

2022 Quality Improvement Plan

Kilkenny Preschool



National Quality Standard



Australian Children's
Education & Care
Quality Authority

Centre Details

Service name		Service approval number	
Kilkenny Preschool		1592	
Primary contact at service			
Donna Seaton			
Physical location of service		Physical location contact details	
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Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:45	8:45	8:45	8:45	8:45
Closing time	15.15	15.15	15.15	15.15	12.45

Statement of Philosophy

“It takes a village to raise a child”

- African proverb, author unknown

We welcome your precious child to our unique and diverse village, known as Kilkenny Preschool. The preschool consists of children, family members, friends, preschool educators, school educators, extended family and community members. As part of our village your child will experience learning outcomes that are engaging and build success for life. We believe 3 key areas for achieving this are:

Respectful relationships and partnerships.

Educators demonstrate a genuine interest in all children and their families. They are open and friendly and develop warm and caring relationships to ensure all children experience success.

A welcoming and inclusive environment.

Educators provide a safe, welcoming, and inclusive environment with a range of experiences that cater for all children and cultures.

Providing holistic approaches to learning and development.

Educators recognise and develop each child’s potential in all areas through high quality teaching and learning experiences.

Our philosophy was developed in partnership with the Kilkenny Primary School site leader, the district Early Childhood Consultant, preschool educators, and a number of preschool family members. Each year families are given a ‘special stone’ and are asked to write one value, something that is important to their family, on it. Educators reflect on these values that are deemed important to families and found that they closely aligned with the Kilkenny Preschool philosophy.

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Every day the preschool children sing 'Ninna Marni Welcome' and the 'Ninna Marni Goodbye' song (echo song) and discuss its meaning and relevance in a way that the children can understand its importance. This is one of the first steps in cultural competence.

Ninna Marni Welcome Lyrics:

Ninna marni welcome, welcome, welcome

Ninna marni welcome, here today

We are on Kurna land, Kurna land, Kurna land

We are on Kurna land, here today

Ninna Marni Song (Echo Song) Lyrics (*Italics are the echo*):

Kurna Verse:

Ninna marni?

Ninna marni?

Marni'ai.

Marni'ai

Wanti niina?

Wanti niina?

Wardli-ana,

Wardli-ana.

English Verse:

'Are you good?'

'Are you good?'

'I'm good'

'I'm good'

'Where are you going?'

'Where are you going?'

'I'm going home'

'I'm going home'

About Us

Kilkenny Preschool is a Department for Education preschool located on the Kilkenny Primary School campus. The preschool has developed strong relationships with the school community and children are involved in an extensive transition process to school, attend assemblies, special days such as sports day, are assigned buddies, and access school resources such as the library. This relationship enables children and their families to be members of the school community right from their preschool year to Year 7. Within the past 5 years, over 90% of students have gone on to attend Kilkenny Primary School. Together with the school we work towards our students being Powerful Learners and children are encouraged to contribute to key attributes of what makes a Powerful Learner. Relationships are developed across the site using “Caring Agreements”. These agreements include:

- Attentive Listening,
- Appreciation, NO Put-downs,
- Mutual Respect,
- Right to Participate and Right to Pass,
- Only Our Best Will Do.

The preschool is governed by the Kilkenny Primary School Governing Council. Preschool families are invited to attend the AGM and become a member of the Governing Council. Policies are reviewed and approved every three years, or where significant change takes place, by the Governing Council.

We operate in accordance to the DfE school terms throughout the year and under the DfE policy the Preschool is entitled to 4 pupil free days per year We have two groups and at the time of enrolment, parents choose the group they prefer. Depending on availability, children are allocated as closely as possible to these preferences.

- Group A: Monday, Tuesday 8:45 to 3:15, alternate Fridays 8:45 to 12:45 [odd term weeks]
- Group B: Wednesday, Thursday 8:45 to 3:15, alternate Fridays 8:45 to 12:45 [even term weeks]

A Playgroup is offered on the school site and is run by parent volunteers. Playgroup is currently held on Mondays from 9-11am. Contact information for the Playgroup coordinator is available from the school or preschool.

Kilkenny Preschool is part of the Inner-West Partnership. District office is located at Flinders Park and the phone number is 8416 7300.

Kilkenny Preschool is a proud partner of the Paint the Westside REaD program. This program is a joint initiative of the Department of Education preschools, children’s centres and schools in the Inner West Partnership, The City of Charles Sturt and Uniting SA. This literacy program aims to promote the importance of reading, talking, singing, rhyming and playing with children every day from birth. The mascot, Lizzie the Literacy Lizard, shares a monthly message about ways families and educators can support children’s literacy development and we use these messages within our program. We also promote Paint the Westside REaD events and holiday programs that Lizzie is involved in. Every child will receive a Lizzie Library Bag when they begin preschool and will be able to borrow from our swap box daily, as well as the school library fortnightly.

Reflections and Summary of Strengths

In 2017 Kilkenny Preschool was assessed and awarded an 'Exceeding' rating in all 7 areas and 18 elements. After discussions with our Department for Education (DE) consultant, it was agreed that despite this outstanding rating, educators acknowledge that the site must always be undergoing a process of continuous improvement and critical reflective practice in order to maintain this high standard.

A key part of our improvement of reflection and self-review process involves:

- Annual parent surveys
- QIP reflection meetings in weeks 6 & 9 of all terms
- Annual educator self-review completed at the end of every year
- Ongoing educator professional development
- Being part of a PLT working on specific goals and attending meetings and professional development days
- Weekly team meetings to discuss and share practice
- Attending weekly school meetings to build on our partnership

Children's learning is documented, shared and planned for by:

- Linking learning to the EYLF principles, practices and learning outcomes
- Linking to the Literacy and Numeracy indicators
- Educators reflecting and planning learning experiences fortnightly and more frequently as required
- Collecting work samples in individual children's sharing books
- Utilising One Child One Plans
- Writing a daily / weekly on class dojo highlighting children's learning for the families
- Recording children's voice in anecdotal observations and with other tools such as recordings and ped doc
- Mind mapping children's ideas and knowledge on topics or questions
- Statements of learning being prepared and written in term 4
- Each child's agency is promoted through democratisation of choice, primarily through options and voting. This is expressed in a variety of ways, such as raising hands, living graphs, and the use of physical objects to represent a vote. Families invited to also engage in this with children
- Engaging in pedagogical inquiry within the Preschool's InnerWest Partnership in 2020 / 2021
- Site collaborative planning for children's learning
- Parent meetings to consult and develop children's learning goals (term 1)
- Visuals and tools are used to promote children's agency in their learning for example: choice boards, play plans, first / then, individual routine boards

Physical environment and Health and Safety:

- Risk assessments completed
- Member of Cancer Council SA work in collaboration to review sun safe policy
- UV rating checked daily as part of daily routine
- A First Aid record book is used by educators, and families are required to sign a form that acknowledges that their child has received first aid
- Appropriate ratios adhered to for adequate supervision

- Infectious disease posters displayed as required
- Allergy buddy system used to identify and support children with allergies
- Healthy eating policy influenced by Rite Bite guidelines and restricted foods reflected on each year dependant on children with allergies e.g. nuts
- Physical activity supported using the Let's Get Moving program
- Environment set up to offer quiet pockets for children to retreat for rest
- Keeping safe curriculum used to plan to support children's safety
- All educators up to date with Respond to Abuse and Neglect training
- Daily cleaning implemented by educators and external cleaner at the end of each day
- At group times before meals we also sing a hand washing song which all children know.
- Invacuation and evacuation drills practiced each term in partnership with the school site
- 2014 educators undertook further professional development training around Nature Play and the Outdoor Learning Environment with Claire Warden, Tim Gill, and Adam Birkenstock
- One motto we adhere to is *'There is no such thing as bad weather, just inappropriate clothing'*.
- variety of natural and built areas to allow children to choose areas that suit their play including rocks, trees, a creek bed (with controlled water usage), and a table and chair arrangement made from a recycled spool and tree stumps
- A list of native plants indigenous to this area has been obtained from NRM and where possible we ensure that native plants or plants that require little water are used in the outdoor environment
- Cooking sessions in the preschool make use of seasonal vegetables so that children have a better understanding of where food comes from.
- close association with the Natural Resource Management Board (NRM) and are part of the South Australian Sustainable Schools Initiative (AuSSI-SA)
- Educators are exploring purchasing or collecting more natural materials and phasing out plastic items
- A purpose-built nappy change table and disposal bin is available in the bathroom area

Staffing and relationships with children:

- Educators respect each other and behave in a professional manner whilst both challenging and supporting one another.
- We acknowledge the skills that educators have and utilise their unique strengths in order to improve practice and relationships
- Educators are diligent in maintaining an environment where children of all backgrounds can achieve success in their learning
- The lead educators are guided by the Australian Institute for Teaching and School Leadership (AITSL) standards
- All educators are guided by the principles outlined in the Protective Practices guidelines
- The qualified and experienced educators at Kilkenny Preschool work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning
- All educators strive to ensure that children with additional needs, and their families, are supported and receive specialist intervention and support as soon as possible
- Performance Management systems are in place and lead educators have regular performance reviews with the school Principal which includes identifying areas for improvement, and setting goals for performance linked to the site priorities, QIP, and AITSL standards
- Educators are familiar with the "Reflect, Respect, Relate" (RRR) document to assess using the Four Observation Scales
- Educators greet children by name and are available to talk to their caregivers each morning and afternoon
- Routines and expectations are clear and children feel safe and secure knowing what is expected of them

- Our Site Behaviour Code clearly outlines ways educators will respond to challenging behaviours, acceptable and unacceptable behaviours and consequences for inappropriate or uncooperative behaviours
- The preschool has a wellbeing program in place, 'You Can Do It!' which focuses on resilience, persistence, organisation, getting along, and confidence
- Educators are aware of and implement aspects of the Circle of Security, allowing children to interact with both educators and other children of their choice, whilst returning to a secure base when needed
- Educators are well organised and have ensured that procedures are in place to allow children and families to have a sense of belonging, ownership and independence.
- Children also have individual lockers, trays and newsletter pockets to promote a sense of belonging and identity
- Children and educators wear name tags to promote recognition of name and to allow visiting educators to identify and address children correctly
- Children are encouraged to self-regulate, independently access learning experiences and resources and educators have put in place a number of strategies to promote smooth transitions: including timers, music, visuals cues and non-verbal and verbal reminders

We collaborate and engage with families and community by:

- Inviting new families to Transition sessions the year prior to starting Preschool
- Holding a 'Get to Know You' session at the beginning of Term1
- Engaging and encouraging participation and feedback on ClassDojo
- Holding parent teacher interviews in Term 2
- Having a parent helping rosters
- Families are encouraged to gain the relevant clearances and training to assist on excursions and volunteering
- Issuing Newsletters twice a term and sharing any other information as it arises and is relevant
- Open door policy where families can email and contact educators at anytime
- Children with additional needs and their inclusion is planned for and documented on the One Child One Plan (OCOP) system. When their additional needs are significant, or the child is from Aboriginal or Torres Strait Islander background, children have regular review meetings that include special educators, families, and therapists that may be working with the individual child. OCOPs are completed in conjunction with educators, families, and if necessary, special educators or professionals
- Funding for additional educators is accessed when required to support the successful inclusion of children with additional needs
- Case conference meetings are arranged with external bodies to support children and families
- Speech and psychological assessments are offered at Preschool
- The preschool also has a 'Buddy Class' within the school. Through this initiative, children are provided with enjoyable experiences that involve them with the broader community and environment beyond the early childhood setting
- The children are involved in excursions in the local area and are involved with local services such as the fire fighters, police force, bus depot, and shops
- Child & Youth Health Screening appointments are now available
- Families are supported through special options for schooling where necessary
- Children and families are supported with school transitions where appropriate

Quality Area 1: Educational Program and Practice

Exceeding themes	
1. Practice is embedded in service operations	<p>Element 1.2.1 Intentional teaching</p> <p>Educators are deliberate, purposeful and thoughtful in their decisions and actions: Collaborative planning, caring for our world</p> <p>We deliberately provide an enriched, play based learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker. Educators are responsive to children’s ideas and play and use intentional teaching to scaffold children’s learning. As part of our intentional teaching provocations are set up based on children’s interest to allow them time to explore and ask questions about their topics of interest. To build on the children’s knowledge educators introduce new thinking. For example, Term 2 2021 the team engaged in collaborative planning across the two groups to tap into the emerging interest in the caring of our world. Provocations were offered to extend on the interest in ladybugs which led to looking at other living animals in our environment and what we need to do to look after the land they and we live on. This extended into Reconciliation week and World Oceans Day which provided us with opportunity to explore deeper this topic.</p> <p>1.2.3 child directed learning</p> <p>Children make choices and decision that influence events and their world: work in progress</p> <p>Kilkenny Preschool has tools, resources and strategies in place to ensure that all children are able to access the curriculum and that it is child-centred and relevant to the individual. We value the importance of developing children’s agency within our learning programs and developing respect for children’s work and learning. Listening to the children who are working in an area and want to continue we offered work in progress signs. These signs are available for children to put next to their work so that others are aware that someone is working here and hasn’t finished. This allows the child to return and extend on their learning either later in the day or the following day.</p>
2. Practice is informed by critical reflection	<p>Element 1.3.1 Assessment and planning cycle</p> <p>Documenting children’s learning: team collaborative planning</p> <p>Educators at Kilkenny Preschool use a range of documentation methods including Tweet Boards, Children’s Sharing Books, Individual Observations, Clasdojo, One Child One Plan, Electronic Mind Maps, as well as an individual Statement of Learning at the end of the year. This ensures that each child’s strengths, abilities and interests are reflected in the planning and programming.</p>

	<p>2020 saw a new teaching team coming together and the importance of critical reflection has been crucial in ensuring the site continues its exceeding rating in this area. As the team continues into 2021, time has been planned and protected to engage in regular weekly reflection conversations. Together the team has introduced a collaborative planning tool identifying learning intentions and planned educator strategies, which consists of emerging ideas and learning from both groups of children. This opportunity has presented extended learning opportunities for children and for the sharing of practice between educators allowing for reflection of continuous improvement and learning.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Element 1.3.3 Information for families</p> <p>Families are informed about the program and their child’s progress: Embedding of ClassDojo</p> <p>2020 educator reflection and parent feedback saw a new communication platform introduced. The purpose was to ensure those who aren’t able to physically come to preschool to drop off and collect their child are still able to access current information and have input into the programs and children’s progress. ClassDojo was the platform introduced to support communication. This has become an embedded practice with educators posting highlights of the children’s learning for the week making connections to the collaborative plan. This also provides families opportunity to input into the program who are not able to come on site. For example, voting for Reconciliation week t-shirt designs, information and photos were posted on Classdojo and a voting slip sent home for the family to engage and have input with this process.</p> <p>Educators have begun sharing individual children’s learning information via the portfolio section of the platform. An example of how this has been successful is a teacher (Donna) posted learning stories and observations on a child’s portfolio and received a timely response from the family linking feedback to the initial meeting with the family where learning goals were set for their child. Parents were pleased to see the work being done and could note the progress their child had made and also connection to home learning.</p>

Quality Area 2: Children’s Health and Safety

Exceeding themes	
1. Practice is embedded in service operations	<p>2.2.1 Supervision</p> <p>Reasonable precaution and adequate supervision ensure children are protected from harm and hazard: Risky play</p> <p>Physical activity is promoted through planned and spontaneous learning experiences which are appropriate and modified for each child as needed. Educators are comfortable with ‘risky play’ and structure the outdoor learning environment to allow for possibilities and challenges for each child. Educators have unpacked risk taking and use this to identify the difference between risk and danger. ‘Risk versus benefit’ assessments take place formally or informally as the situation requires. Reasonable precautions and supervision are taken to protect children from harm or hazards likely to cause injury. Educators aim to provide the best possible play opportunities and create play spaces that are attractive to children, capture the imagination, and allow them to play in new, exciting, and creative ways.</p>
2. Practice is informed by critical reflection	<p>2.1.2 Health practices and procedures</p> <p>Hygiene practices are promoted and implemented: Response to COVID-19</p> <p>Educators are responsive to new information regarding health and safety. DE requirements change according to community needs. Educators needed to remove all cords from student’s hats, which was completed in 2017, following a near-fatal accident in a DE site. DE now requires that all children’s immunisation records are sighted by a lead educator and recorded on the Early Years System. Children who are not up to date, or have not been vaccinated, will be unable to attend the site if there is an outbreak of a Vaccine Preventable Disease (VPD). An example of how practice has been formed by critical reflection is that in response to COVID-19. Regular reflection of current safety information from the government influenced practice. For example, social distancing rules were adapted in preschool particularly during group and meal times. Mats were laid out with as much space as possible between them for the children to sit safely at mat times. Conversations were had with children about safe space for their bodies. This has now become a routine for children to check the space around them when the mats are not present.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>2.1.3 Healthy Lifestyle</p> <p>Healthy eating is promoted: Responding to media articles</p> <p>Our Healthy Food Supply and Nutrition Policy is influenced by the Right Bite guidelines. Families are given a copy of the policy upon enrolment, and individual children’s dietary needs are discussed and catered for as needed. Our policy encourages families to bring ‘nude food’ rather than food in disposable packaging. Our preschool is ‘Nut Aware’ and asks families not to supply foods that may contain nuts. This is to support the children who have anaphylactic reactions to nuts. A list of current allergies is displayed on the outside notice board. In 2017 parents were asked to contribute their opinions on a graffiti wall regarding the Healthy Food Supply and Nutrition Policy. This was done to gather information about our community’s feelings and attitudes as there were many articles in the press and on social media regarding how preschools dealt with ensuring their eating policies were adhered to. Families seem to like our gentle low-key approach to educating and informing families about healthy eating and food choices</p>

Quality Area 3: Physical Environment

Exceeding themes	
1. Practice is embedded in service operations	<p>3.2.3 Environmentally responsible</p> <p>Children are supported to become environmentally responsible: Gardening and using produce</p> <p>A number of raised vegetable garden beds have been established and maintained; educators, children, and families are encouraged to explore and utilise this resource. Families are able to take home produce and children are able to pick plants and herbs to utilise in their play, or to take home. Children are involved in propagating seeds and then transfer seedlings into the raised garden beds. The children are responsible for watering the gardens and taking care of the plants so they can grow.</p> <p>Cooking sessions in the preschool make use of seasonal vegetables so that children have a better understanding of where food comes from. Sustainability is embedded in the gardening practices. We have a Bokashi composting unit that food scraps are put into daily. A by-product is then used as a fertiliser on the garden. The banana skins from the children’s snacks are buried in the vegetable gardens or outdoor environment to encourage worms for soil aeration.</p>
2. Practice is informed by critical reflection	<p>3.2.1 Inclusive environment</p> <p>Indoor and outdoor spaces allow opportunity to engage in both built and natural environments: Repurposing outdoor areas</p> <p>Our commitment to Nature Play and the redevelopment of the Outdoor Learning Environment is regularly reaffirmed through the self-review process, positive and encouraging feedback from families, and involvement from the community. In mid-2016 we revised the plan for the outdoor area. The previous fire pit area has been replaced with the sandpit, the old sandpit has been filled in, and is planned to be redeveloped as an art studio in the future. The formation of the new teaching team in 2020 continues a strong philosophy of natural environments. Engaging in reflections has enabled a clear vision of repurposing an outdoor space to enhance learning experiences for children. Plans continue into 2020 to enclose a veranda space and put in a fire pit.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>3.2.2 Resources support play-based learning</p> <p>Resources enable children to engage in play-based learning: Outdoor play in wet weather</p> <p>At Kilkenny Preschool we recognise that children need opportunities to connect to the natural world, fostering an understanding of and respect for the natural environment. We endeavour to provide an environment where children feel safe, secure, and supported to grow, explore, and learn. This in turn helps to foster the learning dispositions we encourage our powerful learners to develop. One motto we adhere to is <i>‘There is no such thing as bad weather, just inappropriate clothing’</i>. Families are encouraged to dress children in clothing that allows them to move freely and safely. Hats, coats, and boots are recommended in cold and inclement weather and the children go outside every day. We offer articles for families to educate about the importance for outside play all year round and invite them to provide feedback and ideas. The ongoing development of the outdoor learning environment and the benefits it gives in regards to individual children’s learning is an area that requires continual dialogue with families. We hold a number of open conversations each year as families join the preschool community for a year and then move into the school or schooling sector. Based on family feedback in 2018 we purchased a number of waterproof onesies from Nature Play SA. Having these purchased by the site ensures equity for families from the whole spectrum of financial backgrounds. In addition, this will also put parent’s minds at rest that their children will stay safe and dry whilst participating in outdoor nature play experiences. As our needs change we reflect on this, for example in 2020 we had an increase in children attendance so purchased more onesies for the children. Families have provided suggestions on bringing and leaving a pair of gumboots for the children to wear so we will accommodate these ideas.</p>

Quality Area 4: Staffing Arrangements

Exceeding themes	
1. Practice is embedded in service operations	<p>4.1.2 Continuity of staff</p> <p>Every effort for continuity of educators: regular relief</p> <p>When regular teachers and SSO's are absent due to personal reasons every effort is made to cover with a familiar educator. We are fortunate to have part time staff work at our site across the week so the children have become familiar with them. This then allows for these staff to be used in the absence of the regular educator rostered for that day. For example, on Fridays all three teachers who work with the separate groups or on site and team teach this day. Fridays see both groups of children alternate over the weeks. This helps to build safe and secure relationships and the teacher has been then used to back fill times when the other has needed to attend appointments or meetings.</p>
2. Practice is informed by critical reflection	<p>4.2.1 Professional collaboration</p> <p>Staff work with mutual respect and collaboratively learning from each other: 2020 PLT norms</p> <p>2020 has seen a new staff team form at site with a formation of a new Professional Learning Team. To ensure a safe space for educators to engage in reflection and collaboration mutual respect needed to be developed. This was worked on through an initial meeting where everyone was able to share their strengths and what they would like to improve and learn throughout the year. Through identifying these educators are aware of each other's needs. An opportunity was also provided to develop group norms and a commonality of quality learning for children was identified which can be referred to when making decisions on site improvement and when engaging in critical reflection conversations.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>4.1.1 Organisation of educators</p> <p>Organisation of educators supports children's learning needs: Bilingual support</p> <p>Educators are diligent in maintaining an environment where children of all backgrounds can achieve success in their learning. We are fortunate to have educators who speak languages of those represented in our community. These educators build a bridge between home and Preschool in being able to communicate to families and children to engage them in successful learning. Where a family may speak a language other than those of our team we have the ability to access bilingual support hours. Supplementary resourcing of additional educators is funded by Kilkenny Primary School when required for children with additional needs (if warranted funding for Preschool Support and Bilingual Support does not match the needs of the individual children).</p>

Quality Area 5: Relationships with children

Exceeding themes	
1. Practice is embedded in service operations	<p>5.2.1 Collaborative Learning</p> <p>Children are supported to collaborate, learn from and help each other:</p> <p>We have whole group times where the children can contribute to discussion and share their opinions. We also have small group times where we practice skills such as taking turns, sharing, and fine motor skills. We encourage children to use common signs and language when responding to other's behaviour and children are encouraged to share with educators any problems or concerns they are having.</p> <p>The preschool has a wellbeing program in place, 'You Can Do It!' which focuses on resilience, persistence, organisation, getting along, and confidence. Intentional teaching is planned for and implemented, and is a particular focus of Term 1</p>
2. Practice is informed by critical reflection	<p>5.1.1 Positive educator to child interactions</p> <p>Responsive and meaningful interactions build trust and support children to feel safe, secure and confident: RRR scale</p> <p>Educators intentionally planned to use the observation scales in the relationship section of the RRR, focusing on quality verbal exchanges as a self-review of their current practice as part of site improvement. Through the use of this scale conversations can be held with educators to reflect on current relationships and how to better improve these. Identified areas through reflection support adapting practice for individual children to enhance their sense of safety and security allowing them to be more confident with their learning.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>5.1.1 Positive educator to child interactions</p> <p>Building trusting relationships for sense of security and confidence: supporting with separation anxiety</p> <p>Kilkenny Preschool parents and educators believe that children learn best in a safe, caring, and positive learning environment where their skills and abilities are valued. Each child's identity is a major focus in Term 1. This is explored in a number of ways, including individual Identity Leaves (completed at home with families), diversity dolls, and the use of home languages as greetings and farewells. Based on family feedback we are able to work with them to develop routines for children experiencing separation anxiety which supports building trust with the family and child. For example, a child and parent who was experiencing separation anxiety were offered tools such as setting a time limit, having a designated educator to support goodbye's, and a plan for the day was used. The family suggested having a photo of them available which was implemented for the child to access when needed. This led to successful transitions within a matter of weeks.</p>

Quality Area 6: Collaborative Partnerships with Families and Community



Exceeding themes	
1. Practice is embedded in service operations	<p>6.2.2 Access and participation</p> <p>Effective partnerships support children’s access, inclusion and participation: Working with families</p> <p>Educators work extremely hard to ensure that children with special needs are identified early, referred and receive relevant support. Part of this process is ensuring that families are supported and fully informed of the process if their child is identified as having additional needs. The preschool has a culture of open and honest feedback, whilst still remaining caring and empathetic. Educators respond to families’ and specialist’s questions, concerns, and requests promptly. We aim to maintain two-way communication with families about a child’s progress and development. Educators recognise and respect that families are a child’s first educator and that they have a powerful influence on the child. Educator’s support families in this parenting role and respect their values and beliefs about child-rearing whilst recognising the child’s right to safety at all times. Educators ensure that EAL/D families have access to interpreter services for important meetings such as parent / educator interviews and Child & Youth Health screenings.</p>
2. Practice is informed by critical reflection	<p>6.2.1 Transitions</p> <p>Continuity of learning by sharing information</p> <p>Children with additional needs and their inclusion is planned for and documented on the One Child One Plan (OCOP) system. When their additional needs are significant, or the child is from Aboriginal or Torres Strait Islander background, children have regular review meetings that include special educators, families, and therapists that may be working with the individual child. OCOPs are completed in conjunction with educators, families, and if necessary, special educators or professionals. SMARTAR goals are developed in conjunction with all parties involved so they are consistent and there is transparency on what achievements and works are in progress. This information is documented on a platform that can be accessed by education staff including the transitioning teacher. This process allows for consistency and sharing of information to best support the individual child and their learning.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>6.2.1 Transitions</p> <p>Continuity of learning and transitions for each child are supported by sharing information</p> <p>‘Transition Outdoor Play Sessions’ (TOPS). Rather than have a single session within the preschool, the TOPS process allows students and their families to visit and play in the preschool outdoor environment for four 1-hour-long sessions. This has been achieved with little additional work for educators, as they are on-site after the preschool sessions already. Feedback from parents has been very positive, and on reflection the preschool educators have decided that this is the best way to get a lot of time with new families and knowledge of the child’s learning to help support their transition to preschool. These visits are then followed up by a “Get to Know You session” in early Term 1 for families to share their experiences, gain more information about Preschool and meet other families. In addition to transitions to preschool there is an extensive process to support children transitioning to the school campus. This is supported all year through with buddy class and being involved in school events. Term 4 Preschool educators visit the children’s new classroom with them over a number of weeks.</p>

