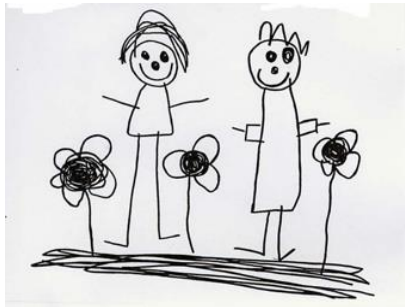


2023

Quality Improvement Plan for Hahndorf Preschool

Site number:

1683



Service name

Hahndorf Preschool

Service address

Hahndorf Preschool and School, 12 Church Street, Hahndorf

Service approval number

SE-00010450

Acknowledgment of Country

We acknowledge the Peramangk and Kurna 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

Hahndorf Preschool operates as a fulltime school-based preschool and is situated on the grounds of the Hahndorf Primary School, enabling a strong partnership to be fostered across staff, students, families and community. The preschool is involved in many of the school events and benefits from being collocated, to enable access to the library, specialist music and performing arts space and gymnasium. The strongest benefit however is the continuity in learning from preschool to school, with links being made by staff to ensure a seamless transition from preschool to school.

Our spacious learning environments, both inside and out, are designed with the child in mind and link closely to their voice in learning.

Hahndorf Preschool is part of the Heysen partnership network. In 2023 we will experience our first year of midyear intake, and are commencing the year with 29 children, and an anticipated 20 additional children in term three. We offer two long days for each of our groups commencing at 8:15 with a 'soft start' to allow families to manage the tricky morning juggle and finish our day at 3:30. Working families appreciate the access to OSHC for preschool children who require additional long day care.

Once per term (Week 8, Friday) both our preschool groups come together to share in a combined preschool excursion. This day is attended by most preschool children, with the child's voice recognised in helping to select our location and program for the day.

In 2023, the staff team will continue to place focus on children's oral language through the development of effective sustained shared thinking opportunities.

Statement of Philosophy

Our Preschool and School values are aligned and were developed with community consultation in 2021. They are Teamwork, Acceptance, Confidence & Trust, known locally as TACT. In the preschool, these values drive our daily work and are evidenced when;

Teamwork

- Meaningful and caring relationships are built with children and their families, inclusive of all
- Links are made with community to promote family involvement
- A strong focus on teaching respectful behaviours is evident and children are given clear expectations
- Children are enabled to build friendships and healthy relationships with their peers and staff

Acceptance

- Children are acknowledged as individuals and their personal interests are explored, encouraged and incorporated into daily learning
- A supportive environment is provided to promote individual differences and encourage growth
- All members feel valued, respected and part of the team

Confidence

- Regular feedback about children and their learning forms links between home and school
- A play-based learning environment is offered, where children have opportunities to build on their knowledge of themselves and the world, make choices, interact with others, develop their imagination and the ability to think creatively
- Children help to make choices, decisions and problem solve

Trust

- Staff are caring, approachable and professional, energetic and positive and always put the children and their needs first
- Age-appropriate curriculum is designed to focus on children's interests and needs
- Our environment is safe, nurturing and friendly, promoting learning and enhancing social and emotional development

*To be reviewed – Term 1, 2023.

Strengths

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

- All educators work collaboratively with the educational leader to consistently make curriculum decisions, including the organisation of daily routines, that maximise learning and development outcomes for every child
- Any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately.
- Educators regularly communicate about the educational program and children's evolving knowledge, strengths, ideas, abilities, interests and learning and development outcomes to support continuity of learning and development across children's various learning environments.

Strengths

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 2: Children's Health and Safety

- All educators are consistently attuned to and respond to children's changing health and physical activity requirements throughout the day, provide a range of opportunities to effectively address and respond to children's needs for sleep, rest and relaxation throughout the day individually and in groups.
- Educators consider and discuss social justice and equity implications of their practice decisions to ensure that practice takes into account the needs and rights of every child at the service.

Strengths

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 3: Physical Environment

- All educators are able to explain how the design of the physical environment, including a selection of furniture, equipment and resources, supports safe and inclusive, access by all children and promotes each child's full engagement with the program.
- Educators consider and discuss social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service.

Strengths

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 4: Staffing Arrangements

- At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.

Strengths

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 5: Relationships with Children

- At all times, interactions between educators and children across the service support each child to feel secure, confident, and included, maintain each child's dignity and rights.
- The service's approach to supporting children to build and maintain sensitive and responsive relationships, reflects the unique geographical, cultural and community context of the service, welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service, contributes to a culture of inclusiveness and sense of belonging at the service, encourages all children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures.

Strengths

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 6: Collaborative Partnerships with Families and Communities

- Educators and the educational leader, engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and well-being consistently support families to participate in the service.
- Educators explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team.

Strengths

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 7: Governance and Leadership

- Educators are aware of and able to discuss the service's governance and decision-making processes and how these align with professional standards and contribute to continuous quality improvement.
- Change processes are managed sensibly and collaboratively with key stakeholders and the rationale for change is clearly communicated.
- Effective leadership builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes, builds educator capacity by supporting educators through ongoing professional development opportunities

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Hahndorf Preschool

Goal 1: To extend children’s oral language skills to enable them to confidently express their ideas and build on the ideas of others.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we incorporate the strategy of sustained shared thinking with children, then we will extend children’s oral language skills to enable them to confidently express their ideas and build on the ideas of others.

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

Through ongoing analysis of pedagogical documentation, children will;

- engage in high quality child-adult interactions
- use sophisticated vocabulary during child-initiated play
- engage in shared sustained thinking with educators and peers
- maintain reciprocal conversations
- recount past events using sophisticated language




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
All educators will collaboratively engage in professional learning to understand Sustained Shared Thinking (SST)	1.1.1 1.1.2 1.2.1 1.2.2 1.2.3	Ongoing throughout 2023 Commencing week 0 term 1	Principal will: <ul style="list-style-type: none"> • book team into professional learning opportunities across 2023 • Create a timeline for Professional Learning across the 2023 and share it with staff • Establish PL sessions and reading time at shared programming and planning days (fortnightly Fridays) 	<ul style="list-style-type: none"> • SST supporting language learning (PLINK) • Sustained shared thinking: is it important? - Article • Talk Play Read resource and portfolio PLC • ECL • Portfolio Teacher Network • SSTEW Scale

			<ul style="list-style-type: none"> • Provide opportunities for ongoing professional learning throughout 2023 • Engage ECL and CS to support PL across the year <p>All educators will:</p> <ul style="list-style-type: none"> • focus on self-selected targeted SST strategies to focus on as part of their ongoing professional development. • Implement strategies from Professional Learning 	
<p>All educators will engage in pedagogical documentation and effective formative assessment processes to inform teaching and learning.</p>	<p>1.3 1.3.1 1.3.2 1.3.3</p>	<p>Ongoing throughout 2023</p>	<p>Principal will:</p> <ul style="list-style-type: none"> • Engage with ECL and EY CS project officer to support ongoing implementation of FA processes. • Purchase a copy of Pedagogical documentation in Early years Practice for staff to access • Regularly attend fortnightly planning meetings • Engage in and model critical reflection and analysis of data collection processes • Work with staff team to establish data collection processes and timelines for each child. <p>All educators will:</p> <ul style="list-style-type: none"> • Consistently collect a range of data sets (observations, jottings, work samples, videos etc) on each child • Consistently use the early years planning cycle to inform curriculum decision making through the 	<ul style="list-style-type: none"> • Formative Assessment and ped doc short course (Portfolio) • Budget release as required • Ongoing inquiry and work with ECL and Curriculum Support • LDAR Formative Assessment Modules • Pedagogical Documentation in Early Years Practice (Text) <i>Fleet, Patterson, Robertson</i> • ECL support


			collection and analysis of data on learning and teaching.	
All educators will intentionally plan learning experiences and environments that promote Sustained Shared Thinking	1.3.1 3.1.1 3.2.2	Ongoing throughout 2023	<p>Principal will:</p> <ul style="list-style-type: none"> • Coordinate a critical friend to (ECL) visit the preschool to take observations using the RRR Active Learning Environment Scale to inform continuous improvement. • Allocate time for educators to engage in professional learning and readings to inform practice <p>All educators will:</p> <ul style="list-style-type: none"> • Engage in site-based practitioner inquiry through the Talk Play Read PLC to further strengthen practices and environments that promote SST 	<ul style="list-style-type: none"> • Talk, Play, Resource and portfolio PL • Supporting Purposeful play – Leading practice paper: 1 • Intentional Teaching – Leading practice paper: 2 • ECL and CS EY project officer support • RRR Active Learning Environment scale • SSTEWS Scale • EYLF Educator’s Companion Document 3- Reflective practice for improvement

Goal 1: To extend children’s oral language skills to enable them to confidently express their ideas and build on the ideas of others.

 **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?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>All educators will collaboratively engage in professional learning to understand Sustained Shared Thinking (SST)</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>All educators will engage in pedagogical documentation and effective formative assessment processes to inform teaching and learning.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>All educators will intentionally plan learning experiences and environments that promote Sustained Shared Thinking</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 1: To extend children’s oral language skills to enable them to confidently express their ideas and build on the ideas of others.

 **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?

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?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Hahndorf
Preschool

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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


Click or tap here to enter text.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

 **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?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Click or tap here to enter text.

 **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?

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?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<p>Strengthen family and community engagement within the service</p>	<p>QA 1.3.3 QA6.1.1 QA6.2.3 QA6.1.2 QA1.3.3</p>	<ul style="list-style-type: none"> • Survey parents • Multiple forms of contact and connection throughout the year • Seesaw • Provide ongoing, regular communication and connection with all parents about children’s learning progress (formal and informal conversations, documentation, seesaw etc) • Create welcoming spaces for families to access • Organise events throughout the year for families to attend (parent workshops, stay and play, coffee and chat, celebrations) • Seek input and feedback on service decisions and operations 	<p>Ongoing throughout 2023 – See Improvement learning schedule 2023 for more detail</p>	<p>EYLF ECA- The Spoke: Tuning into families- Catharine Hydon</p> <p>ECA Learning Hub Module- Partnerships with families</p>	<p>Principal will:</p> <ul style="list-style-type: none"> • Survey parents • Organise events throughout the year for families to attend • Seek input and feedback on service decisions and operations <p>Educators will:</p> <ul style="list-style-type: none"> • Use Seesaw to promote connection throughout the year • Provide ongoing, regular communication and connection with all parents • Create welcoming spaces for families to access • Organise events throughout the year for families to attend • Include families in programmed experiences and invite

		<ul style="list-style-type: none"> • Include families in programmed experiences and invite perspectives on wonderings/topics etc. • Build connections with a range of different community groups through local walks 			<p>perspectives on wonderings/topics etc.</p> <ul style="list-style-type: none"> • Build connections with a range of different community groups through local walks
<p>Provide Intentionally planned and responsive learning environments that are inclusive of child’s voice</p>	<p>QA1.1.3 QA3.2.1 QA5.1</p>	<ul style="list-style-type: none"> • Establish and consistently use floorbooks to genuinely capture child’s voice in all aspects of the program. • Use data collected through FA processes to engage in practitioner inquiry 	<p>Ongoing throughout 2023 – See Improvement learning schedule 2023 for more detail</p>	<ul style="list-style-type: none"> • Talking and thinking Floorbooks- (text) Claire Warden • ACECQA Information Sheet-QA1 Supporting Agency: Involving children in decision making • ECA publication- Agency in the Early Years (text) • Rethinking Outdoor Learning Environments - NQS newsletter PLP • EYLF Educator’s Companion Document 8- Working with Families 	<p>Principal will:</p> <ul style="list-style-type: none"> • Use data collected through FA processes to engage in practitioner inquiry <p>Educators will:</p> <ul style="list-style-type: none"> • Establish and consistently use floorbooks to capture child’s voice in all aspects of the program.

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				
Strengthen family and community engagement within the service	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Provide Intentionally planned and responsive learning environments that are inclusive of child's voice	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

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?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Ngari Boehm
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Nicole Brookes
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Maxine McSherry
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education