Fraser Park Preschool (Pulyeri)

Fraser Park Preschool-7 School

caring respect fun enthusiasm

Together we are learning for the future

Quality Improvement Plan

Service Details

Fraser Park Preschool (Pulyeri)	
Primary Contacts	Nominated Supervisor
Michelle Kamma (Principal) Brad Hill (Teacher)	Michelle Kamma
Location	Contact Details
25-27 Burdekin Avenue Murray Bridge SA 5253	Phone: 08 85313090 Mobile: 0432 747 357 Fax: 08 85310001 email: michelle.kamma750@schools.sa.edu.au

Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening Time	8.45	8.45	8.45	8.45	9.00 am
Closing Time	3.00	3.00	3.00	3.00	12 noon Learning Together Playgroup

Philosophy Statement

The Preschool provides a safe, secure and supportive environment for children and families where Respect, Care, Enthusiasm and Fun are valued.

We believe children learn best through play which engages them in concrete, active experiences.

We believe in strong family partnerships and working with the community.

Strengths at our Preschool (Pulyeri)

Our connection to community and inclusive practice. The beautiful grounds foster engagement and children's connection to learning. Children enter the program through exploration, caring for chooks, rabbits, and the vegetable garden. Instructional teaching supports recycling and sustainability. The outdoor learning environment is varied and interesting with sensory experiences.

Real tools are used for gardening and feeding the chooks. Changes are made according to professional observations and child voice.

The introduction of children's workbooks reflect the children's learning in the developmental areas and Early Years Learning Framework's Learning Outcomes.

Daily risk analysis occurs and equipment that is damaged is removed for repair or disposal.

All equipment and resources are clean and stored in for easy access – children's interest generates changes and the environment is varied to support children's learning.

Our Quality Improvement Plan has be created by the collaboration between staff, families, children and our community.

Quality Area 1: Educational Program and Practice

Summary of Strengths

At our site we use the current, approved Curriculum framework (EYLF) as a basis of our planning. We currently provide a Personalised Learning Plans (PLP' for each Aboriginal child, and each special needs child. We are expanding this to each child in Pulyeri. Aboriginal perspectives are incorporated across the curriculum; we also reflect home cultures in our programming. Play is at the centre of our curriculum, literacy has a major focus- via the use of Accelerated Literacy, and we are expanding our Numeracy focus.

Keeping open lines of communication with families is a t the heart of our work. We maintain this through informal/formal conversations, personally and on the telephone, letters/notices, Newsletters, Governing Council reports and by using our ACEO (Aunty Trish) to catch up with families via home visits. Upon enrolment families are given a questionnaire regarding their child. We also have a Family Map that provides us with a picture of the people in the lives of our children's families. At the end of a child's time at preschool we hold a graduation party that is open for family and friends to attend. At these events the children are presented with a portfolio of their work and photos of their time with us, as a keepsake for their family. This Portfolio also consists of a report and learning stories. Recently we have introduced work sample books that the children can access and show to family members. We also produce photo and work sample displays of different activities the children have done at preschool. Each of these methods of correspondence regarding the children's work is linked to the EYLF curriculum outcomes.

We also hold *Family Days*, where all families are welcome to look at the work their children have been doing and to talk with preschool staff.
It is an expectation that all staff be non-judgmental when communicating with families. Staff are required to assist families and provide a service to them that is helpful and supportive. We provide children with *Well-being* lunches and transport to and from preschool when needed.

Key Improvements sought identified issues:

1.1.1
- Bulding on incorporating children needs and interests into our program
- Need more labeling/print displayed incorporating Ngarrindjeri, English
- Increase Literacy displayed around Pulyeri
- Incorporate more Numeracy during mat times
- ICT needs revamp

1.1.2
- Strengthen links with local community
- Have opportunities for staff, children and families to contribute to the Pulyeri program – develop systems to do this
- Increase sharing what is happening at kindy with families
- More opportunities to share what Pulyeri does with families

1.1.3
- Relaxation time needs to be reintroduced

1.1.4
- Term dates and activities for families

- Keep families informed of what is planned at Pulyeri
- Portfolios to be made more accessible for families
- More effective record keeping of tracking progress – to share with families
- Providing opportunities for sharing children's progress with families and giving opportunities for feedback

1.2.1
- Tracking children's progress – Assessment tools need to be used more effectively to do this
- Needs to introduce an assessment cycle – for programming
- Need evidence of child initiated programming
- Set up system to facilitate consistent and effective observations
- Evidence is needed of spontaneous activities being consistently recorded and linking
- Extending children's critical thinking via levels of questioning

1.2.2
- Staff modeling language and encouraging children to wonderings

1.2.3
- Portfolios –time consuming, photos on the computer need sorting, learning stories need more focus
- Photo displays and work samples need to be maintained with EYLF connections and purpose/explanations
- Establish assessment cycle
- Evidence of environmental changes – eg new furniture, rearrangement materials, decluttering, removal of rubbish from shed and store room – labelling
- Effective use of RRR to inform staff development and practice
- Need opportunities for staff to reflect on curriculum – more frequently and consistently
- Eg use parking lot reflection tool (Daily)
- Need a system of recording children's opinions of activities to inform programming
- Evidence of assessment tools informing program including learning stories