Quality Area 7: Governance and Leadership

Exceeding themes

<p>1. Practice is embedded in service operations</p>	<p>7.1.3 Roles and responsibilities</p> <p>Continuity of education team</p> <p>Over the past fourteen years the lead educator has taken on the responsibility for leading the development of the curriculum, and used the educator’s meetings, daily reflection, and programming and planning times to ensure that a quality program is in place. The continued employment of the majority of educators over the past five years has been beneficial for consolidation of practices, a clear vision within the Philosophy Statement (established through collaboration with educators and families), common values held by the educators, and a culture of self-review and reflection embedded into our daily interactions.</p>
<p>2. Practice is informed by critical reflection</p>	<p>7.2.3 Development of professionals</p> <p>Team reflection conversations</p> <p>The Preschool team have introduced a fortnightly meeting schedule that protects time for the team to engage in reflective learning conversations. Preschool norms have been developed to ensure a culture of safety, so educators can be open and share ideas and challenges. Through the planning of learning sprints this provides opportunity for educators to improve and reflect on practice in both an individual and group capacity. The team appreciates that everyone brings different perspectives and strengths which when used together enhances the practices and outcomes for the preschool children and us as educators.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>7.1.2 Management systems</p> <p>Governing council</p> <p>Regular feedback is received from parents throughout the year through ‘graffiti walls’, informal conversations, and class dojo. This is in addition to the Annual Parent Survey that also goes out to all families for their views on what could be improved upon.</p> <p>The preschool is governed by the Kilkenny Primary School Governing Council. Preschool families are invited to attend the AGM and become a member of the Governing Council. During governing council meetings policies are reviewed and approved and discussions are held regarding the progress of the preschool operation to ensure practices are effective and of high standard.</p>

Goal: To extend children’s communication skills so that they are able to engage with and share their theories with others

Improve practice and monitor impact

Challenge of practice:	If we build a skilled repertoire of teaching strategies for extending children's communication skills, we will see more children engaging and sharing their theories with others.			
Actions	NQS links	Timeline	Resources	Responsibility
Use the RRR to reflect on quality of verbal exchanges to analyse teaching practices and determine strategies required from there	5.1.1 4.2.2	Observations and strategies identified by end term 1	RRR	Teachers: Louise, Donna, Christina
Develop educator understanding and definition of 'communication'	4.2.1 4.2.2	End of term 1	Literacy handbook	All educators
Educators will collaboratively design for and assess learning through the process of ped doc - Big idea group planning highlighting and documenting teaching strategies	1.1.2 1.2.2 1.3.2	Continual	Module 5, 6	All educators
The service philosophy highlights and is used to guide planning for children's learning - reflect	7.1.1	Term 2	Philosophy and NQS philosophy review handout	All educators
Reflect on outdoor environment to ensure it is organised to support engagement and participation for all children	3.2.1	Term 2	RRR	All educators
Parents input will be used to support shared decision making about children's learning and wellbeing. - Parent meeting to be held in term 1 - Reflection of ped doc day info session (November)	6.1.2 6.2.2	Parent meeting by week 6 term 1	Ped doc day notes and powerpoint	Teachers: Louise, Donna, Christina
Success Criteria	<p>In the analysis of ped doc we will see more children confidently communicate. This might look like:</p> <ul style="list-style-type: none"> - Evidence of children's voice and theories - Language detail extension over time - Evidence of teaching strategies - Individual communication strategies e.g. verbal, non-verbal, drawing, music 			

Meeting date	Implementation (are we doing what we said we would do?) <i>Enter your overall assessment of progress towards implementing actions for improvement</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps