

SWALLOWCLIFFE PRESCHOOL QUALITY IMPROVEMENT PLAN 2019

Service Name: Swallowcliffe Preschool

Service Approval Number: SE-00011009

Primary Contacts at Service: Rhianna Woodbury – Preschool Coordinator, Penny Sweeney – Early Years Senior Leader, Tonia Noble – Principal

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Swallowcliffe Preschool is a Department School based Preschool. We open and close as per the South Australian school holiday dates. Pupil free days are determined by Swallowcliffe P-7 Governing Council and Peachey Partnership. Our service is open weekdays from 9.10am until 3.10pm (doors open at 9am). Our capacity at Swallowcliffe Preschool is 45 children per session. Group 1 attends Monday, Wednesday and alternate Fridays (odd weeks) and Group 2 attends Tuesday, Thursday and alternate Fridays (even weeks). The children are organised using a primary caregiver model for attachment purposes and split into small groups for explicit teaching. Playgroup is integrated within our Preschool program on Tuesday mornings to continue to develop meaningful engagement with new and existing families.

STATEMENT OF PHILOSOPHY

At Swallowcliffe Preschool we ensure that children are the core of what we do. We understand that children's wellbeing is paramount to their learning. We understand the link between relationships, trauma and cognitive development. We believe that providing secure attachments is the foundation for healthy brain development and impacts greatly on children's dispositions for learning. We strongly believe that it takes a village to raise a child. We work in partnership with families and the community, in a holistic approach to foster early childhood education. We acknowledge and celebrate that parents are children's first teachers. We believe children learn best when their families are involved and strive to ensure that all families feel welcome. We understand the family values of our 2019 parent community. We celebrate the values that we have in common such as respect, honesty, friendship, family, manners, kindness, happiness, love, loyalty, trust, communication, compassion, sharing, fun, music, trying your best, cultural awareness, environmental awareness, a sense of community and learning. We encourage all families to input into our program and strive to reflect on our current practice in order to include diverse family values into our programming.

We view children as competent and capable learners who are active citizens and curriculum decision makers. We value and respect children's voice. We believe that each child needs to feel safe, secure, supported and empowered in a consistent environment that creates a sense of being and belonging. We recognise that each child is unique, striving to meet the individual needs and family wishes of all children. Our inclusive and diverse program reflects the integration of physical, cognitive, social and emotional learning. We ensure that we are nurturing 'the whole child' and provide quality education and care. Our program and practice is based on the Early Years Learning Framework and current pedagogies, principals, practices and outcomes providing a holistic teaching and learning approach. Our program celebrates the importance of learning through play and inquiry, developing independence and interdependence and managing risk. We understand the correlation between emotional intelligence and future success, providing explicit teaching of the Zones of Regulation. We also understand the important link between oral language and literacy success, providing explicit teaching of speech, language and phonological awareness skills through play based activities. This is a focus for our curriculum.



Swallowcliffe P-7

We value Honesty, Respect, Achievement

2019 QIP

"How do we support wellbeing to foster children and families to be active citizens in our Preschool?"

Priority 1: Relationships

Focus Areas:

- Responsive relationships with children
- Effective communication with families
- Effective communication between staff and professionals across the partnership

Goals

1. All children's individual needs and rights will be consistently supported.
2. All staff will work in partnership with families regarding children's individual needs and effectively communicate the growth of every learner.
3. All staff will effectively communicate best practice and the growth of every learner with each other (including reception teachers and other professionals within the partnership).

Key Connections:

DfE Key Priorities – Great Start, Learning in Partnership

DfE Outcomes – Children have a strong start in life

DfE Wellbeing for Learning and Life Principles – Relationships, Inclusion

Peachey Partnership Priorities – Pedagogy and Planning for Every Child's Learning (LDAR, RRR, PNLI), Intervention for Learning, Leadership for high quality

Swallowcliffe P-7 – Relationships with others (Pillar), Student Intervention and Learner growth (SIP)

UNCRC – Article 3,29

EYLF Principles – Secure, Respectful and Reciprocal Relationships, Partnerships with Families

EYLF Practices – Responsiveness to Children, Continuity of Learning and Transitions, Assessment for Learning

EYLF Outcomes – Children have a strong sense of identity, Children are connected with and contribute to their world, Children have a strong sense of wellbeing, Children are effective communicators