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 1	**Educational Program and Practice**						
Standard 1.1	*An improved learning framework informs the development of a curriculum that embraces each child's learning and development.*						
	1.1.1 Curriculum decision making contributes to each child learning and development outcomes in relation to their identity, connection with community wellbeing, confidence as a learner and effectiveness as a communicator.	• Educators to extend children's learning via scaffolding and building upon children's interests • Increase children's exposure to literacy in both their home and other languages • Personal Learning Plans and sample books completed for each child	H	- Provide educators with access to scaffolding ideas and theories such as 'Blank's levels of questioning' - Senior educators to provide templates and ideas prompting open ended questioning and extension activities for children - Display labels of key words around the room in both English and Ngarrindjeri - PLP's and sample books completed for each child - Keeping up to date with child/family information - Keeping up to date with getting work into sample books	Observable educator use of scaffolding strategies to extend children's learning based upon children's interests Observable displayed labels of key words around the room in both English and Ngarrindjeri PLP's and work sample book are up to date management tool	T1 2015 T1 2015 T1 2015 2015	Ongoing Staff have been attending T&D throughout the year and Brad attends 3 meeting a term with our literacy consultant Aunty Glenys and Aunty Gloria working with children to create displays Families have access to work sample books in the parent corner, staff to continue to promote to families Updated termly

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	• Educators collect and contribute to documentation that supports children's development in relation to the EYLF and the NQS	H	- Displays of photos and children's work with links to EYLF and NQS - Work sample books up to date with recent children's work and links to EYLF and NQS - Recent children's work on display around room with links to EYLF and NQS	System established where displays are rotated and keep informing and grabbing families attention EYLF and NQS links clearly identifiable on children's work and photos	T1 2015	Ongoing All work displays show date and EYLF link
		• Strengthen links with local community, foster and encourage input from local community members	H	- Provide opportunities for local community members to have input into program - Encourage visits and discussions from community members to kindy	Notable community input into Puleryi program Community events acknowledged in program Programmed visits from community members	2015	Ongoing Families strongly support our Pulyeri events
		• Opportunities for families and staff to contribute to the program	H	- Family input book available for families to contribute comments, ideas and anecdotes that can be used to inform children's future learning and program - Staff reflection tool that is used to reflect on programs e.g. what worked, what didn't and why? - Families invited to share children's learning within	Observable family input into program Staff effectively reflecting upon children's learning and using reflections to improve practice and quality of care and education	2015	Ongoing Implement family comment book in parent corner Staff and parents on our governing council available for feedback

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Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
				the center e.g. family morning tea			
	1.1.3 The program including routines, is organised in a way that maxmise opportunities for reach child's learning	• Children and families made to feel welcome	H	- Children and families are acknowledged and greeted upon arrival.	Educators position themselves to actively greet and welcome families Educators make themselves available and approachable for discussions with families	Ongoing	Feedback from families is positive, feel comfortable entering Pulyeri and spending time with their children
		• Daily routines displayed	H	- Follow routines to allow children to make easy transitions between activities - Support children in their understanding of routines about what is happening - Display timetable for all educators to access	Routines becomes predictable for children	Ongoing	Routines displayed on walls. Also in the TRT folder and ECW Folder Children following routines

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	1.1.4 The documentation about each child's program and progress is available to families.	• Keep families informed of what is planned for Pulyeri	H	- Supply a term calendar with special date and activities for families - Provide families with a book to provide information about what they have been doing/ interested in/ language from home - Invite families to come for morning tea and participate and share in their child's learning - Display program for families to see and access	Families supplied with calendar of event and activities for the term Book supplied for family input and placed in parent corner Family morning teas organized for once per term Program on display and easily accessible	T1 2015	Ongoing Family book is in place and updated weekly Family Days have been well attended, strong promotion in community
		• Work sample books and child portfolios accessible to children and families		- Create space on floor for books to be displayed that is easily accessible for families and children - Use Assessment cycle	Families and children accessing and engaging with sample books and portfolios	T1 2015	Current program is displayed on the wall
		• Effectively track children's progress		- Consistently assess with assessment tools - Record results - Use this information in PLD's	Children are being assessed regularly. Assessment results are recorded and used to inform planning and programming families and informed of children progress	T1 2015	Work booking being updated termly, families accessing them and providing feeback

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
Standard 1.2	*Educators and Co-ordinations are focused, active and reflective in design and delivering the program for each child.*						
	1.2.1 *Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and reviewing.*	• Consistent observations and observations used to inform planning and programming	H	- Establish observation folders - Ensure each child is observed at least once a term - Ensure all educators are involved in the observation process - Purchase another camera - Observations used to inform program	- Observations being completed by all educators - All children are being observed and observations are being documented - Observable that observations are informing program	T1 2015	Ongoing Observation and programing cycle being followed by staff
	1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	• Educators modeling language and encouraging children's wondering	M	- Educators to use levels of questioning - Educators to be mindful of the language they use is extending the children's conceptual understanding.	- Model "I wonder can you tell me" record questions – research embedded in practice and work samples.	T1 2015	Ongoing Wonder Wall is using in conjunction with literacy program to promote children thinking and investigating skills

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	1.2.3 *Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.*	• Evidence of spontaneous activities with EYLF	M	- Make a proforma - Talk to staff through how to fill it in	Staff to fill in proforma each day	T1 2015	Achieved and continuing in 2015
		• Evidence of Assessment informing programming	H H L	- Organise photos - Get a specific camera for learning stories sort photos regularly (each week/day) into specified folders. Identify what generic L/S to use - Make special occasion photo pages more general	Workbooks are important for children and their families Observations being taken daily.	T4 2014 T1 2015 T2 2014 T3 2014 T2 2015	Achieved Achieved and continuing in 2015 Achieved and continuing in 2015
		• Establish Assessment cycle	M	- Establish planning tool for use at staff meetings - Plan in 2 or 3 week blocks - Program for assessment - Identify tools to use - Display Assessment cycle - Use Identity Webs, PLP's to determine favourite activities	Program folder established Parent information book Development of assessment cycle proformas Children's work samples		
		• Effectively use RRR		- All staff to do training in using RRR scales	Using RRR assessment	T2 2015	Ongoing Adding a scale each term.

Quality Area 2: Children's Health and Safety

Summary of Strengths

4¹/² year old health checks are carried out on a regular basis, Conversations regarding children's health are held privately and kept confidential, Health support needs are made available for staff, Quiet areas are available in Pulyeri, quiet times are programmed for, changes of clothes are available, Nappy changing facilities are available, washing hands after toilet and before eating is promoted, posters informing about hand washing are displayed in the 1ˢᵗ aid room, bathroom and kitchen, Regular cleaning is carried out daily, 1ˢᵗ aid kits and Asthma kits are readily available, 1st aid logs are used regularly, all staff are trained in DECD approved first aid, staff are trained in *Responding to abuse and neglect*, teaching staff are trained in Child Protection Curriculum, Healthy eating is promoted via fruit program, cooking activities, and providing healthy options during celebrations. Children are expected to sit down whilst eating and we have regular eating times, filtered water is available for children to drink, physical activity and healthy eating are programmed for, play spaces are organised with visibility in mind, staffing ratios are accurately maintained, Visitors are expected to sign in at the front office, Children are signed in and out of the preschool, Attendance is taken each day, Absences are followed up, Emergency procedures are displayed and equipment readily available in Puyeril, and whole site emergency drills are practiced each term.

Key Improvements sought identified issues:

2.1.1

- Health Support Policy to be produced and to include Care Plans re; medical conditions.
- Show links to DECD Care Plans and management of medication
- Health Support Plans and Medication Authority form to be included in Enrolment packs
- Each family needs to receive a copy of HS Plan and Medication Authority
- Quick reference folder of health Support
- Arrangements to consult with relevant authorities re Health information being up to date – Will GP's give out information?
- How is this possible?

2.1.2

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- Re-establish a quiet time that meets the needs of all children
- Toilet training procedures need to be revised and formalised
- Quiet areas are not clearly identified
- Pulyeri sleep and rest approach – information given to families

2.2.1

- Need list of special dietary requirements
- Healthy snack ideas handout needs to be updated and families made aware
- Need a Nutrition Policy
- Need Health Care Policy to include Food Allergies
- Determine procedures around safe storage of food
- Find and make resources available to families about healthy eating

- Communicating with families about importance of physical activity

2.3.1

- Supervision schedule including Areas and Routines
- Restrict accessibility to store room and kitchen and shed
- Establish and Excursion Planning Folder
- Erect corner mirrors to eliminate Blind Spots

2.3.2

- Policies and procedures – medical conditions, water safety, sun protection, delivery and collection of children, excursions
- New rabbit enclosure
- Establish Maintenance Log and morning Yard and Building Check sign off
- Identify current Hazzards that need attention – broken locks, electrical cables, power boards and bare plugs
- Chemical/Hazard sticker for cupboards

2.3.3

- Emergency Procedures need to be available to all staff and families

2.3.4

- Make sure Child Protection Procedure is in the Info Book and Staff Hand Book
- Supply a list of local community support services for families and staff

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 2	**Children's Health and safety**						
Standard 2.1	*Children's health is promoted.*						
	2.1.1 Each child's health needs are supported.	• Health Support plans and Medication Authorities received by families • Display Asthma and medical plans for children	H	- Give families forms and notes to be completed. - Folder in kitchen with medical information - Signs displayed in office cupboard	Meet with families to discuss Forms returned	T1 2015 Ongoing	Ongoing and updated when required
	2.1.2 Children's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	• Flexible quiet times that meets children's needs • Develop quiet areas inside and out	M	- Daily routine - Children have access to areas throughout the day - Displayed on program	Children using the spaces when required	T2 2014	Achieved and continued in 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	2.1.3 Effective hygiene practices promoted and implemented.	• Explicate teaching of hygiene practice at the beginning of term 1 with all the new children.	H	- Mat times about hygiene - Signs in the toilet area - Staff modeling the behavior - Evident in daily program and planning	Children washing their hands Recorded on program	T1 2015	Achieved in T1 2015 and ongoing
		• Staff to support children in hand washing		- Source appropriate procedures	Staff following procedures	T1 2014	
		• Toilet training procedures		- Include this in children's PLP - Identify children	Children using the toilet	Ongoing	Achieved and continued in 2015
Standard 2.2	*Healthy eating and physical activity are embedded in the program for children.*						
	2.2.1 Healthy eating is promoted.	• Implement the Rite Bite program	L	- Use Rite Bite to encourage children to make healthy eating choices	Children making healthier choices with food	T3 2014	Achieved and ongoing in 2015 Children have created a display in eating area
Standard 2.3	*Each child is protected.*						
	2.3.1 Children are adequately supervised at all times.	• Supervision schedule • Restrict accessibility to unsafe areas • Discussion at staff meeting of supervision	H	- Make up time table of routines and who is responsible for what areas - Kitchen fence - Staff meeting minutes	Staff following timetable and being in correct areas at correct times Fence built	T4 2014 T4 2014 T1 2015	Achieved Achieved Achieved

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	2.3.2 Every reasonable precaution is taken to protect children for harm and any hazard likely to cause injury.	• Indoor and outdoor check to be completed daily • Risk assessments reviewed and completed when necessary • New rabbit enclosure • Chemical hazard labels for cupboards	M	- Daily checklist to be completed by staff - Site has clear jobs list chart and procedures - Risk assessments are up to date and filed in the folder - Alan Lloyd to erect new enclosure - Make labels for the cupboards	Checklists done Each staff member completes their assigned tasked tasks Risk assessment folder up to date Structure competed Label on chemical hazards cupboards	T4 2014 T4 2014 T1 2015 T1 2014 T1 2015	Achieved Completed daily Achieved Achieved Achieved
	2.3.3 *Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.*	• Staff and families are informed of emergencies procedures • Practice the fire drills with the children each term	M	- Families aware of emergency drills - Include information in the staff handbook - Fire drills in week 5 of each term	Staff sign off on information in hand book Drills evaluated	T1 2015	Achieved in T1 2015 and ongoing Fire drills are done each term in conjunction with the school and are recorded in the school day book.
	2.3.4 *Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.*	• Staff Mandatory Notification is up to date • Ensure staff are aware of the reporting procedures • Children at risk are identified and monitored	H	- Records kept in spreadsheet of expire dates - Include information in staff handbook and discuss at staff meetings	Check dates every month Staff meeting minutes	T1 2014 T1 2014	Achieved Achieved All staff attend weekly meeting on Tuesday afternoons

Quality Area 3: Physical Environment

Summary of Strengths

Our outdoor and indoor spaces offer a safe environment for children to take risks. We have a large amount of space to accommodate our number of children. Our space utilises natural products and it has large shaded areas, soft fall areas and sand and mud pits. We have adequate fencing with working gates. The equipment used in Pulyeri is age/skill appropriate and regularly maintained and updated. We ensure an adequate number of equipment and furniture is available for the children to use. Quiet areas are made available for children to use. The facilities utilise natural light and ventilation. Shelving is accessible for children to retrieve a wide range of activities. Children have opportunities to play with and on natural elements within Pulyeri. Open ended and closed ended activities are made available for children. Personalised Learning Plans (PLPs) are developed for Indigenous, GOM and special needs children. Recycling cardboard/paper, putting rubbish in the bin, feeding the animals and cleaning their enclosures, and looking after plants and gardens are promoted at our preschool. Using the chicken's eggs and vegetables from the garden in cooking is also focused on.

Key Improvements sought identified issues:

3.1.1
- Bathroom – need another toilet
- Kitchen needs remodeling
- Update equipment – puzzles, bikes, microscope, quiet area tent, scarves, dress ups
- Update furniture – need new shelves, cupboards, children lounges, quiet area lounge adult sized chairs, mats, cushions, painting easel, home area furniture
- Lack of schedules for cleaning, toys and equipment, furniture, play areas, safety checks, animals
- Lack of risk assessments of the environment
- Need to establish a maintenance log
- Outside environment needs to be inviting
- Statement of Philosophy to include approach to participation and access

3.2.1
- More natural features needed outside
- New animal enclosure needed outside
- Safe accessible shelving needed in main room
- Need more plants inside
- Include creative opportunities in outside activities and quiet area outside
- Need a strategy to consider families' views re equipment
- Clearer links to EYLF in program
- Need to establish bottle recycling and food recycling
- Environmental and sustainability strategy
- Need information and ideas re sustainable practices for families

3.3.1
- Increase Resources on the environment and human impact, recycling and other sustainable practices.
- Plan a unit of work around sustainability – Include making recycled paper

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 3	**Physical environment**						
Standard 3.1	*The design and locations of the premisies is apporpirate for the operation of a service*						
	3.1.1 The outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	• New hot water service • Update furniture in the home corner • Remove overhead storage	L	- Michelle to organise through DECD - Purchase new home corner furniture and remove old furniture - Aulis to remove	Hot water service installed New furniture purchased Removed storage	? T4 2014 T4 2014	Still waiting Achieved Achieved
	3.1.2 Premises, furniture and equipment are safe, clean and well maintain.	• Establish cleaning/maintenance schedules • Daily safety checks	M	- Create a jobs list for each staff member - Create daily check lists	Completed jobs Completed check list	T4 2014 T4 2014	Achieved Achieved
Standard 3.2	*The environment is inclusive, promotes competencies, independent exploration, and learning through play*						
	3.2.1 Learning and interest areas that encourage autonomy and engagement in rich natural resources.	• Development of science area to explore natural resources found by the staff and children • Provide open ended play spaces • Vegetable garden • Mud pit	L	- Have nature hunts in the yard, encourage families to contribute to our nature resources - Ensure space is left for children to explore - Re plant vegetable garden each term - Re fill area with dirt	Exploring found objects Observations Vegetables planted, watered and harvested Mud pit in use	T3 2014 T1 2014 T1 2015 T1 2015	Achieved Achieved Achieved Achieved

