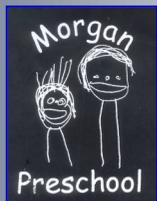
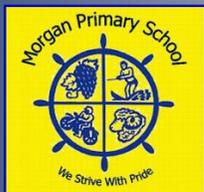


2019 Quality Improvement Plan



Morgan Primary School School Based Preschool

Ph. (08) 85402102

Fourth Street, Morgan 5320

www.dl.0282.info@schools.sa.edu.au



Government of South Australia
Department for Education

Morgan Primary School Early Years Centre Operating Hours (School Based Preschool)

	Monday	Tuesday	Wednesday (Odd Weeks)	Thursday	Friday
Open	9.00	9.00	9.00		
Close	3.00	3.00	3.00		

Contact Details

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Service Approval Number: SE00010665

Nominated Supervisor: Sue Billett
 Early Years Educator: Trish Zerner

Philosophy Statement

Morgan Preschool is a school based preschool program within the primary school where children are immersed in learning through a fun, safe, supportive and caring learning environment. Our centre provides a welcoming, friendly and cheerful place to learn where your child is the central focus. The core business of this centre is to provide age appropriate educational programs that maximise each child's potential development.

'A place where children laugh, play and learn'

Our centre values are *Respect, Excellence, Honesty, and Creative Learning.*

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play based, quality teaching and learning environment, for all children and their families.

We believe that each child is individual, unique and important, and has the right to develop to their full potential. We do this by:

- providing an engaging curriculum that encourages creativity, curiosity, problem solving and independence skills, while having FUN and participating in a play based learning environment
- providing a safe, welcoming, happy and supportive educational environment that caters for each child and family's needs
- providing opportunities and encouraging children and families to become involved in all aspects of the service
- providing opportunities for children and families to develop stable, caring and respectful relationships with staff and others

We believe that the staff are one of the centre's most valuable resources. In order to provide an inclusive, quality teaching program we aim to:

- support staff well-being, in a safe and supportive working environment
- value the skills and knowledge that each individual staff member brings with them
- respect the diversity of staff backgrounds and experiences
- encourage, provide and support ongoing professional development

We believe that parents and families are children's 'first educators' and so to complement and support this we aim to:

- welcome parents and family members with respect and sensitivity
- encourage communication between staff and parents /carers
- acknowledge parent's skills, knowledge and resources and these are valued in the centre's program
- respond to individual family needs
- recognise and respect the diversity of families
- create, support and encourage involvement and participation including governance
- provide information about other services available in the community

We believe that the centre is a valuable community service. We aim to:

- work in partnership with other educational services in our district
- build relationships with the community and other agencies
- provide an accessible, flexible quality service that meets the needs of the community
- promote respect for and pride in our immediate environment, incorporating good sustainable practices in our daily operations

Strengths at Morgan Primary School: School Based Preschool

Quality Area 1: Educational Program and Practice

- Open, honest, trusting, welcoming preschool environment with a dedicated, enthusiastic, hard-working staff with a lot of family and community support.
- Well-organised and appropriately resourced centre that is very inviting.
- Cater for individual children through targeted interventions and as individual needs arise.
- Play-based learning is now our central focus along with Children's Voice.
- Intentional teaching linked to Children's Voice.
- Children's voice is valued by displaying the things they wish to 'learn and do'. These ideas are used in forward planning and recorded in our programs and later transferred to the children's portfolios as a record of their input into their preschool education.
- Programming using observations, individual needs, from data collected and EYLF/RRR/Literacy and Numeracy Indicators.
- Regular staff reflection on children's development.
- We now link observations and learning stories to the EYLF outcomes.
- We regularly update and review the information we give to parents/families.
- We show we value children's efforts by displaying their work and photos around the centre, creating learning stories and photo boards and putting a copy in their portfolios and sending them home with the newsletter.
- We create opportunities to talk and work with all our children in small groups, pairs or individually to ensure that each child feels valued.
- Families and wider community are encouraged to be a part of our centre by being involved in special days/excursions/a variety of community programs or stay with their child and join in the day-to day activities we provide.
- Term program/outcomes and calendar displayed for the families to see.
- Each child's learning and development is regularly recorded and discussed and used in programming.
- Wellbeing practices in place, Kimochis, Calm Kids Central, linked with primary school
- Early Years Centre newsletter insert in school newsletter weekly

