



Flaxmill Preschool

Quality Improvement Plan 2019



Service Details

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| Service name | Service approval number |
| Flaxmill Preschool | SE-00010349 |
| Primary contact at service | |
| Peter Cobb (Principal) Kylie Stewart (Preschool Coordinator) | |
| Physical location of service | Physical location contact details |
| Street: 80 Flaxmill Road Suburb: Morphett Vale State: South Australia Postcode: 5162 | Telephone: 08 83823057 Mobile: 0410 559 793 Fax: 08 83829996 Email: Peter.Cobb16@schools.sa.edu.au |
| Approved Provider | Nominated Supervisor |
| Primary contact: Ann-Marie Hayes - Executive Director, Early Years and Child Development Telephone: (08) 8226 3463 Mobile: 0407 474 884 Address: Department for Education / 31 Flinders Street, Adelaide SA 5000 Email: annmarie.hayes2@sa.gov.au | Name: Peter Cobb Telephone: 08 83823057 Mobile: 0410 559 793 Fax: 08 83829996 Email: Peter.Cobb16@schools.sa.edu.au |

| Operating Hours | | | | | |
|-----------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening time | 9:00 | 9:00 | 9:00 | 9:00 | 9:00 |
| Closing time | 3:00 | 3:00 | 3:00 | 3:00 | 3:00 |

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

- **Flaxmill Preschool is part of Flaxmill School P-7 and is located at the front of the site on Flaxmill Road in Morphett Vale.**
- **It is a Department for Education service which operates a preschool program five days a week.**
- **Limited amount of parking along Flaxmill Road for parking. This is short term parking used by parents.**
- **Staff and visitor parking are available behind the school via the long driveway off of Flaxmill Road (Gate 3).**
- **School holidays are aligned with SA School Term dates.**

How are the children grouped at your service?

- **Our service provides two groups.**
- **Blue Group children access all day Monday and Wednesdays and alternate Fridays on the odd weeks of the term.**
- **Red Group children access all day Tuesday and Thursdays and alternate Fridays on the even weeks of the term.**
- **Therefore, children access 30 hours over a 2-week cycle. 12 hours one week (2 full days) and 18 hours the next (3 days).**
- **Children are also grouped for small groups with a cross section of ages and abilities.**

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Kylie Stewart, Preschool Coordinator – since beginning of 2012 (Educational Leader)

Service Statement of Philosophy

We believe that every child has rights regardless of race, colour, gender, religion, culture, socio-economic status and ability. The right to feel safe and protected, the right to be heard and the right to play, learn and develop is important for all children. We have a committed approach to equality and inclusion where all children have access to a high quality program and care. We acknowledge children belong first to a family, a cultural group, a neighbourhood and a wider community. Our centre is not only part of Flaxmill School P-7 but part of the local community and our values include friendship, honesty, responsibility, respect and learning.

The relationships educators develop with children and families have a significant effect on children's involvement and success in learning. Educators who are attuned to children's thoughts and feelings support the development of their wellbeing. Supporting children's wellbeing is crucial to all areas of development and helps to generate positive learning dispositions and respectful relationships. We believe warm, caring interactions with children become the building blocks to develop trusting relationships with every child in our centre. As educators we are some of children's strongest advocates, and the Early Childhood Australian Code of Ethics reminds us of our ethical responsibilities to the children in our care. The Code builds on '*making the ethical responsibility to take action in the face of injustice and when unethical practice occurs*'.

At Flaxmill Preschool education is a joyful experience and we want children to develop a lifelong love of learning. As children are active participants in their learning and are capable decision makers, explorers, thinkers, risk-takers and teachers, we will provide a natural learning environment to support this. We are nature play enthusiasts and embed this in our program as we observe the benefits for children's wellbeing and development every day. Children learn by doing and have a connectedness between mind, body and spirit. Providing resources and natural materials promotes children's connection and allows a deeper appreciation for nature and the world around them. Developing a sense of wonderment, curiosity and awareness of the natural world may highlight and impact on the effect children have on their world. By helping to provide children with knowledge about sustainable practices and how to care for living creatures and the environment we hope this will help in creating a sustainable future.

Our active learning environments encourage children to access various experiences through play based learning and to express their feelings, engage in explorations, imagination, experimentation and manipulation. Providing a safe stimulating environment with an emphasis on natural loose parts helps to support children's wellbeing, risk taking, creativity, independence and engagement in learning. The Early Years Learning Framework (EYLF), Department for Education Indicators of Preschool Numeracy and Literacy are used to guide planning and curriculum decisions to support the learning outcomes for all children. Developing children's knowledge, skills and understanding in science, technology, engineering and mathematics through STEM play teaching and learning. Encouraging healthy eating and an active lifestyle is embedded in the program for children to practice healthy habits early in life.

As educators we constantly reflect critically on our practices and professional knowledge. An ongoing cycle of planning including evaluation of the philosophy, routines, policies, procedures and current practices enables outcomes to be reviewed and new ideas generated. Working collaboratively as a team is vital in a Preschool. Sharing skills, knowledge and understanding as well as working as a team help to create a vibrant, dynamic working environment. We value children's voices as they have much to share, question and learn as we do from them. By documenting and capturing children's voices we are valuing their learning and seeing the distance they have travelled. As educators we are also aware that children's development is holistic and involves different pathways and occurs at different rates.

Our educators acknowledge parents and caregivers as children's first and most influential teachers. We believe it is paramount that strong and meaningful relationships and partnerships are established between families, educators and the community creating the opportunity for all to feel valued, respected and supported. Parents and families have the right to be informed, consulted, make choices and be acknowledged in their child's learning and development.

All educators have a strong commitment to valuing families' beliefs, experiences, values, traditions and culture. Children are born belonging to a culture and our educators value children's different capacities and abilities and respect differences in families' homes. Our centre acknowledges the Kaurna Aboriginal people as the first custodians of the Adelaide Region and their spiritual relationship with the country. We aim to promote greater understanding of diversity throughout the many ways of living, being and knowing.

Summary of Strengths

QA1 Educational program and practice

- ‘The Early Years Learning Framework’ informs and guides the development of the curriculum that enhances each child’s learning and development. A term overview is established at the start of each term.
- The Preschool Indicators for Numeracy and Literacy are used to help inform educators as they use a continuous cycle of planning and learning for each child.
- Children’s interests are followed, therefore the curriculum is constantly changing and evolving, depending on the children’s interests, questions, wonderings, ideas and play scenarios. This is reflected in our floorbook.
- The active learning environment is planned for and outcomes are set as children have a choice of where and what they would like to explore and engage with.
- Intentional teaching is also embedded in the program. Educators use intentional teaching to be deliberate, purposeful and thoughtful in their decision making and actions.
- We value children’s voices, ideas and learning through displays, photos, recording children’s words and their learning journey folders.
- We also value parents as children’s first educators and ensure documentation about each child’s learning and progress is communicated and available to families.
- Children are referred to required support agencies through the department and Preschool Support is used to work with these children as they are identified.
- Every child is supported to participate in the program.
- Children’s learning and progress is shared and celebrated through Storypark, learning stories, learning journey folders, sharing at group time, allowing children to “think, pair, share”, displays, interviews and informal discussions with parents and caregivers.
- Children are enabled to make choices and decisions and influence events that occur in the centre.
- Educators are focused, active and reflective in designing and delivering the program for each child.
- Educators are responsive to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
- Voting is a regular tool used at group time sessions to allow children to make a choice on what book they would like the educator to read or what play environment they would like their educators to set up.
- At Flaxmill Preschool we view the environment as the third teacher and we have a strong Nature Play focus which allows children’s agency, enabling them to make choices and decisions that influence their learning and their world.
- Educators engage in daily critical reflection on children’s learning and development as both individuals and groups and this drives the program planning and implementation.

QA2 Children's health and safety

- Each child's health and physical activity is supported and promoted.
- The centre has a great relationship with the Child and Youth Health Services (CYH) which provides termly health checks for children who are 4 years old. Child and Youth Health nurses provide vision, hearing, growth and developmental checks and opportunities for parents to discuss parenting or health concerns for their child. This is a great way for educators, nurses and parents to work in partnership to assess children's needs and development.
- Healthy eating and physical activity are encouraged in the program. We currently have a Healthy Food Policy and "Lunchbox Guidelines for Families".
- Educators promote healthy eating by also following the healthy food policy by eating fruits and vegetables in front of the children for their snacks.
- Families are provided with a food allergy and intolerance feedback form which allows educators to plan appropriate cooking experiences for all children.
- The importance of drinking water is constantly reinforced. Educators can access a pura tap to refill water bottles or provide a cup of water if the child has not brought a water bottle.
- Quiet and comfortable areas such as the withdrawal corner, couch, cushions and chairs are provided for children to rest and relax in.
- The preschool is involved in the annual School Sports Day and work with the PE teacher to establish fundamental gross motor skills with the children.
- All educators have current first aid certificates, Responding to Abuse and Neglect-Education and Care training (RAN-EC) and relevant history screening checks.
- The centre values the importance of relaxation and physical experiences such as providing calming music, various sensory toys, yoga and various games, songs and dances which promote physical activity.
- Opportunity for children to spend approximately 10 minutes after lunch to relax and regenerate ready for afternoon learning. This is done inside with the use of pillows, calming music, books, digital media images, puzzles and supported by educators who may use calming props such as water spray bottle on hot days or sheer fabric moved over the child's body.
- Being part of a school site we are also provided with various information and notes that are sent home when an infectious disease becomes evident in the centre (i.e. chicken pox or head lice).
- Children's lunch boxes are stored inside in a large black box and majority of parents include a frozen/cool pack in order to keep children's snacks and lunch's cold.
- A small door which is kept closed at the entrance of the kitchen ensures children are unable to go into the kitchen where cleaning products and other dangerous items are kept out of reach of children. Other items are stored in a locked cabinet for staff members to access with a key in the preschool office.
- Children are encouraged to eat their "healthy" snack first before eating other items in their lunchbox.
- A yearly safety inspection checklist for the Preschool and playground is done as part of OHS & W.

- Any OHS issues or concerns are also discussed and recorded at staff meetings.
- Regular practices of emergency procedures are conducted once a term. This includes fire procedures, evacuations and invacuations.
- Items that need to be fixed are recorded in the groundsman job book or through the administration staff and then put through the department hotline.
- Keeping Safe: Child protection curriculum is used to support children to stay safe and protected.
- Gates are locked at the end of each day to ensure the outdoor learning environment and resources are kept safe and in good condition.
- As required children are supported within our service and in collaboration with parents to assist in toileting and toilet training. A nappy bin in one of the toilets allows for nappies, pull-ups, gloves and wipes to be disposed of sanitarily and hygienically.
- Children are encouraged and taught proper hand cleaning procedures for when they have used the toilet and before they eat.
- The children's toilets are checked throughout the day to ensure they are clean and maintained for all children.
- We utilise community services by having members from the Onkaparinga Council Waste Management team talk to the children about recycling, waste, worm farms and arrange for a garbage truck to visit each year.

QA3 Physical environment

- The environment is inclusive, promotes competence, challenging, independent exploration and learning through play.
- Our outdoor environment encourages nature play and for children to be creative, imaginative and use all of their senses.
- We view the environment as the third teacher.
- We provide lots of loose parts in our environment which allows children to manipulate, create and develop their problem solving skills as they use these natural objects. (i.e. sticks, logs, pinecones and rocks)
- Annual clean-up of the outdoor shed, sandpit storage cupboard and inside storage room is conducted to ensure any damaged or obsolete play equipment and resources are removed. Storing and labelling items is also conducted.
- Furniture, resources and equipment are safe, clean and well maintained.
- The centre is involved in sustainable practices such as recycling, worm farm, using box construction and learning and being involved with the chickens and school garden.
- We utilise the school garden and outside classroom and ensure we are involved in whole school nature days where possible.
- Children are supported to become environmentally responsible and show respect for the environment.
- Each year we run the 'Green Team' which allows children the opportunity to take part in various activities such as conducting a risk benefit assessment, sweeping paths, picking up rubbish, feeding the scraps to the chickens and worms.

- Daily table top cleaning and general tidy up by children and staff is conducted as well as a professional cleaner (floors and toilets) daily.

QA4 Staffing arrangements

- Continuity of educators is maintained as much as possible.
- Staffing arrangements enhance children's learning and development and ensure safety and wellbeing.
- Educators are respectful and ethical.
- Verbal encouragement is given to all children.
- Professional standards guide practice, interactions and relationships with children, families and colleagues.
- Educators show willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others.
- Educators work collaboratively, constantly supporting and learning from each other.
- Positive and supportive interactions are the basis of building warm trusting relationships between educators, children and their families.
- All educators participate in ongoing discussions, critical reflection and evaluation.
- All staff value and use the child's voice in the planning of the curriculum.
- Educators are given opportunities to attend professional training and development which will build on their existing skills, knowledge and understanding that is needed to work with young children.

QA5 Relationships with children

- Respectful and equitable relationships are developed and maintained with every child.
- Interactions with each child are warm, responsive and build trusting relationships.
- At all times, interactions between educators and children across the service support each child to feel secure, confident and included.
- All interactions are positive and authentic.
- Educators participate in children's play using children's cues to guide their level of involvement.
- Children are encouraged and provided with time and opportunities to share their stories, interests and ideas.
- Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
- The dignity and rights of every child are maintained at all times.
- Educators are available to have conversations with families about a range of topics relating to their child.

