



**2017 QIP Planning
and Direction—**

**QA7: Leadership and
service management**

Strengths

Families say....

- Parents have received updates regarding the QIP, the children's curriculum, potential hazards or infectious diseases.
- We are well informed and involved in the preschools desire to reach new goals and make continuous improvements.
- Elizabeth Park Preschool is fantastic. Staff are great. Couldn't ask better for my child.
- I like how I can find all the policies easily and they are labelled.
- I was invited on an excursion to support my child with additional needs. I felt welcomed.
- I like to check the QIP progress above the pigeon holes. I can see how hard the staff work.

Children think....

- Mr Moran sings
- Mr Moran visits
- We like new toys and games

Strengths

| Educators think..... | |
|--|--|
| <ul style="list-style-type: none">• Families welcomed to attend governing council.• Coordinator has been introduced to lead educators and take on extra admin requirements.• New educators are welcomed and supported in the preschool.• Educators attend training and development often to improve teaching practice.• Educators meet with the school principal often with goals on how they can improve teaching practice.• Educators follow a program and daily schedule to support children's learning.• Educators write ongoing goals for children receiving support.• Families are involved as much as possible with their children's learning and preschool experiences. | <ul style="list-style-type: none">• Educators hold regular staff meetings to discuss important information, the program, QIP etc.• Send home newsletters.• We review and update our policy if needed each year.• Educators follow a clear teaching cycle.• We ensure policies are kept up to date and check them through both leadership and governing council.• Nominated supervisor is displayed in the preschool.• Families have access to complaints and grievance policy on the school website.• The school principal observes teachers taking lessons for on-going feedback and improved teaching practice. |

Strength Summary

Standard 7.1. Effective leadership promotes a positive organisational culture and builds a professional learning community.

Governing Council is held at least once a term in the school. Families are invited to attend the meeting and to discuss any issues, changes, relevant information regarding the preschool. A note advertising Governing Council is displayed in the front entrance. Any parent/caregiver who shows interest/would like more information can fill out that note and place in our letterbox. Governing Council is advertised through the preschool and school newsletter. New policies are taken to Governing Council for approval (7.1.1). Families have access to the school website with a direct link on how to make a complaint. How to make a complaint policy is on display in our main entrance in the policy hanging files (7.1.1). Any information regarding confidential information of families and children is kept secure in the office filing cabinets. Past records are locked in the compactus (7.1.1).

The centre has a stable team of educators. New staff to the site are supported through an induction process informing them of the routines, program, policies, and procedures. A staff information folder is provided to all new staff to keep which informs them of any relevant information regarding the site. This is a whole school approach (7.1.2) When staff members are absent familiar TRTs are employed for continuity and to support children (7.1.2) New staff on site are provided a trt book. Included is information about the site, program, children and families. This enables them to deliver the best possible learning to our children (7.1.2). New educators to the site are supported in learning our programming cycle, QIP and the ways the EYLF is implemented in our site and a detailed handover session is provided. All educators have a role in planning and supporting the learning of children and the communication to families (7.1.2).

In 2016 leadership decided to appoint a 0.6 Coordinator into the Preschool. The Coordinator's main role is to lead the educators and preschool with QIP management, staffing, admin organisation, timetabling, liaising with leadership, enrolment organisation, budgeting, running staff meeting/PFDs/PLCs and provide support to all educators. In recent years it was discussed that the admin requirements for educators were high. In a category 1 preschool admin is increased with the amount of children receiving additional needs. The needs of these children and their families are important and it was difficult to support these families effectively and complete weekly requirements like LJF, programming, observations, QIP goals etc. Educators were finding that most nights they would leave past 6pm. The introduction of the Coordinator created more time for educators to plan a detailed program and focus on children's learning (7.1.3).

Preschool educators are involved in the whole school CLCs (Curriculum Learning Community) to improve teacher practice and children outcomes. At EPS we offer four different CLCs that educators can choose to be on: Literacy, Numeracy, Play is the Way and Oral Language. Each CLC have different goals however, the main goal focus at EPS in 2016 is scaffolding across the curriculum. As a staff we continue to develop the skills and knowledge around implementing OL strategies with children and scaffolding across the curriculum. Staff attend regular training (7.1.3).

Educators reflect on practice at staff meetings and through inquiry into practice. All educators undertake professional development and engage in performance conversations. Educators meet each day to go through the daily de-brief sheet where educators have the opportunity to address issues, suggestions, ideas that occurred on that day. Educators hold closure days to work as a team to ensure the National Quality Standards and regulations are effectively implemented and strengthen the program (7.1.3).

