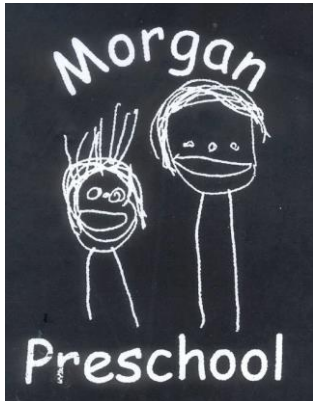


2023

# Quality Improvement Plan for Morgan Preschool

Site number:

0282



## Service name

Morgan Preschool

## Service address

Fourth Street Morgan South Australia 5320

## Service approval number

SE00010665

## Acknowledgment of Country

We acknowledge the First Nations People of the River Murray as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

## Service context

Morgan Preschool is a school based preschool at Morgan Primary School in the Riverland.

Operating Hours

Operating Hours Monday 9am - 3pm Tuesday 9 - 3pm Wednesday 9am - 3pm (Odd Weeks)

Contact Details

Morgan Primary School

Service Approval Number: SE00010665

Fourth Street Morgan South Australia 5320

Nominated Supervisor: Carol Colbert

Early Years Educator: Jamie Sheridan

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## Statement of Philosophy

At Morgan Preschool we believe that each child is individual, unique and important, and has the right to develop to their full potential. To support this we collaborate with families to create a program that is child centred and provides a play based program to develop agency as children explore, imagine, create, problem solve, socialise and learn through purposeful play.

Through community consultation, we have established our values of Respect, Responsibility and Community. We believe that each child is individual, unique and important, and has the right to develop to their full potential. This is supported through working in partnership with families to gain an understanding of each child and what they know, understand and can do.

Educators use a range of communication methods to develop relationships with families and children that are respectful and reciprocal.

Educators have established a culture of collaboration that strives for continuous improvement through a cycle of critical reflection.

This is used to inform intentional teaching to further develop children's strengths and capacities.

We believe children thrive when families, community and educators work together in partnership to support children's learning. We recognise that parents and families are children's first and most influential educators, therefore families and children's voices are included in our child centred program. The diversity of our community is valued and this is reflected in our program and practices.

'A place where children laugh, play and learn'

Reviewed 1/11/2022

# Strengths

## Quality Area 1: Educational Program and Practice

### Theme 1: Practice is embedded in service operations

1.1, 1.2 & 1.3 All educators actively participate in the Assessment and Planning Cycle, through multiple data collection methods such as anecdotal and more formal observations, photographs, videos and records of conversations with families. Data is analysed with a focus on children's learning and development and Educator practice using curriculum and framework documents such as the EYLF, RRR, Literacy and Numeracy Data, Developmental Milestones, NQF. Data analysis then informs curriculum planning and children's individual and small group SMARTAR goals.

1.2 Data collected is strengths based and planning is to support the development of the whole child. Many of the programmed experiences are open ended, meaning that children of all abilities can access them at the level they need. Two educators are available to support children to follow through with their ideas.

1.1 & 1.2 We staff above ratio to enable children's voice, so they can choose to play inside or outside throughout the day. There are three main eating areas – outside pergola/grass, verandah and inside for children to choose where they would like to eat. Eating time is flexible to allow for children to reach a pause in their play where they are ready to eat. Educators maximise routines and rituals to model and scaffold learning with and alongside children. Routines are viewed as an opportunity to further enhance relationships and connections with children.

### Theme 2: Practice is informed by critical reflection

1.2 Our preschool planner/program is reflected on and responsive to the formative assessment cycle and children's voice and individual goals. As a result of these reflections the planner has been updated three times this year in order to improve the documentation of our practice, to name up our intentional teaching strategies, include children's and family voice, individual and small group goals. As a result of these actions the children are now engaged in more purposeful play which is shared with families through the Seesaw journal, inviting them to share in the reflection process.

1.2 Based on reflections from early 2021 we have changed the structure of our preschool day to support children's agency and so that children have large blocks of uninterrupted play allowing them to become deeply involved in their play and explore their ideas. Educators are constantly reflecting on what is and isn't included in the preschool program, in the moment, at staff meetings and admin days, to ensure that children's agency and uninterrupted play periods remain.

1.2 Educators have been more intentional about the setting up of the preschool environment such removing unnecessary environmental print and clutter and having a suitable amount of resources labelled and accessible to children at their level without the choice being overwhelming, with opportunities to revisit experiences. Reflection has shown that the children are now able to make independent play choices throughout the day and staying in play for longer periods.