Strengths at Morgan Primary School: School Based Preschool

Quality Area 2: Children's Health and Safety

- Our program includes a balance of physical activity plus quiet time, depending on the needs of the individual children and the group.
- Outdoor play is documented in the program and our children help select the equipment they wish to play with and they help us put it away.
- Brochures are regularly sent home with the newsletter promoting healthy life-style information, tips for families and any other relevant information about early childhood and parenting.
- SunSmart policies are followed.
- We actively promote healthy snacks and lunches plus water drinking and this is supported by our families.
- Food is stored safely in the fridge, drinks in a cooler bag.
- Meals are eaten either inside or out, children's choice.
- When it comes to infectious diseases, families are alerted via SMS to let them know as quickly as possible. This is followed up with printed information and a sign on the main entrance doors.
- Hand washing and hygiene facilities are easily accessible and part of our daily routine.
- All staff respect children's privacy.
- The centre has a selection of clothing in case of accidents.
- We have a washing machine to wash towels etc daily and cushion covers weekly.
- As we are in a high bushfire area, our Emergency policies and procedures align with Morgan Primary School (next door) and we work very closely together in this area including regular emergency drills. We have 3 or more drills throughout the term, school or preschool initiated.
- Emergency procedures and evacuation maps are clearly displayed throughout the centre; these are also sent home at the start of Term 1
- Being a small regional preschool, we are well-staffed in terms of staff/children ratio, so our children are well supervised at all times.
- Health care requirements for staff and students are recorded and displayed in office, at school and in Medical Information box.
- New Department Immunisation procedures put into place.
- IRMS procedures followed when necessary

Strengths at Morgan Primary School: School Based Preschool

Quality Area 3: Physical Environment

- For a small regional preschool, we are lucky enough to have a relatively new, modern centre with a large office, large main area with a modern kitchen.
- Outside provides us with many flexible learning areas including an outdoor learning area under the veranda that is screen protected therefore able to be used in all weathers; an undercover eating/presentation area/group working area and an undercover small stage area next to the covered sandpit.
- New sensory play equipment and natural spaces play area added early 2019
- Indoor learning spaces upgrade and new furniture and equipment purchased early 2019
- Our bicycle and scooter track is well maintained since being upgraded.
- Swings.
- Succulent gardens
- Cubby house on stilts, (repainted early 2019)
- 2 large secure storage sheds including an area for the groundsman's equipment.
- Rainwater tank for watering plants.
- We are situated right next to the Morgan Primary School, so we make use of their outdoor areas-playground/community oval/vegetable garden/compost bin/outdoor learning area.
- We have a lot of shade areas.
- Disabled ramp and toilet.
- Able to change the inside set up depending on number of children and based on the current program.
- Inside storage room for materials plus plenty of shelving and cupboards throughout the centre.
- Some shelving and drawers at an appropriate height to enable the children to help themselves to resources as they need them.
- All equipment is in good working order and well-maintained., repaired or disposed of appropriately if not.
- Recycling bins are now inside and outside the centre.
- Sustainable practises are being implemented: recycling/compost bin/energy saving measures/ succulent garden.
- The school employs a cleaner who thoroughly cleans our facilities daily.
- Procedures outlining how we ensure that both indoor and outdoor environments are set up and changed in order to provide children with variety and stimulation has been written and is followed
- Groundsman shared with the school keeps our site beautifully maintained and safe

Strengths at Morgan Primary School: School Based Preschool

Quality Area 4: Staffing Arrangements

- Due to our preschool support funding we are well staffed at all times.
- Staff take responsibility with their requirements surrounding first aid, criminal history checks, responding to Neglect and Abuse and code of conduct etc.
- Very dedicated staff who are continuously engaged in relevant and meaningful performance development and professional development.
- This staff works as a team with the focus being on the wellbeing of everyone at the centre, (children, families and other staff) and ensuring a pleasant working environment for everyone and successful learning outcomes for all our children.
- Our staff have a high respect for each other and an appreciation of everyone's differing skills and abilities.
- Our staff also have dual site roles in the area of checking grounds and buildings, planning and resource creating.
- All staff are invited to attend staff meetings at school.
- Preschool staff meet regularly before the start of day to discuss programming, data collection etc.
- Where possible, due to their other work commitments, staff are invited to attend T and D workshops with the school.
- Any changes in work days'/staff swaps are reported to parents in a timely manner.
- Early years PLC started up to discuss and share best practice in school based preschool settings.

Quality Area 5: Relationships with Children

- Staff always greet and farewell children and families at the beginning and end of the day.
- Confidential discussions with families are always held in the privacy of the office.
- Staff build and model respect, trust and open relationships with everyone.
- We show we value the families and children by ensuring that our interactions with them are positive and unhurried.
- Strong relationships are able to be developed with all families due to being in a small community.
- We ensure there is equal opportunity to talk to all children – one-to-one or small groups.
- We aim to have lots of fun with the children and they have lots of fun with us.
- Staff aim to make children feel a part of our centre. It is their centre and our children know their environment very well. They are able to show others where things are and how things happen within our centre. Instilling a sense of belonging.
- Children's Voice is respected and acted upon, in programming.
- As staff, we help children to manage their own behaviours in a positive and supportive way.
- Collaborative learning opportunities providing relationship building is further developed with interaction with the R/1 class from Morgan Primary School through the Morgan Community Library and Japanese sessions
- Meal times are unhurried, social learning experiences with both staff and children together.

Strengths at Morgan Primary School: School Based Preschool

Quality Area 6: Collaborative Partnerships with Families and Communities

- Positive relationships with each other, our children and their families, extended families and the wider community is front and foremost at our centre.
- All families are spoken to on a daily basis and we 'meet and greet' and farewell our families every session.
- Relevant staff attend NEP, ILP, and Child Development meetings for individual children and this information is shared with all staff at staff meetings.
- Policies are on school website and a hard copy is available to our preschool community on request, or upon the need arising
- Family library books and information brochures are readily available to all families.
- We have many others forms of communication, regular newsletters, portfolio books, Governing Council information is available from school parent area, the white-board, posters, local BCM Triangle Community magazine, Morgan Primary School Newsletter, formal and informal notes and observations and surveys.
- Linking with other relevant agencies is a strong point at this centre. We will do everything we can to use outside agencies, if they are needed and use appropriate programs developed for these children. (CaFHS, etc)
- Playgroup meets once a week utilizing the facilities and resources at the centre. This service is shared with the preschool program once per fortnight.
- We hold a self funded Occasional Care/associated program two mornings per week for community families in need, (3-4 year olds)
- Many of our families attend both the Morgan Playgroup and Cadell Play Centre.
- Community connections are developing further - more interaction with the Morgan Primary School through the Morgan Education Community (MEC). The local community library, Mid-Murray Council, and the Morgan Lions Club.
- The families are actively involved in our games mornings/sharing learning mornings and theme days i.e. Book Week, Science week , fundraising and general help around the centre and playgroup.
- We have a page on the school website
- We have a strong orientation/transition program with the Morgan Primary School and for those families who are starting preschool.
- All families are invited to join the Governing Council

Strengths at Morgan Primary School: School Based Preschool

Quality Area 7: Governance and Leadership

- All centre responsibilities shared amongst the staff.
- We have a dedicated and supportive school Governing Council.
- Early years coordinator/educator is on Governing Council
- Records and information are stored securely, both electronically and in files, and provided to the appropriate authorities as required and all in accordance with legislative requirements e.g. attendance, financial, staffing, WHS, enrolment, parent contact details, child protection and custody data etc.
- EYS keeps all our attendance records and child details up-to-date and it is easy to use.
- The early years coordinator represents the preschool at various Early Years Professional Learning Communities, Cluster Days
- Our centre's philosophy statement created with the staff and governing council and shared with our families is embedded into our daily practise and connections to EYLF/BBB with the philosophy statement can be seen around the centre.
- Policies and procedures are reviewed and up-dated in collaboration with all staff and the Governing Council.
- Families are informed via, the term planner and the outside whiteboard who the staff are for that day, (any planned changes are reported to families prior to the day).
- All staff are involved in Professional Performance meetings throughout the year, with the principal .
- Parents are provided with information about our preschool program through newsletters, displays, photo pages our new 'Our Day' book and through reporting to the Governing Council.
- The school and kindy staff work collaboratively throughout the year and share training and development opportunities.
- Daily reflections and discussions by all staff, and regular staff meetings, enables thorough review and reflection of the curriculum and progress of children.

Key Improvement Priorities Overview at Morgan Primary School : School Based Preschool

Priority/ Goals	Responsive Relationships – increase children’s oral language	Collaborative Critical Reflection-Making children’s thinking visible
Challenge of Practice	If we intentionally teach & role-model through reciprocal conversations focusing on vocabulary & oral narrative	If we equip the children to articulate the how, the what and the why of their learning experiences then we enable the children’s voice to inform the program and guide our practice
Targets	<ul style="list-style-type: none"> ◆ 70% of children will have Increased back & forward exchanges in conversations using Strive for Five strategies from T1 to T3 ◆ EPOP Data-70% of children show improvement in Oral Language from T2 to T4 ◆ Using Tell a Story 70% of children use increased vocabulary & oral narrative from T1 to T3 	<ul style="list-style-type: none"> ◆ 60% of children will be able to articulate their concepts, ideas and opinions to influence curriculum decisions
Connections	<p>Department for Education Key priorities: Fairness for All; Great Start, High Achievement</p> <p>Partnership Strategic Plan: EPOP & Speech Project, Big 6,</p> <p>EYLF Principles: Secure, respectful and reciprocal relationships, Partnerships, Respect for diversity, High expectations and equity, Respect for diversity</p> <p>EYLF Practices: Cultural Competence, Continuity of learning and transitions Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Cultural competence, Assessment for learning</p> <p>NQS: 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3</p>	<p>Department for Education Key priorities: High Achievement; Fairness for All</p> <p>Partnership Strategic Plan: LDAR, Kidsmatter Early Years, EPOP,</p> <p>EYLF Principles: Secure, respectful and reciprocal relationships, Ongoing learning and reflective practice</p> <p>EYLF Practices: Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Continuity of learning and transitions, Assessment for learning</p> <p>NQS: 1.1.2, 1.1.3, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 7.2.1</p>
Success Criteria	<ul style="list-style-type: none"> ◆ Back & forth conversations evident in play & interactions ◆ Play a story, tell a story, write a story sequencing evident in play experiences. 	<ul style="list-style-type: none"> ◆ Displays and learning stories incorporate children’s voice ◆ Program, daily reflection book and children’s voice have clear connections ◆ Children’s voice evident in all documentation

Priority 1

Responsive Relationships...Increase Children's Oral Language

NQS Links	What targets are we working towards?	How will we achieve these targets?	Success measure	By who?	Time line
1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3	◆ Children using back and forth conversations in play and interactions	◆ Educators Role model reciprocal conversations	◆ EPOP Data T2 and T4 ◆ Strive for Five strategy data	Educational Leader All staff	Week 2, Term 2 and Term 4 Week 8, Term 1 and 3 2019
	◆ Child play a story, tell a story write a story	◆ Using conversational tool, Tell a Story	◆ Analysis of conversational tool	All staff	Terms 1 and 3

Progress Notes:

Priority 2

Collaborative Critical Reflection... Children's voice will influence curriculum

NQS Links	What targets are we working towards?	How will we achieve these targets?	Success measure	By who?	Time line
1.1.2, 1.1.3, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 7.2.1	♦ Children's voice evident in all documentation	Weekly/Daily book, displays, learning stories to include children's voice	Frequency of child voice in documentation	Educator team	Ongoing
		Track and monitor children's opinions/ wonderings/ideas on paper/proforma	Weekly program includes learning experiences based on children's voice	Educator team	Weekly
		Use of provocations tables to enhance children's voice	RRR involvement scale	Educational Leader	Twice per term
	♦ Educators will plan play based experiences and interactions based on children's needs and interests	Devote time to critical reflection in educators meetings	Weekly program includes learning experiences based on children's voice.	Educational team	Ongoing
		Observations inform the program			

Progress Notes:

Timeline of Implementation

End of Term 1		End of Term 2		End of Term 3		End of Term 4	
Action	Who	Action	Who	Action	Who	Action	Who
EPOP training	Trish and Rie						
		EPOP data collection	Trish and Rie			EPOP data collection	Trish and Rie
Implement Strive for Five Strategy	Trish and Rie	Implement Strive for Five Strategy	Trish and Rie	Implement Strive for Five Strategy	Trish and Rie	Implement Strive for Five Strategy	Trish and Rie
Record and analyse conversations	Trish			Record and analyse conversations	Trish		
Implementation of Tell a Story	Trish			Implementation of Tell a Story	Trish		
Analysis of Tell a Story data	Trish			Analysis of Tell a Story data	Trish and Rie		
Analysis of child voice in documentation and weekly program	Trish and Rie	Analysis of child voice in documentation and weekly program	Trish and Rie	Analysis of child voice in documentation and weekly program	Trish and Rie	Analysis of child voice in documentation and weekly program	Trish and Rie
Set up provocation tables	Trish						
2 X RRR involvement Scale completed	Trish	2 X RRR involvement Scale completed	Trish	2 X RRR involvement Scale completed	Trish	2 X RRR involvement Scale completed	Trish
Track and monitor children's opinions/ wonderings/ideas on a proforma	Trish and Rie	Track and monitor children's opinions/ wonderings/ideas on a proforma	Trish and Rie	Track and monitor children's opinions/ wonderings/ideas on a proforma	Trish and Rie	Track and monitor children's opinions/ wonderings/ideas on a proforma	Trish and Rie
Educator meetings	Trish and Rie						