- Children's self-regulation is supported through Social and Emotional Programs (You Can Do It Program) as well as cosy spaces, visuals and lots of discussions of emotions and feelings.
- Children are supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to help resolve conflicts.

QA6 Collaborative partnerships with families and communities

- Respectful supportive relationships with families are developed and maintained.
- New families are always welcome in the centre and encouraged to have a look around and ask any questions they have.
- Parents are encouraged to take an active part in their child's learning and development by being on our Preschool Parent Involvement Group or volunteering in the Preschool and School in other ways such as cutting resources, washing and helping with excursions and attending special events.
- Families are supported in their parenting role and their expertise, culture, values and beliefs about child rearing are respected.
- The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
- The centre works and links very closely with the community and Department services and support agencies.
- Children are referred to support services and bilingual support through the Department.
- We encourage parent feedback through informal discussions, newsletters, Facebook page, Storypark, curriculum displays and survey results from monthly questions displayed in the Preschool foyer.
- Community events, notices and information are displayed for families to see.
- We have a very strong school transition program. Being on a school site we have an effective transition program in place where the children are familiar with the teachers, the environment and routines.
- Access to inclusion and support assistance is facilitated.
- One Plans for children with additional needs.
- Working with the school ACEO (Aboriginal Community Education Officer)

QA7 Governance and Leadership

- Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
- A good working relationship and communication is held between the educator and leadership team.
- Being a school based preschool there are a number of members in various leadership and guidance positions which promotes a positive organisational culture and builds a professional learning community.

- Administrative systems enable effective management of a quality service.
- Regular relief staff are used as much as possible to promote continuity of education for the children.
- Preschool support workers are continued each term if possible.
- All staff are aware of their job roles and responsibilities.
- A statement of philosophy is developed and guides all aspects of the service's operations. Each year this philosophy is reviewed by all staff to ensure it is still relevant and meeting the needs of our children and families.
- An effective self-assessment and quality improvement process is in place.
- Our coordinator has been involved in the future leaders program.
- Our coordinator has been working with an experienced director to support her leadership and development.
- Educators have presented at The Nature Play SA conference and supported local preschools in this topic.

Quality Improvement Plan – Flaxmill Preschool 2019

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| Goal 1: | Critical reflection on every child every week. |
| Challenge of practice: | If educators critically reflect on children’s learning and development, both as individuals and in groups weekly, we will enhance relationships between educators and children and it will drive the program planning and implementation. |
| Links to standards and elements: | 1.1.1 Child-centred 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 5.1.1 Positive educator to child interactions 7.2.2 Educational leadership |
| Strategies: | All educators to contribute to the critical reflect sheet for each child individually and as groups each week. A daily template sheet will be established. Regular fortnightly staff meetings are held to review the ‘Every child, Every week’ folder which will influence the fortnightly program planning and implementation. |
| Success measures: | This weekly reflection will generate great data and will drive the educational program. Positive educator and child interactions build trusting relationships which will ensure each child feels secure, confident and included in the centre. |
| Timelines and responsibilities: | From the beginning of the year. Time is set aside at the end of each day for all educators to critically reflect on each child individually and in groups. Teachers are responsible to have the templates printed and ready each day. |
| Progress notes: | |

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| Goal 2: | Keeping families informed, engaged and supported. |
| Challenge of practice: | If educators inform families about the program and their child's progress, we will see higher engagement with the service and better collaborative partnerships. |
| Links to standards and elements: | 1.3.3 Information for families 6.1 Supportive relationships with families 6.1.1 Engagement with the service 6.1.2 Parent views are respected 6.1.3 Families are supported |
| Strategies: | <p>Use of a floorbook that is on display for families to access and be informed of the program.</p> <p>Use of Storypark for curriculum updates and learning stories.</p> <p>Adding to children's learning journey folders each term. Provide regular feedback sheet to families as children's learning journey folders go home at the end of each term.</p> <p>Regular formal and informal meetings and opportunities for families to meet with staff members and discuss their child's progress.</p> <p>Each child has an Individual Learning Plan (ILP) that is updated regularly and written in collaboration with families.</p> <p>Displays and the notice board are regularly updated to keep families informed.</p> <p>Seek out information about families' skills, jobs and expertise at the beginning of the year and utilise these in the preschool program.</p> <p>Question of the month to families to receive regular feedback and comments.</p> |
| Success measures: | Families feel well informed, valued and part of the preschool community and constantly updated with their child's progress and learning. |
| Timelines and responsibilities: | Ongoing Teachers are responsible for updating the floorbook, displays and meeting with parents. Coordinator to update question of the month and notice board. |
| Progress notes: | |

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| Goal 3: | Promoting healthy lifestyles and supporting children to be environmentally responsible. |
| Challenge of practice: | If educators promote healthy eating and physical activity as well as caring for the environment, we will support children to develop healthy habits and be environmentally responsible. |
| Links to standards and elements: | 2.1.3 Healthy lifestyles 3.2.3 Environmentally responsible |
| Strategies: | <p>Curriculum focus on healthy foods in Term 1.</p> <p>Regular cooking experiences using the school garden.</p> <p>Planting, caring and harvesting our own fruits and vegetables in the outdoor environment.</p> <p>Continuing our Green Team. Establish our worm farm again.</p> <p>Focus on reducing the amount of waste. Nude food in lunch boxes.</p> <p>Connecting with the school PE teacher and Nature Play and Sustainability Coordinators.</p> <p>Purchasing of wet bags for each child and a compost bin.</p> <p>Visiting the Brodie Road Wetlands.</p> <p>Connecting with the Onkaparinga Council Waste Management Educational Officers to run a session on recycling with the children and arranging for the garbage truck to visit.</p> |
| Success measures: | <p>Children have a good understanding of why healthy eating and physical activity is so important for their bodies and health.</p> <p>Families provide more nutritional foods in children's lunch boxes and packaging waste is kept to a minimum.</p> <p>Children have a good understanding on the impact they can have on the environment and how they can become environmentally responsible.</p> |
| Timelines and responsibilities: | <p>Term 1 focus on healthy eating.</p> <p>Coordinator to connect with the Onkaparinga Council and check the price of wet bags.</p> |
| Progress notes: | |

| Goal 4: | Strengthening our community connections |
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| Challenge of practice: | If educators build relationships and engage with the community, we will enhance collaborative partnerships for children, families and the wider community. |
| Links to standards and elements: | 3.2.3 Environmentally responsible 6.1.1 Engagement with the service 6.1.3 Families are supported 6.2.2 Access and participation 6.2.3 Community engagement |
| Strategies: | <p>Linking with the Community Development Coordinators from the local Children’s Centres.</p> <p>Exploring beyond the Kindy gates. (School, Brodie Road Wetlands, parks, play grounds, excursion to the theatre).</p> <p>Connect with Food bank on Beach Road.</p> <p>Working closely with Department support services, private services, Onkaparinga Council, NRM, Nature Play SA and Universities.</p> <p>Being part of the Beach Road Partnership and School based Preschool Network.</p> |
| Success measures: | Strong collaborative partnerships with the community to support children and families. |
| Timelines and responsibilities: | <p>Ongoing</p> <p>Connect with NRM about visiting Brodie Road Wetlands.</p> <p>Coordinator to make contact with the Children’s Centre’s Community Development Officers and Foodbank.</p> |
| Progress notes: | |

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| Goal 5: | Continuous improvement of the site and staff development and learning. |
| Challenge of practice: | If the educational leader supports the site in an effective self-assessment and quality improvement process as well as supporting staff in their learning and development, we will ensure we are constantly improving and providing a high quality educational setting for children and families. |
| Links to standards and elements: | 2.2.3 Child protection 5.2.2 Self-regulation 7.1.1 Service philosophy and purpose 7.2.1 Continuous improvement 7.2.2 Educational leadership 7.2.3 Development of professionals |
| Strategies: | <p>Staff to attend new child safe training in 2019.</p> <p>Coordinator to look into Berry Street and Marto Meo training.</p> <p>All staff to have regular performance development meetings. Twice a year.</p> <p>Website upgrade.</p> <p>User friendly statement of philosophy and Quality Improvement Plan (QIP) for staff and families.</p> <p>National Quality Standards (NQS) discussion at each staff meeting.</p> <p>Self-review audit.</p> <p>Coordinator to continue to be supported by another Director that has gone through the NQS assessment.</p> |
| Success measures: | <p>Effective self-assessment and quality improvement processes.</p> <p>Families can utilise an up to date website as well as having a clear idea of the sites QIP and Philosophy Statement.</p> <p>Staff feel supported and willing to attend training to ensure they are constantly improving their skills and practice.</p> |
| Timelines and responsibilities: | <p>Ongoing</p> <p>Coordinator to speak with the Principal about training and development for preschool staff.</p> |
| Progress notes: | |