way conversations reviewed termly.
- Photos and ELC report in the newsletter fortnightly.
- Photos and Learning Stories in children's portfolios.
- Day to day contact via face to face communication, Seesaw parent app, Communication Book and take home folder.
- Individual reflections are written at the end of each term for parents.
- Summaries of program go home termly, and activities fortnightly.
- Display of program.
- Verbal conversations with parents, about children's learning achievements.
- Social, cultural, linguistic, diversity, learning style, abilities, disability, gender, family circumstances, geographical location in curriculum decision making processes: Regardless of background, age gender and ability.
- Ongoing assessment of children's learning tasks.
- Staff review assessments and plan activities.
- Learning stories are developed regularly.
- Parent questionnaires are used to gain information from parents about their child.
- Prioritising time for collaborative teamwork with educators.
- Families are involved in reflective discussions on curriculum.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 1: Educational Program and Practice

- Staff view children as active participants in their learning.
- Provide opportunities for children to make informed choices.
- Staff have high expectations that each child is capable and competent.
- Christmas/Graduation Celebration at the end of Term 4.
- Children are encouraged to show leadership, make decisions and follow instructions and directions in their learning.
- Japanese lessons to encourage cultural awareness and school involvement.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 2: Children's Health and Safety

- Staff communicate with parents/carers about health care needs of individual children.
- Documentation re: administering first aid and communication notes home to parents – folder in locked First Aid cupboard.
- Staff discuss health and hygiene with children.
- Staff share various responsibilities: check dosages of medicines, maintain confidentiality of discussions with parents and child's medical records.
- Children's privacy is respected.
- Staff supply clean clothing when needed.
- Centre promotes best practice Eg coughing; hygiene prevention, infectious diseases, cross infection, keeping good health and quality practices, procedures.
- Healthy eating habits are embedded in centre practices.
- Procedures in place for child safety when nappy changing is taking place.
- Physical activity is programmed for and promoted. Children initiate physical activity throughout the day.
- Staff are aware of risks and hazards and deal with these when needed appropriately by filling in a risk assessment form.
- Inside and outside staff and children communicate needs & staff share supervision of children.
- Children are encouraged to explore and discover during activities.
- There is no access to hazardous materials by the children.
- Strong relationship and partnership with specialist providers.
- Kitchen safety is adhered to at all times.
- Staff manage incidents and emergencies and consult with and inform relevant authorities.
- Emergency and evacuation procedures and policy are displayed.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 2: Children's Health and Safety

- Whole school and centre have practices of Evacuation and Invacuation procedures and review after each practice session x1 termly and documented in OHS and staff meeting minutes.
- Staff are aware of their roles and responsibilities to respond to each child's needs.
- Staff have relevant first aid qualifications.
- IRMS is filled in online when necessary.
- Snack table is accessible by children during the session and educators support children in line with the healthy eating policy.
- Toilets are cleaned after each session.
- Policies are up to date and presented to governing council for review.
- Sunsmart policy is followed with hats and sunscreen worn during term 1 and 4 and when the UV rating is above 3.
- Rest/Relaxation time is promoted after lunch.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 3: Physical Environment

- The furniture and equipment is suitable for children's learning to occur.
- Physical environment is safe.
- Areas of shade exist for sun protection of children.
- Furniture is safe, clean and well maintained.
- The Kindergarten employs a cleaner.
- Indoor resources are taken outside regularly to enhance learning areas.
- Ramp available for children or adults with a disability.
- Children enjoy learning experiences with current playground design.
- We use outdoor spaces well and incorporate in programming and planning.
- A reading area is established with books rotated termly.
- Games such as hopscotch are played outside.
- Physical environment is safe, suitable and diverse.
- The centre has a Worm Farm for recycling food scraps-composting. Children are involved in this process daily with the scraps from morning healthy snack time. Scraps are also taken to the chooks.
- Paper and containers are recycled for collages and construction etc.
- We have a council Recycle bin used regularly and emptied fortnightly.
- The centre ensures ease of access to different play spaces by carefully considering the arrangement of tables and chairs.
- Large windows enable access to natural light.
- Children have access to indoor and outdoor environments.
- A range of activities and experiences are on offer.
- A homely environment has been established with fresh paint, new natural coloured carpets, soft lighting and comfortable furniture.
- Nature play is encouraged and facilitated outside and many elements of nature are brought inside.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 4: Staffing Arrangements

