



**Government of South Australia**  
Department of Education and  
Children's Services

**Heysen Partnership**

# **Willow Close Preschool**

## Quality Improvement Plan 2017

## Service Details

**Service name:** Willow Close Preschool  
**Preschool number:** 4675  
**Partnership:** Heysen  
**Service approval number:** SE - 00011124  
**Primary contact:** Beryl Barnard - Director (approved provider contact and nominated supervisor)  
**Physical location:** 3 Willow Close, Mt Barker SA 5251  
**Contact details:** Phone: (08) 8391 0506 Fax: (08) 8391 3082 Email: [beryl.barnard516@schools.sa.edu.au](mailto:beryl.barnard516@schools.sa.edu.au)

## Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.30	8.30	8.30	8.30	9.00
Closing time	3.15	3.15	3.15	3.15	12.00

## Additional Information about the Service

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

- ✦ There is parking in the streets surrounding the kindergarten. The Kindergarten is part of the Department for Education and Child Development Heysen Partnership of schools and preschools. The Heysen partnership works collaboratively to plan for ongoing improvement for all partnership children and contributes to South Australian continual improvement.
- ✦ Willow Close Preschool work collaboratively with the other sites in the Heysen Partnership to decide upon the partnership improvement priorities, these were influenced by National, State and local qualitative and quantitative data. Part of our preschool improvement will be supported by participating in shared learning and ongoing improvement with other partnership schools and preschools.
- ✦ This site has an inclusive preschool program that respectfully and equitably caters for children with disabilities and high support needs. This program runs inclusively in partnership with the mainstream program.

How are the children grouped at your service?

- ✦ The children attend two full days per week and one half day per fortnight on Friday mornings. The sessions are mixed. Some parents choose to enrol their children for two full days only. Their sessions are chosen by parents in consultation with the Director and Teacher.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

- ✦ 'Nominated Supervisor, Beryl Barnard.'

## Context Statement

- ✚ Willow Close is situated in the southern sector of the rapidly expanding town of Mount Barker in the Adelaide Hills.
- ✚ High enrolments throughout: 72 children in 2017; 66 children in 2016; 79 children in 2015.
- ✚ Staff team - 1 full time Director, 1 full time teacher, 1 full time ECW, 1 part time ECW (0.5) in mainstream. 1 full time teacher, 1 full time ECW2 in the Inclusive Preschool Program. 1 pre -school support worker (hours vary termly according to needs and funding by DECD), one part time finance officer.
- ✚ The families are from varied socio-economic backgrounds.
- ✚ There are a high proportion of children with additional needs.
- ✚ The pre-school provides: 15 hours of Pre-school including half and full-days with a lunch care program; an Inclusive Pre-School Program to support children with disabilities and high support needs; Preschool Support in mainstream for children with additional needs; and Playgroup for families.
- ✚ We foster close liaison with the local child care centres and the centre is used by Anglicare on weekends to support parents with access visits.
- ✚ Traditional strong supportive Governing Council - 10 members this year.
- ✚ Willow Close Preschool is going to be relocated and is currently involved in the development of a new stand -alone Children's Centre at the Mount Barker South Primary School site. The Children's Centre Director will be line managed by the Education Director.

## Our Philosophy

Willow Close Preschool offers a caring, safe and supportive environment where children, educators and families feel welcome and are included as an integral part of the Centre. We provide a high quality inclusive teaching and learning environment for all children based on the Principles, Practices and Outcomes from the Early Years Learning Framework.

Preschool educators work in partnership with families recognizing and valuing their place as children's first educators. Information and resources from families are used to plan for each child and the kindergarten group.

Children bring a variety of experiences, values and attitudes to preschool, educators value each child as an individual with unique needs, strengths and abilities. We celebrate individual differences and actively include children's voice when we are planning for learning and offer a culturally appropriate inclusive curriculum.

Preschool offers group experience and part of the continuum of each child's life-long learning. At Willow Close Preschool educators provide a rich curriculum both indoors and outdoors to provoke ongoing learning for all children. Children learn about the environment, sustainability and the world around them through play, in an active learning environment.