National Quality Standards – 1.2.2, 1.3.1,1.3.2, 1.3.3, 2.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 7.1.1, 7.1.3, 7.2.1, 7.2.2, 7.2.3

Improvement Indicators

- Educators increasing their connection with each and every child.
- Educators striving for 5 back and forth meaningful interactions within a conversation during all times of the preschool day.
- Families contribute to their child's education goals and are informed of their child's individual growth. Families increase their input in to the wider Preschool program.
- Increased collaboration between Preschool staff to critically reflect on best practice and the individual growth of every learner.
- Increased collaboration between Preschool and Reception staff to critically reflect on best practice, creating continuity of learning and a shared philosophy within the early years.

Priority 2: Wellbeing

Focus Areas:

- Trauma Informed Practice
- Active Learning Environment
- Continuity of Learning

Goals

1. All children and their families will feel safe, secure and supported within our preschool environment.
2. All children and their families will display high levels of wellbeing and involvement within our supportive preschool environment.
3. All children and families will maintain high levels of wellbeing within our environment as they transition from preschool to school.

Key Connections:

DfE Key Priorities – Great Start, Fairness for all, Learning in Partnership, High Achievement

DfE Outcomes – Children have a strong start in life, Educational achievement regardless of student background, High achievement is supported by quality teaching and leadership, Students attend school and stay engaged,

DfE Wellbeing for Learning and Life Principles – Child-centred, Learning success, strengths-based, Relationships, Inclusion

Peachey Partnership Priorities – Pedagogy and Planning for Every Child's Learning (LDAR, RRR), Intervention for learning

Swallowcliffe P-7 – Quality Teaching and Learning, High Expectations (Pillars) Wellbeing for learning (SIP)

UNCRC – Article 3,6,12,13,14,19,20,23,28,29,30,31,36,39,

EYLF Principles – High Expectations and Equity, Respect for Diversity Ongoing Learning and Reflective Practice

EYLF Practices – Adopt holistic practices, Responsiveness to children, Learning Through Play, Learning Environments, Value cultural and social contexts, Continuity of Learning and Transitions

EYLF Outcomes – Children have a strong sense of identity, Children are connected with and contribute to their world, Children have a strong sense of wellbeing, Children are confident and involved learners, Children are effective communicators

National Quality Standards – 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 4.1.1, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 7.1.1

Improvement Indicators

- For children to increase their ability to self-regulate and verbalise emotions.
- Increased periods of sustained, highly involved play for all children.
- Increased understanding of trauma informed practice, which supports Preschool staff to critically reflect on best practice for supporting children's wellbeing.
- Increased collaborative reflection between Preschool and Reception staff to program transition activities to support continuity of learning and maintain wellbeing within our environments.

STRENGTHS

QUALITY AREA 1

We are constantly reflecting as a team and are proud of our educational program and practice. We believe this to be one of our strongest Quality Areas.

Observable Evidence: Respectful relationships between children and educators. Educators using the planning cycle to reflect on spontaneous play and implement program. Educators engaging in spontaneous teachable moments, providing a responsive curriculum with flexible routines. Educators explicitly teaching concepts and programs that have been identified as a need through critical reflection.

Supporting Documents: Program based on individual and group observations supported by EYLF and PNLI. Floor books and program board supporting program with EYLF and PNLI links. Special event programs. Staff reflection journal and inquiry project journals for ongoing reflection of program and practice. Growth Tracker folders documenting individual children's development, and wellbeing. The Zones of Regulation. Individual needs folder documenting individual Preschool Support programs, allocated funding and individual NEP's and eating plans. Behaviour plan folder documenting individualised behaviour strategies and behaviour data. Individual children's Learning Journals. Preschool routine.

Evidence to Discuss: Over the last two years we have demonstrated significant growth as a team. We accessed professional development as a team and increased our critical reflection and our knowledge of the programming cycle. Our current practice is of a high standard as we are constantly reflecting as a team, ensuring that our program is child and family centred.

QUALITY AREA 5

Children are the centre of our work. We have strong respectful relationships with children and work from a primary caregiver model. We are constantly reflecting as a team on our responsive relationships with children in order to continue to provide a supportive and inclusive learning environment. We believe this to be one of our strongest Quality Areas.

Observable Evidence: Educators respectfully engaging with and delighting in children. Educators striving for 5 and being active listeners. Educators responding to children's individual needs. Educators scaffolding and modelling friendships, collaboration, play entry and play negotiation. Educators recording, respecting and responding to children's voice. Educators respectfully co-regulating children, Children resourcing their own learning.

Supporting Documents: Separation plans, attachment mapping, Children's voice board, Responsive relationships PD strategies

Evidence to Discuss: Individualised programming, Primary caregiver process, Trauma informed practice PD. Miss Gayle to share her experience of supporting children who experience separation anxiety

QUALITY AREAS 2 and 6

We believe it takes a village to raise a child. We work in partnerships with families, communities and services to support the wellbeing of children and their families. We are proud of our strong sense of community and believe this to be one of our strongest Quality Areas.

Observable Evidence: Educators respecting family wishes and responding to individual needs with in the curriculum. Educators welcoming family input and responding to family feedback. Educators regularly supporting children's wellbeing by providing food, sunscreen, spare clothes, hats and intervention. Educators storing children's cold foods in the refrigerator. Families displaying a sense of belonging and engaging in respectful conversations with educators.

Supporting Evidence: It takes a village, Community floor book, Documentation of intervention/intervention providers,

Evidence to Discuss: Supporting families in relation to our context. Joy our chaplain and Elly our Wellbeing Leader to discuss how they support the wellbeing of our families. Miss Rhianna to discuss enrolment meeting process, parent teacher interviews, Intervention services, RAAP applications, CDU referrals, community connections, stay and plays/twilight afternoons. Miss Nicola to discuss CAFHS appointments and ATSI ear checks.

PRIORITY 1 - Relationships

Focus Area 1 – Responsive relationships with children QA: 1.2.2, 1.3.1, 1.3.2, 2.1.1, 4.1.2, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.2.1

IDENTIFIED ISSUE/S

- New cohort – foster a sense of belonging and attachment to educators
- Support high individual needs (medical, behaviour, intervention etc)
- Support new staff in best practice
- Foster positive wellbeing to promote high levels of involvement in our Preschool setting.
- Streamline the enrolment process to support families and staff to support children’s individual needs.

GOAL/S: All children’s individual needs and rights will be consistently supported

TARGET/S:

Pedagogical documentation demonstrates that all children feel safe, secure and supported in the learning environment.

[EYLF Outcome 1 and EYLF Principle 1 Secure, Respectful and Reciprocal Relationships].

Planning documentation and feedback from leaders, families and children indicate that all educators respond to children’s identity, ideas, interests, needs, rights, play and use this for the basis of planning. Educators examine what happens and reflect on what needs to change. [EYLF Practice 2 Responsiveness to Children and EYLF Principle 5 Ongoing Learning and Reflective Practice].

SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
All children have at least one identified preferred primary caregiver.	Map attachment and belonging of children in reflection journal to track relationships. Educators intentionally build respectful relationships with children with no identified preferred primary caregiver.	All educators including PSS SSO’s	Attachment end of Week 2 Term 1 Belonging end of Week 6 Term 1	Staff Reflection journal EYLF Principles and Practices
Separation anxiety decreases during the morning routine.	Wait until wk 3 to decide on Primary Caregivers. Use observations of children’s attachments with educators to inform primary caregiver model. Update group time slide show to reflect 2019 routine. Educators use the visual schedule to reassure	All teachers Rhianna	End of week 3 Term 1	Attachment mapping Visual schedule Group time slideshow