To build staff cohesion and pride at each staff meeting staff have the opportunity to discuss what is going well and what is a challenge. Together we celebrate the successes and support each other to improve the challenges.

We have specific timetables to promote children's learning. We have a daily schedule that we roughly stick to e.g. inside/outside play, snack time, group times etc. This may change due to special events or when children are highly engaged in play/learning and we choose to not interrupt. Educators have a clear timetable that states NIT, admin, planning and support time for children with additional needs e.g. speech, disability, behaviour (7.1.3).

We have a sign in and sign out book located in the front entrance. Educators also sign out in the school sign out book to meet WHS standards (7.1.3).

Strength Summary

Educators plan and support each other to ensure a detailed, meaningful program is delivered weekly linked to the site's philosophy and children's interests. Leadership structure a timetable to enable preschool educators NIT together to plan. This supports educators to plan together, share ideas and share the responsibility of planning. Educators support all educators (including SSOs) to be involved in the program process. They liaise with educators after the program is planned to keep them informed and involved. All educators have the ability to contribute to the program via the daily de-brief sheet, by adding to the program and by acting on spontaneous learning/interests (which is then recorded on the displayed whiteboard on the family board (7.1.4). For a successful program and effective running of the preschool we utilise the strengths of all educators ; administrative skills, IT skills, floor set up, organisational skills etc. Each term a term overview is created with possible learning direction. We look at the needs of the children, how to get families and the wider community involved and possible incursions/excursions. This planner is provided to families (7.1.4).

Weekly, families have the opportunity to add to our program by completing the parent/caregiver sheets located in the front entrance. The sheets allow families the opportunity to write down children's interests, recommendations/suggestions and whether they would like to help out. This may look like families writing down activities that could be planned, how they could help, what their children are interested in or any new special news relevant to their family. Educators also make themselves available at the beginning and end of each session for families to talk to. Site uses information gathered from the DECD family/community survey to inform future directions and measure success. Records and confidential information are stored appropriately and confidentially. All computers are password protected (7.1.4).

With the support from Educators, SSOs complete a weekly overview on how they are utilising their hours regarding support children and their ILPs. They complete a goal sheet where specific goals are written for each child with an overview of learning and future direction on what can be the next goal. In staff meetings we discuss how goals are going and provide SSOs with chart/activities/learning opportunities that they can plan goals for. Goal progress is discussed with families and is recorded so we are accountable of how support hours are used. This documentation supports educators also with interviews, report writing and family meetings.

The Line Manager of the Preschool meets fortnightly with the coordinator and attends staff meeting to support the program, discuss management, issues and offer support. This information is taken to the leadership team to keep all informed. The leadership team provide support for unsafe behaviour (e.g. violence with intent towards children and educators) and liaise with families by attending meetings to create successful outcomes. Children who are violent are encouraged to use the 'soother space' in the quiet corner of the inside space. Children have the ability to have a break and time to communicate their concerns with an adult. The leadership team visit the preschool regular to support relationships with the children and families . We follow the school's social skills program Play is the Way (PITW). We program activities and mat time learning around the PITW language and social skill strategies.

Preschool and school newsletters are sent home to preschool families regularly to keep them up to date and informed. School newsletters are sent home each fortnight. Preschool newsletters go home 1-2 times a term (7.1.4).

This year preschool directors and school principals in the Northern Region meet for the Elizabeth Partnerships. It became evident during discussion with fellow kindy directors and preschool coordinators/school principals that it would be beneficial to create a PLC just for preschools/kindys. The PLC began meeting 1-2 times a term and in this meeting time would share knowledge and ask questions around policies, curriculum, strategies to deal with extreme behaviours, learning assessment, learning cycles etc. It was discussed as a PLC an area of improvement was to design a common assessment tool where we could collect data on literacy and numeracy. The data collected could be shared amongst PLC members and the results compared and discussed with future support strategies recommended to improve children knowledge around literacy and numeracy indicators. Data collection is done in term 3 in 2016 and is collected on phonological awareness skill mapping, levels of questioning and numeracy; developmental top 20. We will continue to develop this in 2017 and meet as a PLC (7.1.4).

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Strength Summary

Educators are supported both emotionally and physically. Educators follow DECD WHS standards. Educators supporting children 1:1 with additional needs often share the role to provide a break as the needs of some children are very physically demanding e.g children who display violence, needing changing often, need constant 1:1 care with safety. Educators are supported with TRT/SSO cover when ill/mental health day etc. Educators meet with line manager when they need support with workload, time off work etc (7.1.5).

Educator records are kept of all relevant qualifications- authority to work, DCSI clearances and expiry dates, PD attended, first aid certificates. Any volunteers to our centre also have DSCI clearances and complete a volunteer training session with a leadership member from the school (7.1.5).

Standard 7.2. There is a commitment to continuous improvement.

The statement of philosophy is reviewed annually by all educators. It is discussed whether all aspects of the philosophy are relevant due to our centres continuous growth and development in regards to QIP goals, improved educator practice and the needs of the individual children and families at our centre that current year. The site ensures the philosophy is displayed on the family information board. Educators meet regularly to improve process, staff development, and professional development. Educators review and evaluate programs with children and with families. The philosophy is included in our enrolment packs, the TRT folder and is discussed during the induction process with new staff (7.2.1).

PDP performance plans are conducted twice a year with the line manager. Goals that comply with standards are discussed with the line manager to support improved teaching practice. Each educator sets themselves two goals. One is linked to our CLC and one of personal interest. We monitor the progress of these goals and over the year work towards achieving them. In term 4 we meet again and reflect on our progress. Goals are regularly reviewed with the line manager through meetings and learning band teams which are groups of staff that meet across the whole school site. Our Line Manager also observes educators implementing a lesson twice per term. Educators work towards implementing a lesson to meet set criteria set by leadership. A follow up meeting is arranged with the line manager for feedback and to support improved educator practice (7.2.2). Preschool staff also meet as a PLC and share their PDP goals and provide suggestions and support for other educators. This helps educators to meet their goals. All Educators attend relevant T&D to ensure knowledge and teacher practice is current. Educators attend week 0 training with the school where relevant and also use this time to meet and plan as a preschool team. Leadership send on any relevant training received through email to preschool staff. Relevant T&D is also discussed at each preschool meeting and together decide whether it is relevant to attend.

Educators use TfEL and EYLF documents to assist in developing the weekly programs and to meet DECD guidelines.

A preschool educators attends every interagency meeting. This keeps preschool staff up to date with relevant information about children needing additional support and services (7.2.2).

As a team educators follow our teaching cycle when planning. We ensure a consistent program delivery that meets EYLF outcomes, PDP goals, CLC goals, children's interests, observations, inquiry based learning, acting on spontaneous requests, family input and our QIP goals. Programming involves all educators, children and families and the success and direction of how learning occurred is documented in various ways e.g. LJF, large whiteboard, learning stories, portfolios, term overviews, spontaneous whiteboard, observations, group recording sheets, photos, tv scroll. Children receiving 1:1 support have individual goals written and the reflection on the learning is documented after each support time. Educators meet with supporting agencies often to discuss how to support children in meeting learning outcomes (7.2.3).

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Strength Summary

The QIP is a working document. Goals are continuously being discussed and as a centre we are working towards completing goals. We meet fortnightly to specifically address the QIP. Our progress is documented on our QIP family wall for families to observe (7.2.3). Educators are all given their own copy of the QIP and can offer ideas in the draft stage each year. The full QIP is located by parent/caregiver wall for families to access. A laminated, easy to read copy of our goals are on display for families also. A take home copy version is available for loan in the library.

Goals from our previous years QIPs are transferred to our strengths once the progress of that goal is complete. We ensure that strength becomes regular practice in our site (7.2.3)

Standard 7.3. Administrative systems enable the effective management of a quality service.

Educators meet annually to update and ensure policies are relevant and appropriate. New timetables e.g. nappy changing timetable and children requiring medical support are updated to meet policies. Policies are provided to families in the preschool entrance (7.3.1).

As a centre we follow all DECD policies and guidelines as well as the policies of the school relevant to our centre (7.3.1).

The nominated supervisor on each particular day is on display in our centre. Our centre ensures that site supervisors are recognised and listed on the Regulatory Authority documentation. We ensure the board is updated with relevant information. Educators liaise with leadership when needing time off of work for illness, UPNs or T&D. LSL is negotiated with leadership. Days/hours educators can work/want to work is negotiated with leadership. Staff meeting minutes and family meeting minutes are recorded and filed. A staff bulletin and SSO bulletin is distributed to staff regularly (7.3.2). SSO's are confident in using EYS and are continually up skilling one another when using the system. All SSOs attend EDSAS and EYS T&D when available.

The staff code of conduct and methods of dealing with grievances are discussed regularly in preschool meetings and educators are aware of the process. The code of conduct policy is provided to staff for easy access when needed.

Information regarding grievances and complaints go in the newsletter and are displayed in the policy hanging file. When families meet with preschool staff to complete enrolment packs, educators provide families a tour and show families where they can locate important policies. Educators make themselves available to families for meetings. Any complaints by families are taken to leadership for immediate follow up. Leadership follow correct DECD policy when dealing with a complaint (7.3.3). If a complaint or grievance is lodged at the service it is dealt with through using leadership as support to ensure they are taken seriously and investigated promptly and thoroughly (7.3.4).

When children enrol at our centre they are provided with an information pack that outlines important information and policies. Children due to start in the following year are welcomed for a visit day so families and children have the opportunity to get to know the centre, educators and begin to feel a sense of belonging (7.3.5). Policies are reviewed and once changed are taken to governing council for approval. If a parent suggestion is made/an issue around safety arises a Risk Assessment is conducted and changes are made or new policies are created (7.3.5).

We take pride in that all educators are hard working and dedicated Elizabeth Park preschool members. We motivate each other, support each other and are encouraging. We take pride in our site and respect the children and families in our care. We are continually looking for improvement and to improve practice. We turn up with a smile each day ready for the learning and fun ahead.

2017 QIP Planning and Direction—QA7: Leadership and service management

| Identified Issue | Goal | Outcome; Steps to achieve goal | Success Measure | By When |
|--|--|--|---|------------------------|
| We currently don't have a specific way to collect data on the children's literacy and numeracy development. This makes it difficult to inform families on progress and use data for future planning. | Educators to collect data on children's literacy and numeracy development. Collect data on levels of questioning, PASM and developmental top 20. Compare data to pre-schools/kindys in local PLC and share ideas for improved data results (7.1.3) | <ul style="list-style-type: none"> Leadership to liase with northern PLC. Collect assessment tools. Create a data collection plan. Budget for 4x data collection days a year. Budget for 2x data input days a year. Collect data on all children with a pre and post test. Mid term 1 and mid term 4. Look at program miniMarkit to input data. | <ul style="list-style-type: none"> Collect data on each child. Use data to guide planning. Share data with PLC Share data with families Post tests will show improvements | Term 4 2017 |
| Progress Notes: | | | | |
| Date: Week 0 Term 1 | Date: Term 1 | Date: end of term 2 | Date: | |
| | | | | |
| Identified Issue | Goal | Outcome; Steps to achieve goal | Success Measure | By When |
| Currently our preschool website is attached to the school's website. When clicking on the preschool link it does not contain important information for families including: <ul style="list-style-type: none"> EYLF QIP Policies | To update the preschool website link to include important information e.g. relevant policies, QIP, our Philosophy, family information booklet. (7.3.5) | <ul style="list-style-type: none"> Preschool coordinator to meet with leadership team and discuss how we can update. Ring DECD for IT support. Ensure QIP, policies and relevant info is current revisited prior to uploading onto website. | <ul style="list-style-type: none"> Website is updated Families are aware of how they can locate relevant information. Website information to go into enrolment packs. The QIP, polices and family info book are revisited each year for updating and uploading. | Term 3 2017 |
| Progress Notes: | | | | |
| 2016 Researched other preschool websites and found one that we like the set up of best. Includes policies, QIP, philosophy. program, curriculum updates etc. Sent an email to leadership about getting our IT staff member at school to begin actioning our updated website. | Date: | Date: | Date: | |
| | | | | |

2017 QIP Planning and Direction—QA7: Leadership and service management

| Identified Issue | Goal | Outcome: Steps to achieve goal | Success Measure | By When |
|--|--|---|---|-------------|
| We currently plan and program for numeracy indicators thoroughly. We didn't have an educator overseeing literacy indicators and have not been planning for them effectively over the year. | Line Manager to lead T&D on literacy indicators. Improve educator practice on what the indicators are, how to plan for them and ensure all indicators are covered in year. Choose an educator to oversee and line manage literacy in 2017. | <ul style="list-style-type: none"> Leadership conduct a minimum of two PDs each term. Attend relevant T&D Coordinator to meet with lead to discuss progress.. Educator line managing literacy improves knowledge and teacher practice. Literacy indicators are covered throughout year. Data collected and linked to work samples/program. | <ul style="list-style-type: none"> Leadership run T&D An educator oversees indicators. Begin planning for, covering and assessing children learning on literacy. Children show improved learning on literacy indicators. Improved educator practice. | Term 3 2017 |

Progress Notes:

| Date: Week 0 Term 1 | Date: Term 1 | Date: end of term 2 | Date: |
|---------------------|---|---------------------|-------|
| | <p>Line Manager met with Coordinator early term 1 and it was decided that the one key element would be the focus per term.</p> <p>2 T&D's were conducted on the key indicator 'I engage with texts and make meaning'. At the first session activities were brainstormed to address each key element and data started being collected on when children were observed participating in the element. This was recorded in a grid created by a preschool staff member, that had each element on it. Goals and Actions were set to ensure children had the opportunity to engage with each element.</p> <p>The 2nd session focussed on whether any previous actions had been carried out and how</p> | | |

2016 QIP Planning and Direction—QA7: Leadership and service management

| Identified Issue | Goal | Outcome; Steps to achieve goal | Success Measure | By When |
|---|--|---|---|----------------|
| The coordinator position is a new role in the preschool. It is important that DECD policies, curriculum and learning opportunities are being implemented. In 2015 we had limited communication with Karen Schutz other than through emails. | To meet with Karen once a term in person to discuss any questions/inquiries/concerns educators may have. Working closely as a team to improve children's learning outcomes and educators teaching practice (7.1.4) | <ul style="list-style-type: none"> Email Karen on possible meeting times Create a document that educators can use to list questions they may have for Karen. Create an agenda for when Karen attends to ensure she is prepared with resources/ideas for our questions. To invite Karen for a walk around the preschool and opening ourselves up for feedback and possible improvements. | <ul style="list-style-type: none"> Meet at least once a term. Educators feel confident that they are meeting EYLF, DECD, QIP, NQF. Creating changes in the preschool to improve child outcomes and teacher practice. | Term 3 2016 |
| Progress Notes: | | | | |
| Date: Week 0 Term 1 Rebecca Duerden won coordinator role. Contacted Karen about a meeting time and asked her to provide examples of a strong observation, learning story and statement of learning. | Date: Week 7 Term 1 Contacted Karen in regards to a question concerning enrolment priority. Karen asked around and came back with an answer that suited our request. | Date: Term 2 Karen requested a copy of our QIP. She read through it and made a time to walk through the preschool. She met with our principal Patrick Moran for discussion. | Date: | |

2016 QIP Planning and Direction—QA7: Leadership and service management

| Identified Issue | Goal | Outcome; Steps to achieve goal | Success Measure | By When |
|---|---|---|---|--------------------|
| Currently SSOs are supporting children 1:1 with funded support hours. Written observations and overviews of learning are being documented, however goals are not specific enough. | SSO's are to complete their weekly overview by creating individual SMART goals for the children they support. (7.1.4) | <ul style="list-style-type: none"> • Create a weekly goal proforma for individual support children. • SSOs to have input on proforma so they have ownership and so it works for them. • Have a short term and long term goal proforma sheet. • Meet with our Special Ed teacher to have t&d on writing SMART goals. | <ul style="list-style-type: none"> • Children will have on-going SMART goals written. • These SMART goals will be discussed at fortnightly staff meetings and with families during catch-up chats and review meetings. • Goals will support program planning and report writing. | Term 2 2016 |
| Progress Notes: | | | | |
| Date: Term 1 A new goal proforma folder for each child receiving support is created. Proforma has goal, activity, learning and future learning direction. | Date: Term 1 week 8 SSOs meet with the Special Ed teacher and have t&d on writing specific smart goals. We practise writing goals in staff meeting. Ways to collect evidence is brainstormed e.g. photos/work samples | Date: Term 2 New Proforma is created for SSOs after feedback is discussed on how well the current proforma is working. A few minor changes are made. Each staff meeting we look through goals and SSOs ask educators for ideas. Each Wednesday Coord looks at one folder from each SSO to monitor success and goals. | Date: Term 3 As a staff we decide each 5 weeks to hold a review meeting of goals. Long term goals are looked at. If children have achieved goals new SMART goals are set. Parents/caregivers are consulted during meetings. Their input also drives goals (including outside agencies). | |