# Quality Area 1- Educational program and practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

## Strengths:

- 1.1.1 Early Years Learning Framework (EYLF) and Numeracy and literacy Indicators are embedded in our centre, analysis during staff reflections/observations is aligned with EYLF and N&L Indicators to inform forward programming. Curriculum decision making is informed by individual child observations, conversations with children, daily reflections of child led spontaneous experiences, conversations with parents (formal and informal) and parent/child questionnaires. These in turn inform our emerging weekly programme sheet that is directly aligned to the EYLF, Numeracy and literacy Indicators, and Inquiry based learning (children's inquiry and educator inquiry). Child initiated and emerging learning is captured through learning stories, talking and thinking floor books and daily reflections and staff discussions that are formally aligned with EYLF. End of session reflections with staff inform other curriculum decisions that are aligned to EYLF and Numeracy and literacy Indicators as appropriate. Summary of EYLF the N&L Indicators is contained within our programming sheet to facilitate staff connecting the formal curriculum that we deliver.
- 1.1.2 Observation books to capture observations of children's learning - refined ongoing- all staff on contribute. Parent/child questionnaire - educators actively collate and plan in partnership with parents for goal setting and programming for each child.
- IPP - Staff work collaboratively within a multidisciplinary team (including DECD and private service providers) to provide a specialised programme to support each child's learning goals.
- Staff communication positive, collaborative and supports transfer of information - end of day documented reflections, talking and thinking floor books and/or social stories (and other visuals) capture and support children's knowledge, ideas and interests.
- Profile books include authentic evidence of children's work and other evidence of their learning.
- Parent conversations - formal and informal, sharing home experiences with kindergarten.

- 1.1.3 Planned calming group time before lunch to settle children for their wellbeing. Establishing consistent routines using visuals involving children in the processes.
- Modifying and making accommodations within the programme and routines adapting to the various needs of individual children within each year to maximise inclusive and equitable opportunities.
- Staff co-ordinate visits from therapists to meet the needs of the children in Inclusive Preschool Programme and children on One Plan.
- 1.1.4 End of term summary based on EYLF and Numeracy and Literacy Indicators using written observations, profile books, parent/child questionnaire, EYLF and N&L Indicators observation record plus incidental ongoing daily conversations. Programme on notice board. Daily Communication book along with daily conversations with parents and carers support partnership with parents and shares information and milestones in particular Inclusive Preschool Programme and Preschool Support Children.
- Send home term 1 formal statement of learning based on ELYF and N&L Indicators offering interviews with parents for forward planning.
- 1.1.5 Children receiving Preschool Support all have a One Plan. Educators actively seek out all children and to ensure that no child is left behind staff have focus on specific children each week. Children's freedom to make choices to engage in play indoors and outdoors. Educators discussing children on a daily basis to stretch their learning - daily reflection. A range of provocations to promote thinking and language. Visuals, social stories to support children's learning.
- 1.1.6 Long periods of uninterrupted play. Freedom to explore, scaffolding, challenging, extending their learning - flexibility of staff. Giving children choices of open ended learning experiences, opportunities for decision making. Use of floor books and planning to include children's voice is priority. Language Educators use - wonderings, scaffolding, provocations through open ended questions, giving children processing time to respond.
- 1.2.1 Staff conversations on daily basis, record in daily reflections, Term 2 formal conversations and planning with parents. Evaluation EYLF and N&L Indicators observation record.
- 1.2.1 During small groups staff use opportunities to observe, document and evaluate the children's learning. All staff contribute to the documentation in observation books. Analysis and PLOD (possible lines of development) from floor books, learning stories and daily

reflections inform our planning. Educators work with service providers for Preschool Support and Inclusive Preschool Program children to provide short term goals, One Plans.

- 1.2.2. Educators actively capture children's voice, to respond to their ideas and maximise teachable moments. Educators use profile and floor books to scaffold and extend each child's learning. Staff plan and implement targeted intentional teaching through group times.
- 1.2.3 Oral language project identifying reluctant, proficient, developing talkers to inform our programming (staff using Yakka Trakka). Children's voice heard through educators building on children's interests.

The emergent curriculum flexibly tunes in on child initiated learning on each day.

### Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
QA 1.2.3 - Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	<p>Staff end of day and weekly reflections inform programme monitoring children's learning and development.</p> <p>End of Term 1 Statements of Learning, parent/child/staff interviews establish ILP's for every child.</p> <p>Floorbook documentation PLODS to stretch children's learning.</p> <p>Yakka Trakka to inform staff practises in quality conversations with children and literacy learning outcomes for children.</p>	December 2017	<p>Termly review and forward planning.</p> <p>Parent feedback - written and verbal. Increase in parent/child/teacher conversations (interviews).</p> <p>Making children's learning visible to them and share with their families.</p> <p>Growth in children's communication - data from yakka trakka to support this.</p>



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

This quality area of the National Quality Standard focuses on safeguarding and promoting children's health and safety.

### Strengths:

2.1.1 Procedures in place and understood by all staff to support children's health needs. Children's health and medical needs are documented, health plans in place. Sun smart culture in centre.

Staff observation of children's individual health and safety needs and catering for them on 1:1 basis eg quiet time in reading corner, relaxation music. Knowing our children and what's normal for them as individuals.

2.1.3 Explicit teaching in hand washing procedures for children especially prior to eating and after toileting. Toilet visual schedules established for children requiring one particularly children in the Inclusive Preschool Programme.

Staff actively support our children to learn hygiene practices (including hand washing, toilet routine and coughing) with supporting agencies from community eg Mount Barker Council, parent expertise.

Lunch care programme well established where children have integral role from setting up tables to completion of eating - visuals used to support children learning and following rules/guidelines, we encourage independence with children using scissors to cut wrappers.

2.2.1 Healthy eating promoted through newsletter items, cooking practices.

2.2.2 This was a priority for 2015. Staff implemented procedures to identify and engage children in both planned and spontaneous physical experiences and it is now embedded in staff practice. For example daily planned gross motor groups, accessing park next door engaging structured sports at children's request (soccer, football), using teachable moments to extend children's gross motor activities.

## Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
<p>2.2.1 - <i>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</i></p>	<ul style="list-style-type: none"> <li>• Create opportunities for children to be involved in activities involving nutrition - cooking, planting vegetables and cooking from garden, walking to local shop to collect weekly vegetables.</li> <li>• Include children's voice in planning activities.</li> <li>• Inform parents through displays newsletters.</li> <li>• Involve parents in cooking and gardening.</li> <li>• Intentional teaching and planned activities during small group times to further develop children's understanding of healthy food/drinks and healthy choices.</li> </ul>	<p>Dec 2017</p>	<p>Children sharing understandings about healthy eating.</p> <p>Overall healthier food choices noted in children's lunchboxes.</p> <p>Floorbook documentation of healthy cooking program.</p>

## Progress:

- ✚ Healthy eating noticeboard created for parents/carers containing images and recipes for healthy lunchbox choices.
- ✚ Commenced cooking program with children using fresh produce from IGA weekly fruit/vegetable collection.

## Quality Area 3- Physical Environment

This quality area of the National Quality Standard focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

### Strengths:

3.1.3 Educators spontaneously change the learning environment adapting to meet the needs and interests of each child.

Every child is able to explore and move freely between the indoor and outdoor learning environment.

Indoor and Outdoor learning environments structured so that they are inviting, encouraging exploration, problem solving and creative expression - children have choice and conversations with staff and peers around their interests. Outdoor learning environment extended in small groups using the park next door to explore the natural environment.

Children given opportunities to challenge and develop their physical skills eg: participate in large and small group activities; be 'active, messy and noisy'; withdraw to a quiet area; and engage in gross and fine motor skill activities.

## Improvement Priorities:

Quality Area and identified goal	Strategies	Target date	Success measure
3.3.1 -Sustainable practices are embedded in service operations.	<p>Children given opportunities to engage in variety hands on activities including gardening, hatching chickens, working with Natural resource environment, care for worm farm, planning for Children's Centre outdoor learning environment.</p> <p>Extend the use of the outdoor learning environment to enable children's learning dispositions.</p>	Dec 2017	Children will demonstrate respect and care for their environment through their interactions in and around the preschool.

## Progress:

## Quality Area 4- Staffing Arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, coordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

### Strengths:

- 4.1.1 Teachers monitor movements of children between environments and actively co-ordinate staff positioning to maintain appropriate educator:child ratios.
- 4.2.2 Staff undertake professional training for best practice and then report back at staff meetings to rest of team.
- 4.2.3 Large staff team have a diverse range of experiences, expertise and skills and these are shared in workplace. Staff are open to be challenged eg during Oral Language project staff team were videoed working with children to reflect on their practise.  
  
Staff are supportive of each other and work as a team.

## Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
<p>4.2.2 - <i>Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</i></p>	<ul style="list-style-type: none"> <li>• All staff active involvement in Visible Learning - creating opportunities for pedagogical conversations and staff reflections on practices. Shared staff readings to support ongoing improvement.</li> <li>• Staff use active learning environment scale (Domain 3) in RRR document.</li> <li>• Prof Devt to support staff PDP's.</li> </ul>	<p>Dec 2017</p>	<ul style="list-style-type: none"> <li>• Staff strengths highlighted, and promoted.</li> <li>• Scales indicate growth of staff and children over the year.</li> <li>• All staff confidently contribute in group discussions.</li> </ul>

## Progress:

## Quality Area 5- Relationships with Children

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

### Strengths:

- 5.1.1 Communication between parents, staff and visiting professionals - by greeting children first then adults, our verbal and non-verbal language, listening and attending when interacting with children, giving the children time.
- 5.1.2 Culture of all staff emphasis on getting to know each individual child embedded in centre eg continual awareness of every child's interaction through our daily reflections and discussions, observations, Individual Learning Plan, encourage independence and support through modelling.
- 5.1.3 Inclusion and respecting of all in the centre - through observing and acting, nurturing, giving the children a voice, 1:1, small group work.
- 5.2.1 Involving children in collaborative opportunities eg packing up, lunch preparation, gardening, mixing paints. IPP children learn from each other, include mainstream in group time. IPP - make use of environment to support learning depending on make-up of day. Individual learning plans, Pre School Support - specific planning implemented through interactive activities.
- 5.2.2 Staff plan for each individual child's needs and strengths, and support them to manage their own behaviour and respond to the behaviour of others through the use of visuals, creating social stories when necessary, explicit teaching and modelling of appropriate behaviour.
- 5.2.3 Staff use of positive and non-judgemental language to support each child eg toilet routines, food choices.

## Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
<i>5.1.2 - Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.</i>	Enabling children's learning dispositions through educator interactions.  Build educator capacity to confidently use language of learning.		Yakka Tracker Involvement Scales Observations and reflections

## Progress:

✚ All educators have undertaken Kids Matter Module 2 training.

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

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

### Strengths:

- 6.1.1 All staff know procedure of orientation process with new families and involved in it informing parents of kindergarten's goals and values.
- 6.1.2 Families are involved in decision making through surveys, Governing Council, ongoing questionnaires related to curriculum decision making including excursions, invitations to be part of programme to share interests and expertise eg cooking, art, culture with children. Daily conversations with parents sharing their child's learning. Displays and floorbooks informing the curriculum are made visible to families.
- 6.3.1 Developing and implementing plans to support the inclusion of children with additional needs in the Inclusive Preschool Programme and
- 6.3.3 children receiving preschool support at Willow Close Preschool. Termly review meetings with key stakeholders eg DECD speech pathologist and special educator.
- 6.3.4 Long standing involvement in local community events eg Mount Barker Show and Christmas Pageant. Local services visit our centre and share their expertise with the children and staff eg Police, CFS. CAHYS screenings and relationship building at Willow Close, Dentist.

## Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
<p>6.2.1 - <i>The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</i></p>	<p>Active partnerships with parents including embracing our multi-cultural families -incorporate authentic home culture/context (including cooking, cultural festivals and practices), meet and greet night and other family activities. Use parent questionnaire, surveys and Governing Council input to support this.</p> <p>Incorporate parent voice in creating One Plans and formulating goals for each child in particular for those children receiving Preschool Support and those enrolled in the Inclusive Preschool Program.</p>	<p>Dec 2017</p>	<ul style="list-style-type: none"> <li>• Increased parent voice in programming for their child's specific needs and interests.</li> <li>• Deeper and more meaningful partnerships with parents.</li> </ul>

## Progress:

## Quality Area 7- Leadership and Service Management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Strengths:

- 7.1.1 We have a supportive Governing Council and parent/carer community.
- 7.1.3 We have a consistent and reliable staff team that promote continuity. The Director and teaching staff, provide a curriculum that ensures the establishment of clear goals of teaching and learning based on the Early Years Learning Framework and N&L Indicators.
- 7.1.4 Director initiates and leads a team approach. Ongoing leadership in curriculum areas has led change in daily reflections and programming to establish clear goals for teaching and learning. The curriculum is reflective of students interest and needs, it is an emerging process through daily reflections, observations, staff discussions, photos, floorbooks.
- 7.2.1 Philosophy statement reflects the inclusive and respectful way educators work with children, families and our broader community. It is reviewed annually and family input is taken into consideration.
- 7.2.2 The performance development policy is in progress completed by staff 2 times per year and reflects the centre plan. Staff are continually striving for improvement through Professional Development and engaging in further study. In house professional development through staff meetings and shared readings initiated and led by Director.
- 7.3.1 Confidentiality is vital, forms kept in confidential manner/secured overnight in alarmed room, notifications in locked cabinet. Staff meetings are recorded and copies given to all staff.
- 7.3.5 All policies and procedures are continually being updated and improved.

## Improvement Priorities:

Standard/Element and identified goal	Strategies	Target date	Success measure
7.2 - <i>There is a commitment to continuous improvement.</i>	<ul style="list-style-type: none"> <li>• Providing the right level of challenge. Staff set challenges.</li> <li>• Staff active involvement in Visible Learning.</li> <li>• Ongoing learning and reflective practice opportunities through end of day reflections, programming, one plans &amp; Individual learning plans, parent interviews, staff meetings, professional development plans, parent surveys, Governing Council Meetings.</li> </ul>	Dec 2017	<ul style="list-style-type: none"> <li>• Educators own and drive their own learning to maximise the impact on children's learning outcomes.</li> <li>• Children and parent voice evident throughout the curriculum.</li> </ul>

## Progress: