

Lameroo Regional Community School

Preschool

Quality Improvement Plan 2019

About Us

Service Name: Lameroo Regional Community School Preschool

Location: 1 Bews Terrace, Lameroo, South Australia, 5302

Phone: 08 8576 3040

Fax: 08 8576 3223

Service Approval Number: SE-0010559**Approved Provider: Department of Education and Child Development**

Phone: 08 8226 3463

Fax: 08 8226 0159

Email: DECD.NQFEnquiries@sa.gov.au

Nominated Supervisor: Principal

Phone: 08 85763040

Email: jaslyn.hocking35@schools.sa.edu.au

Educational Leader: Leader responsible

Phone: 08 85763040

Email: kelli.harvey429@schools.sa.edu.au

Operating Hours:

Monday: Childcare on the Go on site

Tuesday: Childcare on the Go on site

Wednesday:

Preschool- 8.45 to 15.00

Occasional Care- 9.00 to 11.45

Thursday:

Preschool- 8.45 to 15.00

Occasional Care- 9.00 to 11.45

Friday: Fortnightly (even school term weeks)

Preschool- 8.45 to 15.00

Please note these times do not include teacher non-instruction time.

Please enter the site via the School Office, parking is available adjacent to the reception area. The Preschool operates during South Australian school terms.

Lameroo Regional Community School (LRCS) Preschool is a school based preschool, providing a preschool and occasional care service. LRCS Preschool became a school based preschool in 2017, prior to this, the site was a standalone preschool, known as Lameroo and District Kindergarten. LRCS Preschool believes in a shared leadership approach, where strong communication and consultation with all stakeholders is valued. In 2017, LRCS Preschool developed the site philosophy, in consultation with students, parents, staff, Governing Council and the wider community.

Communication is very important to LRCS Preschool. In 2018 we held a parent information morning as part of our Transition. We have regular Preschool Class newsletters, as well as, fortnightly LRCS newsletters. Early in Term 1, parents and caregivers were invited to Acquaintance Evening, and our site's AGM. Parents and Caregivers, along with our children are invited to a number of learning celebrations throughout the year. Families participate in learning conversations and OnePlan meetings twice a year. We offer a range of ways our families can get in contact with us, including communication books, email and phone. We also make sure we are available at times of transition to connect with families.

LRCS Preschool has a strong connection to the school classes and structures. Our Early Years team meet weekly to plan together, and we have a weekly staff meeting. LRCS Preschool children have time in our Kitchen, Gym, Library and regularly utilize other facilities and specialist staff with the preschool teacher, and participate in our Early Years Developmental Play. The children also attend fortnightly assemblies, where they share learning with our F-7 Classes. This has a positive impact on transition, as it occurs throughout the year, rather than a session in Term 4.

Our Quality Improvement Plan and Philosophy is displayed in our Preschool.

<p>Jaslyn Hocking Principal Nominated Supervisor</p> 	<p>Kelli Harvey Preschool Teacher (0.6) Bachelor of Early Childhood Educational Leader</p> 
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<p>Sarina Byrnes Occasional Care SSO Working towards Certificate III in Children's Services</p> 	<p>Joy Piggott SSO Certificate III in Children's Services</p> 
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Statement of Philosophy – Lameroo RCS Preschool

Our Philosophy reflects our visions and values and guides our practice. We see our role as educators as a privilege in which we learn with and from the children.

CHILDREN

We believe:

- That children are capable, competent and resourceful learners who actively contribute to their own learning.
- That children learn best when they are actively engaged in meaningful experiences that build on their current understandings and interests.

PEDAGOGICAL APPROACHES

We believe:

- In play based learning pedagogies reflecting the practices and principles of EYLF.
- In providing play and discovery based learning experiences.
- Our everyday interactions and our learning environment encourage creativity, literacy, numeracy and problem solving skills that are necessary for lifelong learning.

LEARNING ENVIRONMENT

We believe:

- Transitioning to a school based preschool will provide opportunities for greater collaboration between the kindergarten children and the wider school community
- In creating an inspiring learning environment where children have agency to influence their learning environment
- In connecting with nature through outdoor learning opportunities

FAMILIES AND COMMUNITIES

We believe:

- In a welcoming environment where children, families and staff feel a sense of belonging.
- In mutually respectful and caring relationships between staff, children and families.
- The role of parents and families are respected and we recognise that parents and families are the child's first and most influential educators.
- That trust, respect and collaboration form the basis for strong partnerships between families and staff.

EDUCATORS

We believe:

- Staff are committed to working for the best interests of the children and their families.
- In working together and creating genuine partnerships to create positive outcomes for all children.
- Staff are professionals who seek to continuously improve their practice.

The Philosophy was developed in 2017 as the service transitioned from a standalone service to a site based preschool. The current philosophy is a beginning document that over the year will be reflected on by educators, families and children to over the year to refine our emerging beliefs and values of the local community and continue to inform practice.

Our Strengths

2017 saw the amalgamation of our Preschool to become part of Lameroo Regional Community School. In 2018, our leadership team supported the integration of a new team of educators into the Preschool. The teacher and educational leader reviewed and modified the preschool's philosophy, policies and processes. We reviewed our finances, Work Health and Safety, as well as policies and procedures. Staff took part in a self-review against the National Quality Standards, which formed the basis for our 2018 Quality Improvement Plan. In 2018 we participated in the National Quality Standard Review where we received an overall rating of exceeding, with our major strengths being in our educational program and practice, staffing arrangements, relationships with children and governance and leadership. Plans have been developed regarding a building and yard upgrade, which will be occurring at the end of 2018.

The major focus in 2018 was to develop and document an assessment and planning cycle to drive the preschool program. At the beginning of the year staff researched and reflected other preschool site's planning cycles to create a cycle which was going to be meaningful for our preschool program. Ongoing reflections of our planning cycle allowed the preschool program and children's progress to be better documented, extended, and child focused. Staff used preschool partnership meetings to critically reflect on our planning processes- with a particular focus on literacy and numeracy which was a QIP focus for us during 2018. As part of our documentation of children's learning, we connected their learning to the EYLF outcomes, as well as the literacy and numeracy indicators, which allowed us to further extend their learning in these areas.

The development of the Early Years Team at LRCS, has been a focus, which has seen success. In 2018 the Early Years Team met together weekly to co-plan and teach, which led to shared resources, learning goals and pedagogical strategies. Staff attend weekly staff meetings at LRCS and engage in whole site planning and development. The Preschool programming includes the whole site priorities, which in 2018 was formative assessment, MYTERN and numeracy language. In 2018 we continued to create strong networks with our Early Childhood Leader and our Partnership educators. The Educational Leader and Teacher attended professional learning and were part of our Partnership PLCs. The preschool programming included partnership directions, which in 2018 included STIR strategies and planning for numeracy processes. In 2018, our teacher attended the Early Learning STEM Australia (ELSA) workshop. The ELSA program was a preschool focus during 2018, where particular STEM focuses were programmed for. Children also used the ELSA Ipad applications to further extend their learning.

Building positive relationships in the community has also been a key strength in 2018. We share our facility with Child Care on the Go (COGS), and we set up regular check in times to ensure communication is effective. We have also established processes for communication regarding set up/pack up and maintenance. The Preschool has accessed the support of the Pastoral Care Worker, where she has shared learning about *Kimochis*, an emotional wellbeing program, and the MYTERN program. We continued to sustain positive relationships with families in our preschool, where a sense of belonging and community was ensured. Staff and families engaged in strong communication, and families were provided with ongoing opportunities to be involved in programming and their child's learning goals and development.