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	3.2.2 Resources, materials and equipment are sufficient in number, organized in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	• Parent feedback on our equipment and ideas for new purchases.	L	- Establish a suggestion box - Consultation with Governing Council about equipment ideas and purchases	Purchases made using suggestions	T1 2014	Achieved in T1 2015 and
		• Clearer links to EYLF in our program and how the equipment supports learning in a variety of ways.		- Documented in our program and planning	Using equipment in a variety of ways	T1 2015	Ongoing Using suggestion from staff, families and children.
Standard 3.3	This service takes an active role in caring for its environment and contributes to a sustainable future						
	3.3.1 Sustainable practices are embedded in practice.	• Establish Pulyeri recycling program	M	- Purchase new bins so children can learn to sort their rubbish. - Set up compose bins - Explicitly teach about recycling	Bins being used correctly Green waste taken to compose daily Recycling regular in our routine	Ongoing	Achieved Bins have been purchased and program has commenced and is embedded in staff and children routines
		• Create an environmental and suitability strategy • Increased resources on sustainable practices for families		- Write a strategy for Pulyeri - Create facts sheets for families	Strategy being used Families access materials provided	T1 2015 T2 2015	
	3.3.2 Children are supported to become environmentally responsible. and respectful.	• Plan a unit around sustainability	M	- Increase resources to help children learn about sustainable practices	Completion of unit and children ongoing practices	T1/T2 2015	Achieved in T2 2015 and ongoing as part of our ongoing practice

Quality Area 4: Staffing Arrangements

Summary of Strengths

All teaching staff in Pulyeri are Early Years trained. All ancillary staff working with the preschool children have obtained or are enrolled in courses to obtain a minimum qualification of Certificate 3 in children's Services. The Staffing ratios are maintained at all times. All staff are trained in DECD approved 1st aid training and *Responding to abuse and Neglect* training. Each staff member participates in Performance Management meetings. Training and Development is promoted to staff members and encouraged. Staff members are expected to adhere to the *Code of Ethics for the South Australian Public Sector* which they are made aware of upon their induction. Staff members are encouraged to share ideas and voice concerns in appropriate forums. Due to a significant number of Aboriginal students there is a focus on employing Aboriginal staff, to support our familes and students engagement with learning.

Key Improvements sought identified issues:

4.1.1
- Ensuring staffing ratios are higher than required by DECD where possible
- Need a copy of staffing qualifications including certified supervisor certificates
- Roster of nominated supervisors

4.2.1
- Staff handbook needs to be updated to include:
  o Statement of philosophy
  o Code of conduct
  o Position description
  o Professional standards that apply to educators
- Set up policies folder- hard and soft copies- available to staff and families

4.2.2
- Need regular staff meetings
- Need opportunities for staff to reflect in practice

4.2.3
- Formalise induction process

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 4	**Staffing arrangements**						
Standard 4.1	*Staffing arrangements enhance children's learning and development and ensure their safety and well being*						
	4.1.1 Educators-to-child ratios and qualification requirements are maintained at all times.	• To use site funds effectively to ensure the highest possible staff to child ratios are achieved • Set up and pack up of Pulyeri before and after children arrive and leave	H	- Staff ratios are higher than required - Employ Pulyeri support staff to start at 7:30am and finish at 4:00pm to maxmise the time spent during the day with the children.	Exceeding ratio requirements Set up and checklists completed before 8:30am	T4 2014 T4 2014	Achieved and ongoing in 2015 Achieved and ongoing in 2015
Standard 4.2	**Educators, coordinators and staff members are respectful and ethical**						
	4.2.1 Professional standards guide practice, interactions and relationships.	• Update staff hand book with code of conduct for Pulyeri • Review Puleryi Philosophy to ensure it reflects beliefs and practices.	H	- Induction process for all Pulyeri staff. Code of conduct is continually revisited at staff meetings - Puleryi philosophy is reviewed every 2 years	All staff have signed off and read handbook and code of conduct Staff knowing philosophy and it guiding their practice	Ongoing Reviewed T4 2014	Ongoing with staff 2015 All new staff have inductions before working in Pulyeri Ongoing with staff 2015 through Pm's and staff meetings

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	4.2.2 Educators, coordinators and staff members work collaboratively. to improve their practice and relationships.	• Develop a process so all staff are contributing to planning even if they are not all able to be present • Regular staff meetings	M	- Discuss programing at staff meeting and document all ideas. Staff need to contributes ideas to the weekly plan each day.	Evidence on the program. Minutes of staff meeting	Ongoing	Ongoing Staff are contributing to the program and staff meetings
				- Set a time when the majority of staff can attend meeting. Have minutes available to read and provide an agenda so staff who are unable to attend can contribute their ideas.	Minutes of staff meeting and agenda items	Ongoing	Ongoing All staff attend weekly meetings on Tuesday afternoons
		• Performance management meetings for all staff		- Staff to meet each term with Michelle - Brad to meet with Michelle weekly	Meetings attended	Ongoing	Achieved in T1 2015 and ongoing. Staff are meeting with Michelle each term

Quality Area 5: Relationships with Children

Summary of Strengths

Staff are welcoming, caring and friendly and respectful of children and their families. Clear and consistent boundaries and expectations are set early. Restorative Justice is the foundation of conflict resolution at Pulyeri. Children identified with attachment issues are identified and targeted upon their arrival to help them through their angst. Co-operative play is encouraged and developed. Programming considers each child's cultural background. Photo displays, newsletters, and work sample displays and books are used to value children's work, and develop relationships with them. Identity webs, Family maps and family questionnaires are used by staff to learn more about children.

Key Improvements sought identified issues:

5.1.1

- Philosophy must guide interactions with children
- Establish policy on interaction with children
- Documentation linking experiences with meaningful conversations
- Establish strategies to make sure all children engage in 1:1 and small group conversations
- Educator roles in play
- Using levels of questioning
- Planning tool that considers children's interests
- Activity proformas re child/ adult initiated and spontaneous
- Staying on top of education plans

5.1.3

- Establishment of communication books
- Get family input and signatures on PLPs more efficiently
- Statement of philosophy to include equity and inclusion
- Have regular staff meetings

5.2.1

- Parent/ family day to be established
- Establish a regular process to identify children's common interests and use this to program collaborative activities

5.2.2

- Consistently use spontaneous activities sheet
- Add social skills and friends onto family questionnaires

5.2.3

- Policy- interactions with children- clear process outlining best practice
- Establish explicit values teaching during circle time
- Reflection of info received- families, other professional/ agencies

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 5	**Relationships with children**						
Standard 5.1	**Respectful and equitable relationships are developed and maintained with each child**						
	5.1.1 Respectful and equitable relationships are developed and marinated with each child.	• All staff will develop meaningful relationships with children through caring and positive interactions.	H	- By following our philosophy and code of conduct - Staff are responsible for monitor each other's behavior and reporting to Brad or Michelle if interactions are not meeting these requirements	Children and staff positive relationships Discussions at staff meetings	Ongoing	Staff are using the philosophy and polices to guide their practices. Have regular staff working in Pulyeri to ensure children build positive and meaningful relationships
	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.	• All staff to understand the role of the educator in children play • Establish planning tools to including children's interest in the program	H	- Provide T & D - Provide space near the role for families to tell us about children's interest or talk to children and document	Staff using questioning and supporting children play episodes in various roles Information being recorded and used in programming	Ongoing T1 2015 T4 2014	Ongoing with staff 2015 Staff having being attending T & D throughout the year Achieved and ongoing in 2015 Children's interests are being used in programming
	5.1.3 Each child is supported to feel secure, confident and included.	• Implement the use of RRR to rate children's involvement and wellbeing	M	- Train all staff to use RRR involvement and wellbeing scales	Becomes regular practice	T2 2015	Achieved T2 2015 Continuing to be implemented

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
Standard 5.2	*Each child is supported to build and maintain sensitive and responsive relationships with other children and adults*						
	5.2.1 Each child is given opportunities to work with, learn from and help through collaborative learning opportunities	• Active promotion of positive relationships between children • Establish process to identify common interests for programming	M	- Establish circle time in the program - Develop a proforma to record interest about what they like to do at kindy and what they want to learn	When children are using values language and behavior in their interactions such as 'care' When established	Ongoing T3 2014	Started in T2 2014 Children sharing ideas in interest in circle times that are used in program
	5.2.2 Each child is supported to manage their own behavior, respond appropriately to the behavior of others and communication effectively to resolve conflicts.	• Staff to work with children to build up their conflict resolution skills • Staff to work with children to build up their resilience	H	- Develop Pulyeri behavior charter - Discuss and role model appropriate behaviour - Redirect behaviour where appropriate - Use circle times for discussions - Staff to promote positive behaviour	Children using strategies with minimal adult intervention in conflict situations	Ongoing	Ongoing in 2015 Behaviour management is discussed a staff meeting. Role plays are used to model the appropriate language and strategies staff need to use when dealing with behavior management in Pulyeri

Quality Area 6: Collaborative Partnerships with Families and Communities

Summary of Strengths

Upon enrolment each family is given an enrolment pack that consists of an information booklet, enrolment form, family map, family questionnaire, immunisation schedule, Fraser Park's Grievance policy, medication authority form and a Health support plan. Families are offered the opportunity to fill the form in on site and they are given a tour of Pulyeri At the beginning of each year families are encouraged to be a part of the Fraser Park Governing Council. The minutes and reports from these meetings are available upon request. Families have opportunities to read about what we are doing in the preschool via newsletters, the day book, the preschool program boards and by looking at the displays of work and photos around the preschool. Staff also talks to families about what their children are doing. There is an established Family Partnerships group comprised of Aboriginal families to support family involvement in developing curriculum resources and supporting partnerships between school and home. The Family Partnerships group meets once a term.

Information regarding Community agencies and events are available to families in the front office. We maintain an ongoing relationship with Murray Mallee Community Health, CAHMS, Learning Together and Families SA. We also follow the current pre-referral, referral and NEP processes with DECD agencies to get extra support for children with additional needs.

Our Transition program includes weekly visits to the school library, joining in with the Fraser Park school in special events, having a joint singing time with the R/1 class, and a 5 week visiting program in the R/1 class for children who will be attending Fraser Park School in the next term. If a child is to attend a different school than Fraser Park then we slot into the transition program run by that particular school.

Other Community connections made include participation in the Murray Bridge Pageant and visits from prominent people from our community.

Key Improvements sought identified issues:

6.1.1
- Develop an enrolment procedure checklist
- Provide easy access to policies and procedures for families
- ESL and Literacy support for families

6.1.2
- Develop PLP for each child
- Evidence of family input re programming, reflections, policies, procedures, philosophy and issues
- Evidence of responding to families' input
- Gain Information re children from families more frequently
- Need evidence of notices and newsletters in a book for families to see

6.1.3
- Policy folder to be displayed in Family area
- Governing Council minutes to reflect full explanations of policy changes

6.2.1
- Need a way to stay current with children's backgrounds, experiences, home routines
- Family Feedback needs formalizing