### Theme 3: Practice is shaped by meaningful engagement with families and the community

1.3 Families are encouraged to contribute to the formative assessment cycle through incidental conversations, Seesaw posts, comments and photos, bringing items in from home. Information is shared with families weekly via Seesaw posts, daily on preschool whiteboard, monthly in preschool and school newsletters, incidental conversations, preschool learning journey, preschool noticeboard and at three-way discussions. This results in deeper conversations with families and relationship building with educators and families. It often sparks curiosity between peers as they make connections with other's experiences outside of preschool.

1.3 Families are invited to come into the preschool or join in whenever possible (current COVID rules observed). We schedule regular Assemblies that preschool and their families attend on the school grounds. Families are encouraged to attend special events such as Grandparent's Day, Keep Australia Beautiful, Little Bang Club at the local library, Preschool and School end of year concert. These exchanges of information in a variety of forms allow families to experience and participate in our educational program in a meaningful way.

## Strengths

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

#### **Theme 1: Practice is embedded in service operations.**

2.1 We have developed a sensory room space that has reduced/ambient lighting for children who like to have a longer/rest or possibly sleep. This space is also used for children who like quiet time away from the larger group. The children are encouraged to only have a maximum of two children (apart from if more require a longer rest/sleep) in the sensory room at a time to ensure it remains a quiet space. We also offer a choice of inside or outside play which enables children to move to their preferred areas or to quieter spaces.

2.1 Healthy eating is promoted through our transition/enrolment pack, transition family information session, reminders on Seesaw, cooking and tasting experiences and through planting and picking fresh produce from the school garden. All preschool educators eat with the children at meal times. This provides an opportunity to role model healthy eating, food hygiene, etiquette and manners. Educators discuss their own food choices and the choices of the children, referring to the food rainbow posters along with using the language of 'healthy/any time' food and 'unhealthy/sometimes' foods. Meal times and areas are flexible based on children's needs.

2.2 The preschool is staffed to ensure that children are supervised at all times by Educators across the site, including the principal, this allows the children to move freely through the indoor and outdoor environments. To ensure children are being adequately supervised, the children are asked to inform an educator if they are moving from one space to another, educators move to where the children's learning is occurring and educators inform each other if they need to move to a different area e.g. to get resources. Staff are constantly conducting on-going risk benefit analysis in the moment to ensure learning spaces are used safely, yet enable developmentally appropriate challenges.

#### **Theme 2: Practice is informed by critical reflection.**

2.2 Each term we practice our invacuation, evacuation and bushfire procedures, we reflect on each one with the children immediately after and seek the children's feedback/input. Staff then reflect on the practice and the responses from the children at the end of the day and at the following staff meeting. Based on these reflections we have changed our school bell system to ensure the bells can be heard across the whole site. The preschool has also decided to announce on Seesaw and/or in the preschool newsletter when we have a practice so that the children can be supported at home if they are feeling concerned or have further questions and so that parents are aware that it was just a practice as they can hear the bells across town.

**Theme 3: Practice is shaped by meaningful engagement with families and/or the community.**

2.1 The preschool joins in with physical activity incursions and events that are held in the primary school, including hockey, soccer, wheel chair basketball clinics and sports day. Pic collage pages showing photos of the children participating in these activities, along with information about the benefits of participating are shared with families on Seesaw. Feedback about related physical activity is sought through questions on Seesaw or incidental conversations at drop off and pick up. Collected information is reflected on at staff meetings.

2.1 Children have regular opportunities to walk to places within our community such as the Morgan Library, The Gully, Morgan Playground, Post Office, Wharf loop.

2.2 Parents are informed about the Child Protection Curriculum on enrolment, with an information brochure during the first term, with Term overviews of what will be taught, through Seesaw posts of children's learning and displays of children's work samples in the preschool. Parents and educators reflect on this learning on Seesaw and through conversation.

## Strengths

### Quality Area 3: Physical Environment

**Theme 1: Practice is embedded in service operations.**

3.1 and 3.2 Our preschool philosophy underpins the resourcing, set up and use of learning spaces. Spaces are designed to be open ended so that children can access them at their level. Children's individual and group goals are open ended so that educators can scaffold children toward their goal in any of the preschool areas. Children's interests and learning opportunities are supported through high impact intentional teaching strategies such as listening to children's voice in resource selection, following children's interest, recognising strengths, inviting children to share ideas, modelling language, sustained conversation and questioning.

3.2 Children are supported to become environmentally responsible and to show respect for the environment at preschool and in the wider community through our Gully program and at home through Seesaw. Children are taught about the wonder and curiosity of the natural environment through inquiry learning in the preschool program, such as sustainably developing our garden, finding out what creatures live at preschool and how to care for them, how to improve our routines and practices to make them more sustainable, cleaning up the gully. Our site actively promotes sustainable practices including Clean Up Australia Day, Keep Australia Beautiful, Adopt a Spot, Water Watch, extensive use of natural and recycled materials, increasing waste reduction strategies. Parents and community members were invited along to support us with Keep Australia Beautiful Day. A focus on Recycle, Refuse, Reduce, Reuse, Repair, Re-gift and Recover is fostered across the site.

**Theme 2: Practice is informed by critical reflection.**

3.1 & 3.2 Through participation in the Orbis Preschool Literacy program educators reflected on spaces to promote emergent writing, this has resulted in emergent writing experiences being offered as part of the Gully program along with strengthening the reciprocal links between learning that happens at preschool and in the gully. Further reflection has identified the need to create a wind proof area/trolley for mark making experiences in the outdoor area, which will be implemented in 2023.

3.2 The weather is often changing in Morgan, from very hot and sunny, to extremely windy, to rain and flooded roads in the surrounding area. Preschool educators have reflected on this and wanted to ensure that children have safe access to the environment throughout the preschool program. As a result, reminders have been sent to families to ensure that children have a change of clothes in their bag, in the case of extreme weather reminders are sent to bring particular clothing. The preschool has also sourced extra spare clothing such as jumpers, raincoats, gum boots and spare shoes so that children are able to participate safely and comfortably in the program.

The educators and children check the weather forecasts, rain radar and have discussions about the changing weather and how it might impact our plans daily e.g. There is rain forecast so we might need to wear raincoats to the gully or it will be very hot in the afternoon so we may have to call the library and ask to visit in the morning.

**Theme 3: Practice is shaped by meaningful engagement with families and/or the community.**

3.2 Children's voice is encouraged, listened to and followed when going on excursions within the local community. Prior to leaving the children and educators discuss which route we might take and which direction. Extra time is allowed so that children are able to ask to stop and look at things on the way, or to suggest alternate routes if they see something of interest. The children were wondering about how much water might be in the gully after a big rain event the previous night, so we were able to go on a spontaneous walk to go and see, as we had an extra staff member and access to the extra wet weather gear.

# Strengths

## Quality Area 4: Staffing Arrangements

### **Theme 1: Practice is embedded in service operations**

4.1 Each year the Principal, with support of the Governing Council, uses additional funding to ensure a teacher and an extra ECW are both onsite for the duration of each preschool day. This enables increased opportunities for intentional teaching, small group work, 1:1 conversation, inside and outside play choice available for more of the day, opportunity for back and forth conversations, spontaneous excursions, supporting children's agency, being available to talk with families at drop off and pick up, having an extra voice to include multiple perspectives in pedagogical documentation, formative assessment cycle and critical reflection. Consistency of educators is a high priority with the same teacher and ECW being employed for the last two years and for next year as well. Every effort is made to employ familiar relief staff to build relationships and a sense of wellbeing.

4.1 and 4.2 All educators collect data on children's learning each day which is used to inform the formative assessment cycle. Observations and photos are shared with families in person at drop off and pick up times each day or via Seesaw and the Preschool learning journey on a weekly basis. Educators share their observations and critically reflect on the learning through conversations at the end of the day and more formally at staff meeting. Observations and reflections are kept in the Preschool observation folder and in the staff meeting minutes.

### **Theme 2: Practice is informed by critical reflection**

4.2 Preschool educators participate in weekly staff meetings, supported by the principal. The Principal and lead teacher meet at the beginning of each term to plan a staff meeting schedule, cross referenced to the GAANT chart. During these meetings staff work collaboratively as they identify opportunities to make connections with each other and the children, to focus on their strengths, to respectfully challenge each other and to improve educator practice.

4.2 Performance management systems are in place and educators have regular performance reviews with the principal. This includes identifying areas for improvement and setting goals for performance that link to the site, partnership and Department for Education priorities. Through this process and reflecting on the PQIP priorities, opportunities for professional learning are also identified. Professional learning is shared across the team at staff meetings, reflected on and implemented. Where appropriate professional learning is shared with families via newsletters and Seesaw.