	children who experience separation anxiety. Use the growth tracker to record observations of decreased separation anxiety.			
Early intervention is supported by all educators through thorough documentation in the growth tracker and Individual needs folders.	Create individualised plans for children who require additional support. (separation plan, safety plan, NEP's etc). Shared with all educators and necessary families. Identify children who require additional support in order to arrange parent meetings.	All teachers to write plans for identified children. All educators responsibility to stay informed and use plans to inform programming. All Teachers	End of Term 1. Ongoing review End of Term 1	Speech Pathologist Special Educator Parents/caregivers Berry St Model Zones of Regulation SMART goals EYLF PNLI Strive for 5 Preschool Access Profiles Speech and Language Screeners Special Education Mentoring Speech Pathologist Mentoring ATSI Literacy Grant
All educators reflect on children's individual goals to guide interactions and programming through pedagogical documentation. Increased visible links between the Growth Tracker and program.	Use the Growth Tracker to discuss, document and plan for children's individual goals, providing a picture of the whole child. Growth Tracker and programming cycle used to inform program. Revised Growth tracker and programming template to support links between individual and group documentation.	All educators including PSS SSO's Jess and Rhianna	Ongoing Rhianna to schedule at least 1 staff meeting per term to reflect on Growth Tracker.	Staff mentoring (use, codes, EYLF, PNLI, play schemas, PPS documentation etc) LDAR Growth Tracker folders Office pin up board with supporting documents Programming
Educators incorporating responsive relationship skill training into their daily practice through increased reflection.	Facilitate Responsive relationships reflections as a team from 2018 PD (one focus skill per week) to consolidate training and develop skills of new staff members.	Rhianna to facilitate reflection time during weekly staff meetings. All Educators who attend staff meetings to pair up and reflect on own practice.	Ongoing through Term 2.	Leah's Email with PowerPoint presentation. Personal reflection journal. Circle of Security EYLF principles and Practices RRR
A streamlined enrolment process that supports all educators to be informed	Reflect on enrolment process and facilitate changes for 2020 cohort that support all staff to	Rhianna and Penny to lead. All staff to	By the end of Term 3	Enrolment policy 2019 enrolment supporting

about children's needs and rights (eg medical, religion etc).	<p>be aware of children's individual needs.</p> <p>Work in partnership with families to empower them to organise relevant paperwork.</p> <p>Create additional questionnaire (religion, allergies etc) to support staff's knowledge of individual rights.</p>	contribute to reflection.		documents EYLF principles and Practices RRR
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PROGRESS NOTES – date every entry

MONITORING PROGRESS 

Attachment map in reflection journal. Staff will remap attachment of all children including new children and map belonging during Term 2. 12/4/19

Rhianna to update group time routine over the holidays 12/4/19

Staff to identify and program for children who need a separation plan by week 2 Term 2 12/4/19

Wellbeing survey during twilight 4/4/19

Most one plans completed, Rhianna to finish during the holidays 12/4/19

Jess to organise folder for plans in the kitchen by wk 1 Term 2 12/4/19

Parent teacher interviews offered term 1 12/4/19

Teachers to have follow up conversations with parents for one plans etc by wk5 Term 2 12/4/19

Rhianna to change format of PSS for Term 2 in the holidays, more level 2 intervention 12/4/19

Increase number of growth tracker staff meetings for term 2. All staff have code sheet by wk 2 term 2 12/4/19

Format of PSS changed to include more small groups. 1/5/19

DfE sent out new enrolment policies/procedures. Rhianna made a folder and will read before enrolment process begins. 10/6/19

Jess organised photo books for SSO's with code sheet, responsive relationship info, EYLF and N&LI info. 10/6/19

Focus Area 2 – Effective communication with families QA: 1.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3				
IDENTIFIED ISSUE/S <ul style="list-style-type: none"> • Barriers to communication (English as an additional language, literacy levels etc) • Forms of current communication not always utilised as parents prefer oral communication • 2018 Preschool parent survey demonstrated that there was a trend towards parents feeling that they weren't informed or given opportunities to be involved in our program. 				
GOAL/S: All staff will work in partnership with families regarding children's individual needs and effectively communicate the growth of every learner.			TARGET/S: <i>Children's individual documentation demonstrates that family input has been supported and respected.</i> [EYLF Principle 2 Partnerships, EYLF Principle 3 High expectations and equity and EYLF Practice 6 Value the cultural and social contexts of children and their families].	
SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
Increase in Preschool parent volunteers within the Preschool and the wider school community.	Recruit parents to book a volunteer induction meeting with Jillian and support them to participate within the school (Preschool, Playgroup, Parent Club). Recruit new parents and support existing parents to contribute to Governing Council.	All staff to recruit. Rhianna to lead volunteers	Ongoing Before AGM (Wk 8)	Jillian Policy folder Mentoring EYLF Principles and Practices RRR Use parent board
Parent involvement in setting goals for children's individual needs.	Parent teacher interviews will occur in Term 1 to promote partnerships between educators and families.	All teachers SSOs	Weeks 6-9 Term 1	EYLF Principles and Practices RRR Partnership with families template
Parents are informed and contribute to the Preschool program. 2019 Preschool parent survey data reflects this.	A suggestion box will be made for parents to offer feedback. The Program will be available for parents through a visual display on the board as well as through our regular programming book. Parent question of the day and regular surveys are used to generate input. Conversation cards are given to families to	Gayle Jess (board) all staff (book) Rhianna SSO's	Ongoing	EYLF Principles and Practices RRR

	<p>generate meaningful conversations Use notes/newsletters, Skoolbag app and parent board to keep our families informed. Use parent teacher interviews, Twilight afternoons, stay and play sessions and Conversations with primary caregivers to build relationships and generate joint learning goals for children. Parents are encouraged to access and contribute to children's Learning Journals.</p>	<p>Jess and Nicola All Staff All Staff All Staff</p>		
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PROGRESS NOTES - date every entry

MONITORING PROGRESS   

Parent teacher interviews offered. 59 out of 90 families chose to have one. 12/4/19

Preschool parents on Governing Council 12/4/19

Carla became a volunteer during term 1. Daniel has not finished the volunteer process but volunteers by building/fixing things at home and bringing them in. 10/6/19

Have supported many parents to start the volunteer process. One parent decided to volunteer at another kindy once she got her police check as she didn't want to disrupt her child's learning. 10/6/19

Focus Area 3 – Effective communication between staff and professionals across the partnership QA: 4.1.2, 4.2.1, 4.2.2, 7.1.1, 7.1.3, 7.2.1, 7.2.2, 7.2.3

IDENTIFIED ISSUE/S

- New staff, new roles and team dynamics
- Variety of knowledge and experience within the team
- New Partnership professionals
- Continue Early Years team meetings with Reception teachers
- Increase collaboration with school colleagues
- Increase communication with other partnership sites to support enrolments, transitions and children’s wellbeing
- Increase communication with other partnership sites to share best practice

GOAL/S: All staff will effectively communicate best practice and the growth of every learner with each other (including reception teachers and other professionals with in the partnership).

TARGET/S:
Pedagogical documentation demonstrates regular critical reflection of group and individual needs that align with our Statement of Philosophy and School Mission Statement.
 [EYLF Principle 5 Ongoing learning and reflective practice, EYLF Practice 5 Create physical and social learning environments that have a positive impact on children’s learning, EYLF Practice 8 Assessment for learning].

SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
Staff are aware of roles, responsibilities and best practice for programming.	Mentor buddies have been created to support each other in their roles and responsibilities. Teachers work in partnership with an SSO to mentor documentation. SSO’s display leadership and mentor new SSO’s. Roles and responsibilities document created at the beginning of the year to clarify individual roles. Review and Update common agreement and	Penny and Rhianna Nicola and Gayle Jess and Caren Rhianna and Susan Susan and Caren Jasmine, Brooke and Martha Rhianna All Staff review.	Ongoing By Week 2 Term 1 By end of Term 1	PNLI EYLF RRR LDAR Office pin up board Programming cycle AITSL Protective Practices Code of Ethics Statement of Philosophy School Mission Statement

	Teacher in charge manual to develop a common understanding of expectations and procedures.	Rhianna to publish		
Collaborative programming between preschool and school colleagues.	Use Early Years team meetings to develop joint programming for discovery afternoons on Fridays. Incorporate more collaborative opportunities with special classes through Play Is The Way and other group experiences.	Preschool and reception teachers Preschool Educators, Lisa and Mel	Initiate start of Term 2. Ongoing	AC EYLF RRR PNLI LDAR PITW
Increased communication between all staff and Department Professionals (Speech pathologists, special educators etc)	All staff use and access Growth tracker and individual needs folders (incl Department professionals). Organise regular meetings with wellbeing practitioner to support children and families wellbeing. New AEW Kaurna Program in the preschool to build relationships and support belonging.	All staff incl. Department Professionals Rhianna Rhianna, Nicola, Phil and Chris	Ongoing By week 5 Term 1. Ongoing Ongoing on Fridays	EYLF Principles and Practices Wellbeing for Learning and Life ATSI Grant program Alison folder on share drive ATSI resources

PROGRESS NOTES- date every entry

MONITORING PROGRESS   

Mentor buddies have been working. Programming changed for term 2. Will now be programming in sso/teacher teams to increase knowledge of programming cycle and the active learning environment. 12/4/19

Rhianna tried unsuccessfully to contact wellbeing practitioner. Process of accessing the wellbeing practitioner has changed. 12/4/19

Rhianna organised pss pd with Nerida for Term 2. Rhianna to use weekly pss meetings with pss sso's to scaffold their awareness of roles and resources. 1/5/19

Rhianna to discuss PITW with Nicola and Jess before emailing Lisa as Rhianna is on NIT 10/6/19

Children are responding to AEW workers Chris and Phil well. Rhianna to support AEW's to provide more structured/organised activities during Term 3. 10/6/19

Rhianna to use PDP chats during term 2 to extend educators knowledge of observations. Rhianna provided observation templates and info sheets to scaffold learning. 10/6/19

PRIORITY 2 - Wellbeing

Focus Area 1 – Trauma informed practice QA: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.2, 2.1.1, 2.2.1, 2.2.2, 2.2.3, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.2

IDENTIFIED ISSUE/S

- Complex context displaying high needs
- Varying knowledge of trauma and trauma informed practice amongst staff
- Transient community with low attendance
- Passive parent involvement
- Further development of teaching/relationship skills needed to promote belonging and involvement of children and families within the Preschool

GOAL/S: All children and their families will feel safe, secure and supported with in our preschool environment

TARGET/S:

Pedagogical documentation demonstrates that all children and families feel safe, secure and supported in the learning environment.

[EYLF Outcome 1 and 3, EYLF Principle 1 Secure, Respectful and Reciprocal Relationships, EYLF Principle 2 Partnerships, EYLF Principle 4 Respect for diversity, EYLF Practice 2 Responsiveness to children, EYLF Practice 6 Value the cultural and social contexts of children and their families].

SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
For children to increase their ability to self-regulate and verbalise their emotions.	Use the question of the day to promote ZoR Vocabulary with children and families. Use small groups to explicitly teach the 4 Zones, emotions and coping strategies. Use ZoR display board and newsletters to develop consistent language between Preschool and home. Teach CPC and program supporting relaxation activities that develop self-regulation skills.	Teachers Jess to program, All Staff to teach Jess and Nicola Nicola	Ongoing Start by Week 5 Term 1 Ongoing Ongoing	Zones of Regulation Berry st Model PITW What's the Buzz PALS Keeping Safe: CPC RRR EYLF ABC data Positive Behaviour Education
Families openly sharing information with staff.	Program stay and play events, twilight afternoons and parent teacher interviews to promote partnerships with families. Staff consciously engage in spontaneous conversations with families and take the time to make phone calls regarding wellbeing to support open lines of communication.	All Staff	Ongoing	EYLF Principles and Practices RRR

	Staff provide families with links to other support services.	All staff, Elly, Joy		
Increased understanding of trauma informed practice, which supports Preschool staff to critically reflect on best practice for supporting children's wellbeing.	Reflect on our group time structure to include Berry St Model Brain breaks and positive primers.	All Staff	Start after Berry st Model training.	Berry St Model

PROGRESS NOTES- date every entry

MONITORING PROGRESS 

Children and families using the Zones of regulation language on arrival. 12/4/19

First days of Berry St model Trauma PD on 27-28/5/19

Families are openly sharing information with staff. Staff have been able to support families and provide information about additional services when needed.

Families have made positive comments about the preschool 10/6/19

Group time structure changed to include Berry st strategies 10/6/19

Focus Area 2 – Active learning environment QA: 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 3.1.1, 3.1.2, 3.2.1, 5.1.2, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3

IDENTIFIED ISSUE/S [note standard and element and connections to other QA s if applicable]

- Complexity of cohort. Authentically reflecting our family cultures with in our setting to increase a sense of belonging to our centre
- Limited resources that are culturally diverse
- Varying knowledge of different cultures
- Limited display room on walls

GOAL/S: All children and their families will display high levels of wellbeing and involvement within our supportive Preschool environment.

TARGET/S:

Pedagogical documentation respectfully demonstrates an understanding that there are multiple ways of knowing, seeing and living by celebrating diversity and honouring differences.
 [EYLF Outcome 3, EYLF Principle 3 High expectations and equity, EYLF Principle 4 Respect for diversity, EYLF Practice 6 Value the cultural and social contexts of children and their families].

SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
Increased Periods of sustained, highly involved play for all children.	Apply for Bilingual support to support individual children. Staff reflection on who is represented in the programming (gender, culture, abilities) Staff use RRR wellbeing, involvement, active learning environment scales to reflect on our Active Learning Environment Attend PD based on cultural competence as a team.	Penny All Staff Rhianna	By Week 3 Term 1 Begin Term 2	EYLF RRR Marc Armitage Play Cycle Visuals Translator apps Play at the centre of the curriculum – van Hoorn Reggio Emilia - provocations
Increased involvement from our EALD/ATSI families	Seek assistance from Andre our cultural liaison officer. Utilise Martha’s knowledge to translate notes and speak to families. Strengthen ties between ATSI families and AEW’s through Friday ATSI program. Staff reflect on providing community training for SSO applications. Nunga group involvement Reaching out to the communities (Smithfield plains kindy, Kurna plains kindy)	All staff Nicola	Ongoing By Week 5 Term 3	EYLF Principles and Practices Translator apps Andre Phil Chris Martha

	Greetings in other languages – hello song Welcome to country Find out about Department Culture training	Nicola and Penny		
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PROGRESS NOTES- date every entry

MONITORING PROGRESS 

Rhianna and Penny collaborated to organise BSSO's. Indonesian and Dinka BSSO during Term 2. 10/6/19

Rhianna to facilitate critical reflection of programming at the end of term 2 to reflect on gender, culture, abilities etc. 10/6/19

Margaret Creeper to work with educators around the wellbeing scale and the active learning environment from wk 9 term 2 into term 3. 10/6/19

Martha has a good rapport with families. She is able to speak Dinka but is unable to translate notes. 10/6/19

Nicola has inquired about an ATSI cultural PD to possible include in Term 3 Staff meeting agenda. 10/6/19

Rhianna made a book about culture to record cultural information that families share to broaden educators' knowledge 10/6/19

Focus Area 3 – Continuity of learning QA: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2, 1.3.3, 2.1.1, 3.2.1, 3.2.2, 4.1.1, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 6.1.2, 6.1.3, 7.1.1

IDENTIFIED ISSUE/S

- Continue our progress from the Wellbeing Transition Project
- Refine processes for 2019 Transition
- Individualised transition for identified children
- Revise pre-entry sessions from home/playgroup to Preschool
- Continue to share observation and planning documentation to support best practice

GOAL/S: All children and families will maintain high levels of wellbeing within our environment as they transition from preschool to school.

TARGET/S:

Pedagogical documentation demonstrates Preschool and Reception Educators working in partnership with families to support children to transition successfully between the two settings.

[EYLF Outcome 3, EYLF Principle 1 Secure, respectful and reciprocal relationships, EYLF Principle 2 Partnerships, EYLF Practice 4 Create many opportunities for intentional teaching, EYLF Practice 5 Create physical and social learning environments that have a positive impact on children’s learning, EYLF Practice 6 Value the cultural and social contexts of children and their families and EYLF Practice 7 Provide for continuity in experiences and enabling children to have successful transitions].

SUCCESS MEASURES	STRATEGIES/ACTIONS	WHO?	BY WHEN?	SUPPORT RESOURCES
All children have at least one preferred reception primary caregiver	Reception teachers to map attachments with Preschool children to inform transition process. Observations using RRR to inform transition process.	Preschool and reception teachers	By Week5 Term 4	EYLF RRR
Families are informed and involved in the transition process.	Joint Preschool and Reception twilight afternoons to support student and family wellbeing as they transition between sites. Photos of children during transition given to families to inform them of their child’s transition. Joint Preschool and Reception information sessions to inform parents and provide opportunity for parent input. Notes provided about our different transition	Preschool staff and Reception Teachers SSO’s Preschool and Reception Teachers Jess	Joint Twilight Term 1 and 3. Ongoing – Focus during Terms 3&4 End of Term 1	EYLF RRR Wellbeing for Learning and Life Peachey Partnership Wellbeing Transition Paper

experiences to inform parents about our dedication to continuity of learning.

PROGRESS NOTES- date every entry

MONITORING PROGRESS   

Preschool and Reception teachers have to consciously set aside time in term 3 to have team meetings to support continuity of learning. 10/6/19

Preschool and Reception teachers to discuss discovery time and make it a priority for term 3 10/6/19.

Jess made transition note informing families of transition experiences 10/6/19