Quality Area 1: Educational Program and Practice

The program provided at the service is underpinned by the learning outcomes within the Early Years Learning Framework (EYLF). The practices and principles within the framework are consistently promoted within the program. The program is also inclusive of the child protection curriculum and the literacy and numeracy indicators. These indicators are evident within the program, with children engaging in the language associated with numeracy, literacy and protective behaviours during the day.

At LRCS Preschool we are committed to delivering a high quality preschool program where children are respected as capable, competent and resourceful learners who actively contribute to their learning. We believe that children learn best when they are actively engaged in meaningful experiences that build on their current understandings and interests. Our play based educational program is broad, varied and builds upon children's strengths, interests knowledge, ideas, culture and abilities, which is extended by our staff's professional knowledge. We are responsive to children's ideas and provide opportunities for children's voice to be included in the program. Our educators are also learners and model this in their experiences with our children by consistently using open-ended questions to support children to investigate and resolve their own queries.

Educators facilitate and extend each child's learning and development through making deliberate, purposeful and thoughtful decisions that support children to progress their interests, knowledge and skills. Educators use a planning cycle which incorporates observations, analysis, planning, action and reflection. The cycle of planning used by the service incorporates possible lines of development (PLODS) taken from children's interests and play experiences. Through critically reflecting on observations and knowledge of children's interests and abilities the planning includes deliberate extensions to learning. Families are invited to have regular input into the program and contribute to their child's individual learning goals through face-to-face conversations during Acquaintance Evening, Interviews and OnePlan meetings. Families are also informed of their child's involvement in the program and their progress in a variety of ways including portfolio folders with learning stories, newsletters, room displays, learning celebrations and an end of year statement of learning.

Our preschool teacher collaborates with junior primary class teachers to program, which enables for sharing of resources and experiences to support making thoughtful programming decisions. The service has weekly developmental play classes with shared learning occurring with school classes. The collaborative programming enables the experiences undertaken in these sessions to be supported through shared learning goals. When possible, educators also include resources sourced from the wider community to support extending children's learning. Our Preschool is connected to the wider Coorong and Mallee Early Years group and has been working with them around supporting loose parts play and growth mindset into the program. Our Preschool is also utilising the DECD Results Plus priorities to support the ongoing development of literacy and numeracy. The service also utilises the support of DECD services to ensure that all children's current interests and abilities are supported, for some children this involves additional input from DECD support services.

Quality Area 2: Children's Health and Safety

Children's health needs, including their needs for rest, healthy eating and physical activity are supported and promoted at LRCS Preschool. As part of our daily routine our children practice safe food handling, washing hands prior to meal times. Healthy eating is encouraged at our site. Families provide snacks and lunch for their child following the healthy food policy and guidelines provided to them by our service. Children are encouraged to have a piece of fruit in the morning as their first snack and sip on water throughout the day. Educators communicate with families when the need arises about the nutritional quality of their child's food. Information and healthy snack ideas are also provided throughout the year to encourage families to make healthy choices.

Our daily routine includes opportunities for inside and outside play. Children engage in daily physical activity through dance and movement and outdoor play. The outdoor environment is large and provides opportunities for children to climb, dig, ride bikes and run. The service regularly includes balls and other props to the outdoor play environment to provide opportunities to increase children's skills. The program includes visits to the school gym and outdoor play areas, providing variety and challenges for children. Relaxation is part of the daily routine and student needs are considered.

As part of our educational program, children are actively encouraged and supported to take responsibility for their own health and safety. Educators support children through incidental interactions with children on a daily basis in basic hygiene practices, for example, nose blowing, toileting, hand washing, food storage. As part of our morning group time routine, children also check the ultra violet (UV) level to determine if they need to apply sunscreen and wear hats during outside activities. The Preschool is cleaned each night and cleaning equipment is available for incidental spills, toys and equipment.

Our service has a comprehensive enrolment process that gathers information relating to children's developmental and medical needs. Information relating to identified health needs is shared with all educators and stored in the *Early Years System* and centrally in a health folder for all to access. When necessary further information may be sought prior to attendance at preschool, and individual health and toileting plans will be developed. Our staff will work closely with families and other health care professionals to ensure each child's health care needs are met while they are at preschool. Injury management procedures have been developed and staff have a documented process when incidents occur. In the event of an outbreak of an infectious illness (confirmed by a doctor) our families are notified via a note in their child's folder and a sign is placed on the information board.

Our site has a documented Emergency Management Plan which is reviewed annually. Emergency procedures are located at the Preschool and are discussed and practiced with children. All educators and SSOs have the approved first aid training and access to first aid supplies to be first responders in emergencies. Educators support children's awareness and response to emergencies by incorporating strategies into daily routines, particularly supporting their confidence to act in case of an emergency situation, when operating with a single educator. All educators have attended *Responding to abuse and neglect* training and are aware of their roles and responsibilities in identifying and responding to suspicions of child abuse or neglect. Our service actively incorporates the child protection curriculum into the program.

DECD have a number of policies and procedures that underpin and guide our daily practice. The preschool has also developed a number of site specific policies and procedures that guide our work. Information is available to our families regarding the following, they also have access to DECD policies:

❖ Arrival and Departure

❖ Medication

- ❖ Site behavior code
- ❖ Health and Safety
- ❖ Sun Safe
- ❖ Emergency Procedures
- ❖ Smoke Free Zone
- ❖ Healthy Food

- ❖ Injuries and First Aid
- ❖ Grievance
- ❖ Enrolment and Orientation Procedures
- ❖ Inclement Weather
- ❖ Nappy Change policy and procedure
- ❖ Toileting procedure

Risk management is documented through risk assessments for planned experiences for our children where risk has been identified. These are stored in a folder at the preschool. We have a Work Health Safety team, who meet at least four times a term to discuss attention required notifications and the DECD Star Safety Task and Action Reporting system to ensure we are meeting or addressing requirements.

Quality Area 3: Physical Environment

The design of our preschool is appropriate for preschool and occasional care. Our indoor space is open plan with nib walls and floor surfaces providing defined areas. A carpeted area to one end is used for group times and rest times while the areas with vinyl flooring are used for active play and 'messy' art and craft experiences. Our service has storage, a kitchen, adult and children's bathrooms and an office area. Our activity spaces are easily accessible and flow onto the outdoor area with a ramp providing pram or wheelchair access.

LRCS preschool is located on the perimeter of LRCS School, and as a school-based preschool, we have great opportunities for collaboration between the preschool children and wider school community. Children are not limited to the preschool grounds and regularly visit other parts of the school, including the Gym, Library, Performing Arts Centre, Technical Building and other Early Years Classrooms. Many of these learning experiences outside of the preschool setting make for a fluid transition as the children become familiar with other parts of LRCS and staff throughout the year.

Our outdoor environment is large and provides opportunities for children to engage in a variety of learning opportunities. Paths throughout the yard provide access to different play areas and double as bike tracks. Areas include fixed play equipment, sand pit, soft fall and garden/digging spaces. Large trees and several shade structures provide adequate shade for children as they explore. Children regularly visit other areas of the school which supports the continual transition process for children. The outdoor area has some areas that are requiring maintenance. These areas have restricted access with barriers or bunting as a preventative measure to restrict children's access to identified risks. While these restrictions have been in place, educators have created obstacle courses and used other resources to engage the children in physical activity. Leaders have worked in collaboration with the Department of Planning, Transport and Infrastructure (DPTI) to plan a capital works project that will commence in the 2018 summer holidays to further improve our physical environment.

Educators value our physical environment as a critical element in our preschool program. Our environment is set up to provide inviting and stimulating elements, which support a balance of active play, creativity, social and individual experiences. As educators, we believe in creating an inspiring learning environment where children have agency to influence their learning. In 2017 we took our Early Years team to the Re-imagining Early Childhood Conference here we began our exploration of the principles and practices of Reggio Emilia, in 2018 our team is designing our spaces with this mind, with attention being paid to create a welcoming atmosphere inside and outside. This continued in 2018, designing our environment with staff, children and families to be flexible, natural, sustainable and inviting to create a range of experiences for our children.

In 2018, we continued our collaboration with Childcare on the Go (COGS), who lease our building two days a week. In 2017 COGS ran Monday and Wednesday, with preschool and occasional care on Tuesday, Thursday and Friday (fortnightly). We surveyed COGS and Preschool families with the proposed day changes, allowing consecutive days. Both services had the large majority in favor of this change. This allowed the sites to set up the learning environment with experiences, where children could build upon their learning the following day. This also cut down the pack up/set up time for both services, allowing educators to focus on other elements.

As educators, we believe in connecting with nature through outdoor learning opportunities and bringing the outdoors into our indoor space. We continue to provide ways for our children to use nature in play. Sustainability is also an area of focus for our children and educators, we encourage and model waste sorting as part of our daily routine, and have included a recycled craft station for children to re-use materials and recycled items. We continually look for ways to reduce, recycle and re-use items in our preschool.

Quality Area 4: Staffing Arrangements

In 2018 our Preschool staff team was established to provide a quality program for our 8 preschool children, and up to 8 children in Occasional Care, which runs on Wednesday and Thursday mornings. We have employed a 0.6 Teacher, an SSO to support movement to and from the bus, and an SSO to support Occasional Care. In addition to this the site has also prioritized funding some additional staffing to enable two staff members in the learning environment at key times. By integrating the Occasional Care program into our preschool program allows two educators to be working with up to 16 children. This provides opportunities for the teacher to work with individual children and to operate with simultaneous indoor/outdoor play. The integrated occasional care also enables children to become familiar with the teacher and routines prior to starting the preschool program. This also supports educators to identify any additional needs or concerns for referral prior to children starting preschool.

Comprehensive induction processes have been developed to ensure staff have the information they need to be successful in their daily work. Staff meetings occur weekly, which ensure issues are solved in a professional and respectful manner. A positive working culture is fostered and a team approach is promoted. New teaching staff are provided with a mentor, who is not part of the leadership team, who supports their transition to our site. Staff are inducted to the DECD Code of Ethics and Public Sector Values, which guide our practice, interactions and relationships. Regular relief teachers are employed where possible. Relief staff are provided with information about the preschool and site processes and procedures. Information about the staff and preschool is provided to the preschool community at Acquaintance Evening, and our Quality improvement Plan is displayed in the preschool.

All staff have a Performance Development Plan, which is reviewed twice a year and linked to site priorities. Our site has a Performance Development Timeline and Agreement, which is reviewed annually. All staff have Performance Development meetings with the principal and Line Manager, programming timelines are clearly set out and lesson observations, with documented feedback occur termly.

Weekly staff meetings take place which provides an opportunity for educators to raise concerns and to collaboratively resolve these. This is also a platform for professional discussions and sharing of information across the whole school campus. Educators are supported to engage in professional development. The school management team regularly visit the service while children are present and the principal is the educational leader and has actively supported the development of the planning cycle and engages in programming sessions.

Our preschool teacher is provided with programming time to collaborate with the early years teachers from LRCS School. The culture at the service promotes collaborative partnerships across the early years area of the school as well as inclusion within the whole campus. Planned developmental play sessions and shared programming time, allows educators to have shared goals and consistency in priorities for children as they move from preschool to school. The schools early childhood trained are utilised to provide lunch relief and fill absences. This provides consistency for children within the preschool with children being familiar with these teachers.

Quality Area 5: Relationships with Children

Relationships are a crucial element of our preschool program and underpin our practices. The development of relationships with children and families is always central to what we do and we value establishing warm, trusting, respectful and responsive relationships with children, and for children to develop a sense of belonging to the preschool. The consistency of our staff, including teachers, SSO's, management team, relieving teachers, lunch duty staff and NIT staff, allows educators and children to maintain trusting and positive relationships. Our daily routine promotes opportunities for staff and child interactions, through small group, individual, and whole group activities. Children are supported to contribute in group discussions, so that educators can find out what children know and build upon this with further questioning and programming.

Staff closely observe children's play and interactions with other children, providing support and guidance when required, and engaging in parallel play. Staff are responsive to children's needs and communicate with families to develop partnerships for children's ongoing learning and development. Children trust and seek support from staff when needed, particularly during accidents and incidents. We pride ourselves on maintaining children's rights and dignity in accordance with the child protection curriculum and MYTERN language and strategies, which is a whole site priority.

Children are supported to build and maintain sensitive and responsive relationships. This is achieved through engaging in collaborative play and supporting children to develop the skills to self-regulate their own behaviour. Group activities provide opportunities for children to collaborate and learn the skills needed to be part of a group. Our educators support the children to develop an awareness for respect and diversity, and whole group norms such as sharing, turn taking and waiting.

In 2018, our preschool program incorporated a persona bear, named Milo and the Kimochi characters and language. Including 'Milo' in activities and routines supported the children's security, sense of belonging and self-expression. The Kimochi's program was implemented by the schools Performing Arts Teacher, to support their understanding and ability to recognise and talk about different emotions and their meaning. The Kimochi program is also used with the junior primary children at the school, and will therefore be transferable for the preschool children moving into school.

Prior to beginning preschool we provide a pre-entry session over three days, where children attend the site to become familiar with the environment and can begin to develop relationships with children and staff. Families are also encouraged to utilize the occasional care service that runs parallel with our preschool program to support their transition and relationships with staff and children.

Quality Area 6: Collaborative Partnerships with Families and Communities

The relationships we develop with our families are essential to building positive relationships with our children to maximize their learning and development. We create a welcoming environment where children, families and staff feel a sense of belonging, with mutually respectful and caring relationships. Staff ensure families and children are welcomed at times of transition and provide regular opportunities for input into service decisions, for example in 2018 preschool families were welcomed into school to meet with leaders to discuss the decision to have a sole educator in the preschool at times. Parent's provided feedback, ideas and concerns during this meeting, which were then managed by school leadership. There is a preschool representative on our Governing Council, and we provide a range of ways to connect with families throughout the year, including but not limited to:

- ❖ Pre-entry and Enrolment session, including information brochure
- ❖ Questionnaire about their child
- ❖ Acquaintance Evening and AGM
- ❖ Interviews- Learning Conversations (twice a year)
- ❖ Newsletters (preschool class and whole school)
- ❖ OnePlan meetings (twice a year)
- ❖ Learning Celebrations (each term)
- ❖ Portfolios, including learning stories, where families can add reflection (each term)
- ❖ Statement of Learning (end of the year)
- ❖ Emails
- ❖ Phone calls
- ❖ Communication book
- ❖ Communication board, includes term overview and fortnightly program

We believe that trust, respect and collaboration form the basis for strong partnerships between families and staff. We readily make ourselves available to our families and will support those in need. The Pastoral Care Program supports families in a variety of ways, from resources, to providing a meal to families at times in need. Our Pastoral Care Worker connects with families throughout the year and provides families with contact details and a brochure at pre-entry outlining their role, which is predominately to care for our children and families.

Our service has a priority to provide ongoing transition opportunities prior to children starting preschool or school. Families have the opportunity to use the occasional care program to transition children to the preschool program which is fully integrated with the preschool. On a weekly basis our preschool is involved with junior primary school classes through developmental play sessions and free play visits. This supports our children to develop relationships with school teachers and children and to become familiar with the environment outside of the preschool area. Our preschool children and families are also included in events, celebrations and learning opportunities at the school and regularly visit the library as part of the ongoing transition program.

During our pre-entry questionnaire parents are asked if they would be interested in sharing their experiences and knowledge with the preschool children. This has resulted in cultural experiences and learning opportunities in and out of the preschool environment. Staff are regularly seeking ways to connect with families and the local community to enhance learning opportunities for our children.

Quality Area 7: Governance and Leadership

As a DECD site our work is governed by a number of policies and associated documents that ensure specific acts and regulations, and the core business and objectives of the department are adhered to. In 2018 the educational leader and teacher reviewed and modified policies in a reflective process, to ensure that all aspects of operation meet legislative requirements and match service practices. This included systems to manage risks, work health and safety (WHS), finances, complaints and notifications.

The Nominated Supervisor is responsible for ensuring each participant follows the relevant acts, regulations and procedures, however works together with staff, families and community to ensure they are implemented in a way that has the best outcomes for the preschool. The Governing Council works with the Nominated Supervisor and Educational Leader to set and monitor the direction of the preschool. The Governing Council has input in local policies, broad direction and vision for the preschool, monitors and reviews the Quality Improvement Plan and budget, and are responsible for fundraising events. The Governing Council meets at least twice a term, with the Annual General Meeting being held in February.

Our school management team have worked with the district leaders, partnership group and preschool educators to develop an understanding of the functions involved in having responsibility for the preschool as part of the school community. This involved developing a critically reflective culture where we have openly discussed, trialled and modified practices using a risk benefit model to identify best practices to support the inclusion of the preschool to the site. Our QIP has guided us in identifying legal responsibilities and supported us to manage the operation of the service to meet national quality standards and legal requirements. The QIP is reviewed each term with progress notes added and a new QIP is created each year.

LRCS school use the process provided by the department which involves educators completing a self-assessment, meeting with the principal to review progress, development of individual goals and scheduled reviews throughout the year. The process also involves the principal observing a preschool session and feeding back on this during performance meetings. Professional development needs are identified that will support the growth and development for the educator. Support for meeting goals is ongoing with the school management team actively involved in the service and promoting reflective practices across all aspects of operating the service.

Staff meetings are held regularly with focus on staff learning, administration and management including; Work Health Safety, National Quality Framework (part of our self-review), professional development and Quality Improvement Planning. Staff are provided with additional non-instructional time to ensure there is structured time to reflect on educational programs and plan for future learning.

Plan for Improvement:

Goal: Children show progress against the Standard of Educational Achievement (SEA).

- Progress against Early Years Learning Framework learning outcomes.
- Progress against the Indicators of Preschool Numeracy and Literacy.

Challenge of Practice: If we attend to building a strong Oral Language foundation in our weekly programs then all children will show progress in literacy and numeracy learning.

Success Criteria: In observations, interactions and documentation of learning we will see all children showing evidence in progress against the Standard of Educational Achievement (SEA).

Action	Timeline	Roles and Responsibilities	Success Measures	Resources	Review and Site Reflections (Completed at least Termly)
<p>Staff will plan play based experiences and interactions based on children's needs and interests that facilitates the use of tier 1 & 2 words</p> <p>Staff will explicitly teach Tier 1 & 2 words</p>	By, week 10, term 1 and ongoing	Staff	<p>Documentation of program and planning will now include playful pedagogies.</p> <p>Playful pedagogies will be implemented and reflected on to continuously improve learning outcomes for children</p> <p>Children will develop increased vocabulary through intentional teaching and rich play based experiences.</p>	<p>Staff will use playful pedagogies to create environment that is rich in oral language -<i>Story Tables</i></p> <p><i>Dramatic play Small world play Loose parts Talking & Thinking Floor Books</i></p> <p><i>Emma Beare PD Thriving, not just Surviving!</i> -</p> <p>Matt Glover PD Book Making</p> <p>Book- Already Ready by Matt Glover & Katie Ashmead</p>	
Staff to align at least 1 goal to Literacy and Numeracy improvement in their Personal Development Plan	By Week 5, Term 1, 2019	Staff	Preschool staff will have a goal in their PDP aligned to Literacy and Numeracy improvement	<p>PDP Development</p> <p>EYLF and Literacy and Numeracy Indicators</p> <p>NT Preschool Curriculum</p> <p>Literacy and Numeracy Plus resources</p>	
Staff will deliberately use the language of maths.	Ongoing 2019	Staff will use the language of maths when interacting with children. There will be particular focus on the Numeracy Indicator processes vocab	<p>Children will increasingly become familiar with the language of maths and show awareness of maths at kindergarten and school.</p> <p>Children will begin to use the language of the numeracy processes in their play at home & Kindergarten</p> <p>Information will be available to families about what numeracy looks like at Kindergarten with a</p>	<p>Numeracy Indicators PD – Jane Lemon</p> <p>Literacy Indicators</p> <p>Building Numeracy Together Resources (Mini Manual & Posters)</p>	

			focus on the Numeracy Indicator Processes		
Staff will observe, track and monitor children's oral language growth	By end of Term 1, 2019	Preschool teacher	There will be a range of documentation that demonstrates children's increased vocab. <i>Including Outcome 5 EYLF Children are effective communicators, Literacy and Numeracy Indicators ILPS, Observations, program and planning document, reflective questions and critical reflection.</i>	SEA Observation templates linked to EYLF Teacher Rating of Oral Language Tool Operations linked to Literacy & Numeracy Indicators	
Implement a planning cycle at LRCS Preschool that informs future planning of oral language development	By end of Term 2, 2019	Preschool teacher	Future planning will be informed by formative assessment and there will be documented evidence	LRCS Planning Cycling Early Childhood Leader	

Plan for Improvement:

Goal: The site will build a sustainable preschool program which is part of the Lameroo Regional Community School identity.

Challenge of Practice: If we continue to build Preschool practices and learning into our site profile then the Preschool identity will grow at LRCS.

Success Criteria: The Preschool needs will be met and there will be deprivatisation of practice.

Action	Timeline	Roles and Responsibilities	Success Measures	Resources	Review and Site Reflections (Completed at least Termly)
All staff will be inducted into the preschool, with clearly documented procedures, policies and expectations (resources are documented and available)	Week 0 and during Term 1, 2019	Leaders and staff	Staff will have access to procedures, policies and expectations (reviewed in 2018) and will be inducted into the site	LRCS procedures, policies and expectation folders Intranet Induction checklist Early Childhood Leader	Site based renovations occurring in the December-January break
The Preschool teacher will be part of the Early Years PLC and will be connected to networks in the partnership	By end of Term 1, 2019	Teachers and Leaders	The Early Years team will have regular planning meetings and design and deliver units together	Partnership Learning Days Early Childhood Leader learning resources	
There will be regular communication to families and community celebrating and sharing information about our Preschool program	By end of Term 1, 2019	Preschool Teacher and Leader	Families and the community will have information readily available through learning celebrations, newsletters and site events about our Preschool program	Early Childhood Leader learning resources	
Families will have opportunity to input in the Preschool program at LRCS	By end of Term 1, 2019	Preschool Teacher Leaders	Philosophy will be reviewed (critical reflection) Families will have avenues to input into the Preschool program: Displays, questionnaires, acquaintance evening, learning conversations	LRCS processes- Staff Performance Development Timeline and Reporting processes	
The Preschool class will have learning opportunities with classes in our Early Years	By Week 5, Term 1, 2019	Early Years Team Leaders	The Early Years team will have regular planning meetings and design and deliver units together	EYLF, Literacy and Numeracy Indicators and Australian Curriculum	
Strategic planning for 2020 Preschool program and beyond will be developed as our staff profile is developed		Leaders	The HR profile for 2020 and beyond will meet the needs and ensure a Preschool program is delivered at LRCS	Budget Processes DECD HR Early Childhood Leader	