### **Theme 3: Practice is shaped by meaningful engagement with families and the community**

4.2 The formative assessment cycle and PQIP goals are shared and reflected on within the site, with the Early Years Curriculum Support Project Officer, Early Years Leader and across the Murraylands and Waikerie partnerships. Preschool educators reflect with others in the professional learning community online via Teams or in person by visiting preschool sites across the portfolio or the Murray Bridge District Education Office.

4.2 Diversity is recognised as a strength and promoted through our intentional teaching. Rie (ECW) implements a Japanese program with the children involving Japanese stories, songs, vocabulary and culture. The preschool educators seek information from children and families about important aspects of their culture and cultural celebrations. These, along with other significant cultural dates are included in the preschool program and shared in the preschool calendar. Information about cultural experiences is shared with families at assembly, in the newsletter and via Seesaw. The children are encouraged to sing songs in other languages and Auslan is used to support language and concept learning.



# Strengths

## Quality Area 5: Relationships with Children

### Theme 1: Practice is embedded in service operations

5.1 Educators affirm children's interest and follow their lead. Open ended questions are used during play and in conversations at routine times. As we have low numbers of children and high staff ratios, the children are always able to access an adult if needed. Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. We use a mix of one-to-one, small group and large group experiences through the weekly program to ensure that children's personal preferences and needs can be supported. Educators encourage children to attempt new challenges and use a range of resources and techniques to ensure the program is inclusive. Each child is supported to work with, learn from and help others through collaborative learning opportunities. The children are encouraged to participate collaboratively in routines, events and experiences contributing to decisions with respect for the contributions of others. Educators model collaborative, cooperative behaviours demonstrating how to build positive relationships.

5.2 Each child is supported to self-regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. The educators guide children in developing positive relationships with others. Interactions with each child are warm, responsive and build trusting relationships. Educators establish positive relationships with families creating a welcoming environment where the children and families feel safe and valued. Opportunities for positive communication between educators and children are encouraged where genuine interest, understanding and respect are demonstrated.

### Theme 2: Practice is informed by critical reflection

5.1 and 5.2 Our formative assessment cycle including: children's work, program, extension ideas, photos, achievement stories, our learning journey, observations and children's voice are visible to all visitors when entering our centre. Children have access to the preschool learning journey and are encouraged to reflect on the learning with educators and their families. Children are able to choose things to share with their families and educators on Seesaw and are able to revisit posts, photos and videos to reflect on their learning.

5.1 and 5.2 As part of our analysis of data educators reflect on which educators' practices have been successful and unsuccessful when working with the children. Educators share their knowledge and wonderings about children to ensure multiple perspectives of children and how best to develop educator-child and child-child relationships in the preschool.

### Theme 3: Practice is shaped by meaningful engagement with families and the community

5.2 Each child is supported to feel secure, confident and included. Practices and routines are developed which demonstrate a respect for the child's family and community contexts as this is important for a constructive collaborative relationship. Strategies and programs are in place to develop children's abilities and confidence. We provide parents with a range of materials to support and encourage a positive start in the preschool and school.

5.2 The dignity and the rights of every child are maintained at all times. The educators develop an understanding of the children's personalities and friendships through observations and use this information to support their social and behaviour skills. This is further supported through the collaborative learning opportunities providing extended interactions with the reception / year two class. The preschool is also included in school special occasions, educational performances and sporting events.

# Strengths

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

### Theme 1: Practice is embedded in service operations

Our program foster inclusion by providing open ended experiences that relate to children's interest and reflect their homelives and their community. Environmental adaptations such as the sensory room. Educators are aware of community services available and the processes for referrals if needed, brochures available to families at preschool and in the school office. Visits from the Special Educator are organised as needed to assist with one plans for ATSI children and children with additional needs. Information is shared with consent from families to service providers.

### Theme 2: Practice is informed by critical reflection

6.1 Our home to preschool transition process is reflected on across the year. Letters to home are sent outlining the transition processes from home to preschool and preschool to school. The preschool handbook and related policies and procedures are updated based on feedback from outgoing families and we seek input from incoming families from playgroup or wider community. Based on reflection from our 2021 home to preschool transition we now provide an information session for families on the first visit.

6.1 Feedback from previous years families showed that they valued the preschool-school partnership prior to school transition visits commencing, so we have increased the amount of preschool-school, school-preschool visits. The pre-schoolers visit the school for assemblies, incursions, special events and to play in the school yard. The preschool and R/1 class visit each other throughout the year and join together regularly so that children can become familiar with each other and pre-schoolers can feel comfortable in the school environment. The preschool teacher, reception teacher and principal meet together to plan transition visits with individual children and families in mind.

### Theme 3: Practice is shaped by meaningful engagement with families and the community

6.1 We believe in the team around the child with everyone working towards a common set of goals. Therefore, respectful, open lines of communication are established. Families and educators are given opportunities to share information about the child and the service through many forms of communication including in the 'My Child' sheet, enrolment conversations with the Principal and Administrator, with the educator during stay and play transition sessions, during more formal conversations at Three Way Discussion time, in preschool and school newsletters, preschool white board, preschool notice board, preschool learning journey book, via Seesaw and through incidental conversations in person or on the phone at any time. Families are invited to be on our Governing Council, which over the past years has become more involved in the service operations and learning improvement directions.

6.1 Families are able to message the preschool educators on Seesaw at any time. Children's learning and important site information is shared via Seesaw include photos, videos and pic collages with snippets of children's talk and work samples. Seesaw posts include questions or provocations to encourage families to comment or share information to contribute to the preschool program. We encourage extended family members such as grandparents to be signed up and respond to the child's posts on the Seesaw family account. The preschool learning journey and printed copies of posts are available for families who do not have access to digital technology.

6.1 Families participate in local excursions and preschool events such as walking to the Morgan Activity Centre for a collaborative Science program, helping to clean up the gully for Keep Australia Beautiful Week, having a tour of the preschool and morning tea for Grandparents day, watching the book week parade, school fete day and regular assemblies.

6.1 We provide access to external providers and encourage children to participate in incursions including Preschool Health visits, Dentist, Soccer clinic, Music Viva performances, Police Road Safety, Wildman etc. We visit places in the local community such as the town library, gully, RSL on commemorative days, Morgan Activity Centre, Post office.

6.2 We support a community based playgroup held weekly onsite to encourage families in the community to become familiar with the service prior to commencing preschool. Parents and children are encouraged to continue to use the playgroup whilst at preschool.

# Strengths

## Quality Area 7: Governance and Leadership

### Theme 1: Practice is embedded in service operations

7.1 At the end of the previous year the GAANT Chart and PQIP are set up so that educators are aware of their roles, responsibilities and timeframes for completing tasks. One staff meeting term is dedicated to more formal reflection and preparation on/of the GAANT chart and staff meeting timetable. Twice termly the PQIP is reflected on as part of the Step 4 process. Self-Assessment processes are ongoing as through professional dialogue, daily reflections, observations of educator practice and children's learning, analysis of data and pedagogical documentation as part of the formative assessment cycle and our programmed staff meetings to critically reflect on practice occurs throughout the year.

7.1 Department for Education policy and procedures are implemented to ensure our daily practices are effective and high quality. These are reflected on at a Department level, within the preschool, with families and Governing Council every two years or sooner if required.

### Theme 2: Practice is informed by critical reflection

7.1 A portion of time from regular staff meetings is allocated to reflecting on a concept from the National Quality Framework, this is reflected in the staff meeting planner.

7.2 The Principal and Early Childhood Teacher attended Orbis professional learning and learning community with other educators from across the state with a focus on reflecting on Preschool literacy practices. Learning from this session was shared with the Educational Director, school educators and Governing Council and families.

7.2 A Professional Development Plan process is started with all educators in early term 1 and reflected on twice throughout the year.

7.2 Educators engage in PLC with Murraylands Early Childhood Leader and Educators from the Waikerie and Murraylands Partnerships. Regular meetings and professional development sessions are scheduled and attended to collaborate and share learning and build Educators knowledge and teaching capacity.

### Theme 3: Practice is shaped by meaningful engagement with families and the community

7.1 Our preschool philosophy underpins all of our practices at Morgan, the preschool philosophy is reflected on by new families coming in to preschool, playgroup families, families who have transition to school, preschool educators and Governing Council.

7.2 Handouts and information is shared to families in relation to staff professional development and to support children's development and to enhance their knowledge and understandings of the quality areas through newsletters, daily reflections and discussions by all staff, Preschool Learning Journey, learning stories, feedback surveys and Governing Council reports.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Morgan Preschool

**Goal 1: To improve children’s ability to express their understanding of their place and space in the world.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we incorporate strategies for sustained shared thinking alongside and with children, then we will improve children’s ability to express their understanding of their place and space in the world.