6.2.2
- Need documentation of community services for families in Pulyeri

6.2.3
- Excursion policy and risk assessments needed

6.3.3
- Philosophy needs reviewing—Include: Inclusion/All Children

6.3.4
- More local visitors
- Opportunities to contribute to the local community

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 6	**Collaborative partnerships with families and communities**						
Standard 6.1	*Respectful supportive relationships are developed and maintained*						
	6.1.1 There is an effective enrolment and orientation process for families.	• Create an enrolment process procedure and checklist • Review parent handbook to make sure all details are current • Easy access to policies	H	- Document the enrolment process - Parent handbooks reviewed annually and provided to families at enrolment meeting and copies in parent area - Create a policy folder for the parent area	Enrolment procedure followed Review of parent handbook at the beginning of each year Policy folder in family area	T3 2014 Ongoing T1 2105 T1 2015	Achieved and ongoing in 2015 Achieved
	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.	• Governing Council members known to all families • Family Partnership meetings	M H	- Governing council members are identified in the newsletter so parents can take ideas/concerns to them to be brought up at meetings - Encourage and support families to attend via verbal and written invitations and providing transport if required	Governing council members photos are in the newsletter each term Families attending	T1 2015 Ongoing	Achieved sign and photo in parent area and newsletter Ongoing in 2015 – some family involvement ACEO Aunty Trish makes regular visits to our families to discuss any issues

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	6.1.3 *Current information about the service is available to families.*	• Development of parent area in Puyeri where parent handbook policies, Puyeri philosophy, newsletters are always accessible to families	H	- By keeping the parent area with up to date information and resources	Families accessing resources in parent area	T3 2014	Achieved and ongoing in 2015 Staff promoting resources in parent corner
		• Keep website information up to date	M	- Julie to keep website regular updated as required	Families accessing website for information	T2 2104	Achieved and ongoing 2015
Standard 6.2	*Families are supported in their parenting role and their values and beliefs about child rearing are respected*						
	6.2.1 *The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.*	• Develop Personalise Learning Plans for each child including family input for their child's learning and development	H	- Brad to work with each child to complete PLP and Brad/Aunty Trish to work with families to get their input	PLP completed with signature and collaboration from all parties	T1 2103	Achieved by ongoing in 2014 and 2015 and beyond
		• Send a questionnaire home each term for families to complete about their child's needs/interests	M	- Staff to follow up questionnaires and discuss at staff meeting. Ideas to be using in programing and relationships building with children and families -	Use of ideas in programming and purchase of equipment and materials for Pulyeri	T2 2014	Achieved and ongoing in 2015 Using this information to inform program
	6.2.2 *Current information is available to families about community services and resources to support parenting and family wellbeing*	• Family Events	H	- Have a celebration of learning at the end of each term with a BBQ	Attendance by families to Pulyeri events	T1 2105	Achieved in 2014 and ongoing in 2015 Family events have been well attended each term.
		• Create a parent library	L	- Have some books/information for families to access	Parents accessing library and information sheets	By the end of 2015	
		• Use website to provide links to websites that support family's needs	L	- Julie to add links to the website	Parents accessing website	By the end of 2015	

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
Standard 6.3	*The service collaborates with other organisations and services providers to enhance children's learning and wellbeing*						
	6.3.1 *Links with relevant community and support agencies are established and maintained.*	• Create links with local services • Ensure families are aware of support services in our area through discussion and information in the newsletter	M M	- Use information pamphlets and flyers from these services in our parent area and links on our website - Promote these services in our newsletter and through conversations with families	Families accessing theses services if required	T4 2015	Working on throughout the year Promoting these through the newsletter and conversations with families
	6.3.2 *Continuity of learning and transition for each child are supported by sharing relevant information and clarifying responsibilities.*	• Transition program embedded into weekly program	M	- Accessing the school library and librarian weekly - R/1 class and teacher visiting for music and play each week	Children transition to school smoothly as relationship have been built with school adults	T1 2104	Ongoing in 2015 Children are access school library each Tuesday at 12pm in a small group with an sso/librarian and R/1 class
	6.3.4 *This service builds relationships and engages with their local community.*	• Brad to attend family partnerships • Pulyeri to use Persona Dolls to support Aboriginal Perspectives and foster connections between Pulyeri and the community	H H	- Brad to be released from Pulyeri so he can build relationships with families and local community members - 'Alana' (Persona Doll) incorporated into daily routine - Taken home by families each weekend and documenting the weekend in the journal	Strengthen relationships within our community More families access our services Involoved in all aspects of Pulyeri routines Families accessing the persona doll	T1 2105 T1 2015	Ongoing throughout the year Brad has being attending which has increased our families attended Ongoing throughout the year Building up to creating better access for families

Quality Area 7: Leadership and Service Management

Summary of Strengths

Our site is governed by a Governing Council, consisting of Fraser Park community and wider community members. We also hold regular staff meetings-ensuring all preschool staff are informed and have opportunities to air opinions. Continuity of staff, be it regular or relieving is considered to be essential for the smooth running of the preschool. The preschool program is facilitated by a qualified Early Years Teacher. All adults working in our site have a current Criminal History Check, a copy of these are kept in staff records in the Front Office.

Our site has developed a statement of Philosophy that has been passed by the Governing Council.

Staff performances is evaluated and facilitated by attending regular performance management meetings with the site leader. Preschool teaching staff have undergone training in RRR. All confidential records are stored in a locked filing cabinet.

Grievances and critical incidences are dealt with according to DECD regulations.

Key Improvements sought identified issues:

7.1.1
- Promoting our Governing Council to families early in 2015

7.1.2
- Induction process developed and handbook reviewed annually

7.1.5
- Staff qualifications are clearly displayed

7.2.1
- Statement of philosophy reviewed 2 yearly

7.2.3
- Seeking continually reflection of practice
- Continually improving in DIAF areas

7.3.1
- Strong record keeping procedures complying with DECD requirements

7.3.3
- Michelle attend IRMS training in 2014 – new changes implement and staff informed

7.3.4
- Procedure and policy in place for grievances

7.3.5
- Families need easy access to policies

Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
QA 7	*Leadership and service management*						
Standard 7.1	*Effective leadership promotes a positive organizational culture and builds a professional learning community*						
	7.1.1 Appropriate governance arrangements are in place to manage the service.	• Create a strong Governing Council where all positions are filled at the start of the year. We will need to attract new members at the start of 2015	H	- Talk to families about the Governing Council and the importance of it for Pulyeri. - Encourage families to be involved - AGM Term1 – encourage families to attend - Once formed police checks to be completed for new members	Families joining the Governing council	T1 2015	Achieved T1 2015 List of parents on our governing committee is up in parent corner. Feeback is able to be given to them either verbally or in writing through the front office
	7.1.2 The induction of educators, co-ordinations and staff members is comprehensive.	• Clear induction process with checklist of information to be covered • Update staff hand book with code of conduct for Pulyeri • Update TRT folder	H M L	- Create induction process and check list - Ensure staff handbook and code of conduct is updated and reviewed annually - TRT folder updated annually	Checklist completed and staff signed off to say have read handbook Annual review	Before start of T1 2015 T3 2014 T1 2105	To be reviewed T4 2015 Achieved T1 2015 updated each term

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	7.1.5 Adults working with children and those engaged in management of service or residing on the premises are fit and proper.	• Spreadsheet with all staff members qualifications and certificates of records • Expiry dates of certificates are recorded and reviewed monthly	H	- Russell keeps records and checks of this in a spreadsheet.	Qualifications or clearances do not laps	T1 2015	Achieved an ongoing in 2015
	7.1.4 Provision is made to ensure a suitably qualified and experience educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	• Using learning goals during mat times • PLP teaching goals for every child • Focus on spontaneous child initiated activities and formalizing them into the program	H H H	- Clear goals stated at the start of each mat time and reiterated as required - Creating teaching goals for each child as part of their PLP - Have a proforma to record spontaneous activities – build on these in future	Achievement of goals Working towards and achievement of goals Use spontaneous activities as ideas for programming	T2 2104 T2 2104 T1 2105	Achieved and ongoing in 2015 Achieved and ongoing in 2015 Achieved and ongoing in 2015 Showed program all staff contributing to this

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
Standard 7.2	*There is a commitment to continuous improvement*						
	7.2.1 A statement of philosophy is developed and guides all aspects of the services operations.	• Statement of philosophy reviewed every 2 years • Staff practices reflects the philosophy	H	- Last reviewed T3 2014 in consolation with staff and families - Distributed to families - Philosophy is included in staff handbook - Philosophy is displayed in family area - Continually referring to philosophy with staff	Staff being able to discussion philosophy with parents and it is reflected in their practice	T1 2015	Achieved and ongoing in 2015
	7.2.2 The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	• Clear guidelines for staff in the Staff hand book • Staff have 4 performance review meeting with Michelle each year (1 each term)	M	- Staff have read handbook - Performance meetings booked in the diary - Staff members are support to achieve their goals - Staff have an opportunity to reflect on the performance of the leader	Following guidelines from the handbook Working towards of achievement of goals Surveys or verbal feedback for leader	T1 2015 Ongoing	Achieved T1 2015 and ongoing for new staff 2015

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	7.2.3 An effective self-assessment and quality improvement process.	• QIP is current and up to date with achievable short term and long term goals • DECD Improvement and Accountability Framework self-review tool is implemented • DECD annual Parent Opinion Survey	H	- Completed with staff - Review of QIP in staff meetings to make modifications and new priorities - Display DIAF information - Support staff to be familiar with Framework - Framework is used as a self-review tool - Survey given to families	Updated QIP and staff meeting minutes Information displayed Framework becomes part of daily practice Surveys returned	T1 2015 Ongoing Ongoing T4 2015	Ongoing throughout the year Staff meeting to discuss the progress and adding new goals to work on Parent survey to be prepared in Friday week 3, sent to families in week 4 and to be returned in week 5
Standard 7.3	*Administrative systems enable the effective management of a quality service*						
	7.3.1 Records of information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with *legislative requirements.*	• Ensure records are stored in line with DECD requirements	H	- Records are kept in the office in a locked cupboard. Staff are able to access if required	Records are secure and stored to provide confidently	Ongoing	Records are stored in a locked filing cabinet in Pulyeri and also in school front office

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the services, of serious incidents and any complaints which allege a breach of legislation.	• Michelle attended IRMS training in term 3 2014	H	- Implement any changes or procedures that may be required after the training - Make staff away of new guidelines introduced by DECD	Training attended changes implemented	T3 2014	Achieved and ongoing in 2015
	7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	• All families and informed Grievance policy when they enroll • Develop a site process for grievance and complaints	H H	- Grievance policy is in enrolment pack - Policy is available to view in family area	If required families use the procedure if they have a grievance	T1 2015 T1 2105	Achieved T2 2015 and ongoing for new families

Standard	Element	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
	7.3.5 Service practices are based on effectively documented policies and procedures that are available at the services and reviewed regularly.	• Ensure all families are involved in reviewing polices	M	- Develop a process to involved all families in reviewing polices, not just the Governing Council	Having all families apart of the process in some way	2015	Continually process throughout the year
		• Ensure all families are involved in review QIP		- Develop a process which allows families to have a voice when reviewing the QIP		T2 2105	Taken to Governing Council T1 2015
		• Review policies as required		- All polices have a review date on them to ensure they are review and ratified by the Governing Council prior to this date	Polices reviewed and ratified by the Governing council	T2 2015	Achieved and ratified by Governing Council T2 2015 To be reviewed in March 2017