- All child; adult ratios are maintained to enhance children's learning and development and to ensure they have a positive sense of wellbeing. R/1 Teacher is Early Years trained and ECW has been retained.
- Centre learning program support provided by ECW who is also the Occasional Care Coordinator for 1 session each week.
- All Staff have completed First Aid training, have Criminal History Clearances and are Mandated Notifiers.
- Bus care is provided before and after kindergarten sessions and staff walk children to the school bus and supervise them until they leave.
- Staff facilitate effective communication with families: Informal and formal communications, face to face, newsletters Seesaw app and Remind app.
- Ethical Principles and practices underpin the professional working relationships with families, colleagues and children.
- Staff demonstrate care, empathy and respect for colleagues, children and families on all occasions. This is outlined in the staff WeMatter Agreement.
- Shared staff responsibility to develop NQS in the site. Developed with Early Years Leader and Director Consultant and release time provided.
- Staff access EYLF, the educator's Guide and Examples of practice for planning and programming, assessing and reporting to maximise the learning outcomes of the children.
- Individual Learning Plans are reviewed each term collectively with staff.
- Equity and children's wellbeing are discussed on a continuous basis.
- Strengths and skills are recognised; verbally and spontaneously and ideas and suggestions are considered and implemented where applicable.
- Performance Development meetings with staff are held termly.
- Program/floor book is clear and easy for all staff members to contribute into, including relief staff.
- SIP and QIP displayed in Office and ELC.
- Staff meetings are combined, with ELC staff meeting regularly for planning and programming.
- Ex Kindy GC members are now on school GC.
- PLC raised to discuss and share best practise in integrated pre-school settings.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 5: Relationships with Children

- Staff are engaged in regular quality conversations with children and families: they share jokes, interests, events, offer advice and assist when needed. Children can seek help and support when needed.
- Staff utilise intentional teaching opportunities to enhance children's learning experiences. There is a relaxed and happy atmosphere at Swan Reach ELC.
- Listen carefully to what children say.
- Unhurried meal times and adults and children sit and talk.
- Staff are sensitive towards and communicate well with children, having consistent sustained conversations.
- Staff model expected behaviours and routines in the centre.
- Staff participate in Reflective Practitioner Inquiry using the Reflect, Respect, Relate observation tools: Relationships, Environment and Wellbeing observations.
- Staff greet children each day personally and show respect at all times of the day.
- Provide learning opportunities that encourage challenge, risk taking and problem-solving.
- Families and children share ideas and information through the programming floor book and the seesaw app.
- Children with Special Needs are individually programmed for to meet their needs.
- All children have Individual Learning Plans and Negotiated Education Plans when required.
- Parents are invited to settle new children into the kindergarten session times.
- Children with diverse cultural backgrounds are supported.
- Children are encouraged to develop a sense of belonging.
- Children's home language and culture is maintained and supported.
- Problem solving opportunities are provided in the program and children develop responsibility and leadership.
- Children are encouraged to role play and adults are observers and use intentional intervention if needed. Adults model appropriate social skills and behaviours.
- Children are encouraged to manage own behaviour.
- Children are encouraged to question and discuss positive outcomes, recognise the consequences of their actions and discuss feelings.
- Bias and prejudice is discouraged at all times.
- The dignity and rights of the child are maintained at all times.
- Adults respond immediately to bullying and harassment behaviours. Adults intervene in behaviour situations where necessary.
- Adults and children use positive gestures and body language.
- We have created a 'home away from home' environment.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 6: Collaborative Partnerships with Families and Communities

- The furniture and equipment is suitable for children's learning to occur.
- Reporting to parents occurs regularly through newsletters, information about the program and curriculum, sharing information with families to support children's learning through interviews, informal and formal conversations and written Statement of Learning.
- Promotion of services are in flyers, newsletters and website.
- There are individual learning plans for each child, initially established during a parent-child-educator meeting (3 way conversation) with strengths, interests and learning goals noted and supported by parents/caregivers.
- We have transition into kindergarten, offer occasional care and support playgroup sessions.
- Transition into kindergarten consists of weekly occasional care visits for 4 hours and 2 half days of pre-entry in Term 4 of each year. We also encourage participation in playgroup and attendance at the end of year Christmas party.
- An enrolment process occurs: Pre-Enrolment intention forms are given out to all known occasional care and playgroup children. Enrolment meetings are held in Term 4 of every year with the Educational Leader, where enrolment packages, including parent survey's, are given out. New families are given enrolment packages as they enquire, and a meeting set up.
- Families are given opportunities to be involved: Utilising skills, knowledge and abilities of parents and caregivers and encouraging them to facilitate a learning experience.
- Families are encouraged to participate in governing council, our site has an open door approach (parents are welcome to stay), encouraged to make comments in the programming book, attend parent interviews and termly celebrations.
- Current information about the service, and outside services is available in the parent information area at the kindergarten as well at the school's front office and community library. Parenting pamphlets from Parenting SA are displayed and available in the front office foyer.
- The Kindergarten engages with the local community by going on local walks, attending community events, excursions to local places, participating in school assemblies, the local emergency service visiting each year, using the local café and hotel for meals with leadership/staff training and development days, using the local library and purchasing supplies from the local supermarkets.

Strengths at Swan Reach Area School School Based Preschool

Quality Area 7: Governance and Leadership

- Mind Matter Surveys to gain perception data from students, staff and parents/carers on the value and our wellbeing strategies and policies
- Induction folder and policies reviewed and updated, DCSI checks, attendance done via paper and electronic means.
- Stable, trusted, enthusiastic and welcoming work force. Small centre with little change to regular staff members. Staff provided with release time to co-plan.
- Staff team shares the teaching and learning.
- High expectations by staff, students and families to be engaged in all areas of a successful centre.
- The EYLF Framework is used in practice and is implemented in programming, planning, reporting to parents, governing Council understanding and is used and applied in Summative reporting.
- We have a philosophy, values and beliefs, and all families have been collaboratively involved in the preparation.
- The Governing Council are supportive and are updated regularly by the Principal. The governing council is in strong agreement to sustain early childhood services, including Occasional Care and Playgroup as it is the main feeder into the school.
- Staff review and reflect on their practice enabling authentic curriculum programming, planning and delivery.
- Parents are provided with information about the program through newsletters, seesaw app, information displays and reporting to the Governing Council.
- Policy updates and emergency procedures are practised as a whole school from kindergarten to year 12 and as an individual site, on a regular basis.
- The school staff work collaboratively throughout the year and share training and development opportunities.
- Professional performance development is reviewed throughout the year by the principal for educating staff within the centre each term.
- The ELC is included in building and embedding our WeMatter culture through collaborative planning with the whole school priorities and directions. The WeMatter culture assists in the consistency and application of policies and practices, and the collective responsibility and accountability of all educators. These actions are monitored through a self review document
- The Big Breakfast, amalgamation celebration clearly demonstrated the community's support for the ELC as it was well attended and numerous feedback given to staff about the positives of having a school-based preschool and integrated classroom

Key Improvement Priorities Overview

| Priority/Goals | Responsive Relationships Increase children's oral language | Collaborative Critical Reflection Children's voice will influence curriculum |
|-----------------------|---|---|
| Challenge of Practice | If we intentionally teach & role-model through reciprocal conversations focusing on vocabulary & oral narrative, children's oral language will improve. | If we equip the children to articulate the how, the what and the why of their learning experiences then we enable the children's voice to inform the program and guide our practice |
| Targets | <ul style="list-style-type: none"> ◆ 70% of children will have Increased back & forward exchanges in conversations using Strive for Five strategies from T1 to T3 ◆ EPOP Data—70% of children show improvement in Oral Language from T2 to T4 ◆ Using Tell a Story 70% of children use increased vocabulary & oral narrative from T1 to T3 | <ul style="list-style-type: none"> ◆ 60% of children will be able to articulate their concepts, ideas and opinions to influence curriculum decisions. |
| Connections | <p>Department for Education Key priorities: Fairness for All; Great Start, High Achievement</p> <p>Partnership Strategic Plan: EPOP & Speech Project, Big 6,</p> <p>EYLF Principles: Secure, respectful and reciprocal relationships, Partnerships, Respect for diversity, High expectations and equity, Respect for diversity</p> <p>EYLF Practices: Cultural Competence, Continuity of learning and transitions Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Cultural competence, Assessment for learning</p> <p>NQS: 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3</p> | <p>Department for Education Key priorities: High Achievement, Fairness for All</p> <p>Partnership Strategic Plan: LDAR, We Matter, You Can Do It, EPOP & Speech Project,</p> <p>EYLF Principles: Secure, respectful and reciprocal relationships, Ongoing learning and reflective practice</p> <p>EYLF Practices: Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Continuity of learning and transitions, Assessment for learning</p> <p>NQS: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 5.1.1, 5.2.1, 7.2.2</p> |
| Success Criteria | <ul style="list-style-type: none"> ◆ Back & forth conversations evident in play & interactions ◆ Play a story, tell a story, write a story sequencing evident in play experiences. | <ul style="list-style-type: none"> ◆ Displays and learning stories incorporate children's voice ◆ Program, Floorbook and children's voice have clear connections ◆ Children's voice evident in all documentation |

Priority 1

Responsive Relationships– Increase children’s oral language

| NQS Links | What targets are we working towards? | How will we achieve these targets? | Success measure | By who? | Time line |
|---|---|---|--|-------------------------------------|--|
| 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3 | <ul style="list-style-type: none"> ◆ Children using back and forth conversations in play and interactions. | <ul style="list-style-type: none"> ◆ Educators role model reciprocal conversations | <ul style="list-style-type: none"> ◆ EPOP Data T2 and T4 ◆ Strive for Five strategy data | Educational Leader All staff | Week 2, T2 and T4, 2019 Week 8, T1 and T3, 2019 |
| | <ul style="list-style-type: none"> ◆ Children play a story, tell a story, write a story | <ul style="list-style-type: none"> ◆ Using conversational tool-Tell a Story | <ul style="list-style-type: none"> ◆ Analysis of conversational tool | All educators | Terms 1 and 3 |

Progress Notes:

Priority 2

Collaborative Critical Reflection– Children’s voice will influence curriculum

| NQS Links | What targets are we working towards? | How will we achieve these targets? | Success measure | By who? | Time line |
|---|---|--|--|--------------------|--------------|
| 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 5.1.1, 5.2.1, 7.2.2 | ♦ Children’s voice evident in all documentation | Floorbook, displays, learning stories to include children’s voice | Frequency of child voice in documentation | Educational Team | Daily |
| | | Track and monitor children’s opinions/ wonderings/ideas in floorbook | Proforma Weekly program includes learning experiences based on children’s voice | Educational Team | Weekly |
| | | Use provocation tables to enhance children’s voice | RRR involvement scale | Educational Leader | Twice a Term |
| | ♦ Educators will plan play based experiences and interactions based on children’s needs and interests | Devote time to critical reflection in educators meetings | Weekly program includes learning experiences based on children’s voice | Educational Team | Weekly |
| | | Observations inform the program | | | |

Progress Notes:

Timeline of Implementation

| Timeline of Implementation | | | | | | | |
|---|--------------------|---|--------------------|---|--------------------|---|--------------------|
| End of Term 1 | | End of Term 2 | | End of Term 3 | | End of Term 4 | |
| Action | Who | Action | Who | Action | Who | Action | Who |
| EPOP training | All Staff | | | | | | |
| | Trish and Dorothee | EPOP data collection | | | | EPOP data collection | Trish and Dorothee |
| Implement Strive for Five Strategy | All Educators | Implement Strive for Five Strategy | All Educators | Implement Strive for Five Strategy | All Educators | Implement Strive for Five Strategy | All Educators |
| Record and analyse conversations | Trish and Dorothee | | | Record and analyse conversations | Trish and Dorothee | | |
| Implementation of Tell a Story | Trish and Dorothee | | | Implementation of Tell a Story | Trish and Dorothee | | |
| Analysis of Tell a Story data | Trish and Dorothee | | | Analysis of Tell a Story data | Trish and Dorothee | | |
| Analysis of child voice in documentation and weekly program | Trish and Dorothee | Analysis of child voice in documentation and weekly program | Trish and Dorothee | Analysis of child voice in documentation and weekly program | Trish and Dorothee | Analysis of child voice in documentation and weekly program | Trish and Dorothee |
| Set up provocation tables | Trish and Dorothee | Set up provocation tables | Trish and Dorothee | Set up provocation tables | Trish and Dorothee | Set up provocation tables | Trish and Dorothee |
| 2 X RRR involvement Scale completed | Trish and Dorothee | 2 X RRR involvement Scale completed | Trish and Dorothee | 2 X RRR involvement Scale completed | Trish and Dorothee | 2 X RRR involvement Scale completed | Trish and Dorothee |
| Track and monitor children's opinions/ wonderings/ideas on a proforma | All Educators | Track and monitor children's opinions/ wonderings/ideas on a proforma | All Educators | Track and monitor children's opinions/ wonderings/ideas on a proforma | All Educators | Track and monitor children's opinions/ wonderings/ideas on a proforma | All Educators |
| Educator meetings | All Educators | Educator meetings | All Educators | Educator meetings | All Educators | Educator meetings | All Educators |