### Success Criteria (what children know, do, and understand):

Through ongoing analysis of pedagogical documentation we will see children:

Increasingly engaging in sustained shared thinking through investigation in play inclusive of mathematical language

Using positional and descriptive language to describe their place and space in the world







## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will participate in professional learning to support implementation of sustained shared thinking strategies – co-construction of meaning and knowledge, solve problems, clarify concepts, evaluate activities, extend a narrative. Tuning in, interest, invitation to elaborate through questioning.	QA 1.2.1 1.2.2	Calendar with P/L for SSS scheduled over school terms	Educators will engage in P/L at site and across the portfolio to develop skills and strategies to develop SST. Educators will engage with SST and self-reflect at fortnightly admin day	PLINK – sustained shared thinking Intentional Teaching Best Practice Paper EYLF -Reflective practice paper – Promoting Learning ECL Resources and Links
Educators will use the process of pedagogical documentation to critically reflect and plan intentional teaching to expand children’s concepts of their place and space in the world in purposeful play.	1.3.1 1.3.2	Weekly design of learning Fortnightly Staff meetings	Scheduled formative assessment cycle will take place and student’s goals will be monitored and updated. Educators will engage with families	EYLF Reflective practice paper – Working with parents and families Purposeful Play Best Practice Paper Curriculum Resource – Cognitive Domain to be released


			1 Pager will be referred to in FA cycle.	
<b>Educators will use Pedagogical documentation to plan for real life experiences in the environment to support co-construction of numeracy understanding with children.</b>	3.2.1 3.2.2	David Gilkes SSS P/L and scheduled staff meeting and weekly design of learning	Educators will organise indoor and outdoor spaces to support participation by every child in quality experiences in built and natural environments. Educators will provide authentic resources for children's purposeful play. Professional learning will be organised to support educator knowledge and delivery of numeracy.	Numeracy Indicator- I explore and understand my place and space in the world EYLF Pg38 Outcome 4 Respect Reflect Relate – appropriate scale Active Learning Environment pg 18,19,20 RRR David Gilkes ECL and CaL

**Goal 1: To improve children’s ability to express their understanding of their place and space in the world.**

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p><b>Actions</b></p>	 On track	<p><b>Evidence</b></p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p><b>What are our next steps? Potential adjustments?</b></p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p><b>Educators will participate in professional learning to support implementation of sustain shared thinking strategies – co-construction of meaning and knowledge, solve problems, clarify concepts, evaluate activities, extend a narrative. Tuning in, interest, invitation to elaborate through questioning.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Educators will use the process of pedagogical documentation to critically reflect and plan intentional teaching to expand children’s concepts of their place and space in the world in purposeful play.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Educators will consistently include families in the formative assessment cycle by seeking information to support children's goals and sharing progress.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

**Goal 1: To improve children’s ability to express their understanding of their place and space in the world.**

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our goal?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Learning Improvement Plan – Goal 2



## STEP 1 Analyse and Prioritise

Site name: Morgan Preschool

**Goal 2:** Click or tap here to enter text.



## STEP 2 Determine challenge of practice

**Challenge of Practice:**

Click or tap here to enter text.

**Success Criteria (what children know, do, and understand):**

Click or tap here to enter text.







## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.




**Goal 2:** Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p><b>Actions</b></p>	 On track	<p><b>Evidence</b></p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p><b>What are our next steps? Potential adjustments?</b></p>
	 Needs attention/work in progress		
	 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

**Goal 2:** Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our goal?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.




## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>Improve parent and family engagement in the learning program.</b>	QA 6.1.1	Ongoing communication through various modes. Recording conversations and contributions. Review philosophy	Daily sessions sharing over seesaw, 4 weekly newsletter, parent discussions week 4 and offered each term. Notice board each week	Seesaw, Monthly Newsletter, Philosophy, daily reflections and discussions by all staff, Preschool Learning Journey, learning stories, feedback surveys and Governing Council reports.	All Educators
<b>Develop practices to promote healthy eating and sustainable living with families</b>	QA 2.1.3 QA 3.2.3	Preschool garden Produce eating at snack time 7 steps of Recycling implemented and shared with families Investigate grants to support this goal Purchasing appropriate bins Make our sustainable resources more visible	Commence through parent conversations and newsletter. Grant lodged week 0. Check in scheduled for staff meeting fortnightly on progress of sustainability.	7 steps recycling poster School garden Woolworths	All Educators

## Progress notes

National Quality Standard priorities

**Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?**

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
<b>Improve parent and family engagement in the learning program.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>Develop practices to promote healthy eating and sustainable living with families</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>Implement a schedule for reflection on NQS priorities across the year</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

**Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?**

**What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education