



*PETERBOROUGH
PRESCHOOL AND
RURAL CARE SERVICE*



QUALITY IMPROVEMENT PLAN 2017

SERVICE DETAILS

SERVICE NAME		SERVICE APPROVAL NUMBER					
Peterborough Community Preschool and Rural Care Service		SE - 00010787					
PRIMARY CONTACT AT SERVICE							
Monica Woolford B. Ed. (Early Childhood)							
PHYSICAL LOCATION OF SERVICE				PHYSICAL LOCATION CONTACT DETAILS			
Street: 76-80 Victoria Street Suburb: Peterborough State/Territory: South Australia Postcode: 5431				Telephone: (08) 86512550 Fax: (08) 86513456 Email: monica.woolford444@schools.sa.edu.au			
APPROVED PROVIDER				NOMINATED SUPERVISOR			
Primary Contact: Dean Angas Education Director, DECD Port Pirie Office Telephone: (08) 86320603 Mobile: 0401 122958 Fax: (08) 86320610 Email: Dean.Angas@sa.gov.au				Name: Monica Woolford Telephone: (08) 86512550 Fax: (08) 86513456 Email: monica.woolford444@schools.sa.edu.au			
POSTAL ADDRESS (IF DIFFERENT TO PHYSICAL LOCATION OF SERVICE)							
SAME AS ABOVE							
OPERATING HOURS							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
OPENING TIME	RURAL CARE 0800 PRESCHOOL 0900	RURAL CARE 0800 PRESCHOOL 0900 (even weeks)	RURAL CARE 0800 PRESCHOOL 0900	RURAL CARE 0800	RURAL CARE 0800		
CLOSING TIME	RURAL CARE 1800 PRESCHOOL 1500	RURAL CARE 1800 PRESCHOOL 1500 (even weeks)	RURAL CARE 1800 PRESCHOOL 1500	RURAL CARE 1800	RURAL CARE 1800		

ADDITIONAL INFORMATION ABOUT THE SERVICE

Site Context.

Peterborough is a small township located 250 Kilometres North of Adelaide. The population of Peterborough is around 1800 and includes predominantly Anglo-Saxon and a small percentage of Aboriginal heritages. Peterborough employment consists of the local meatworks, small businesses and farming and there is a high level of unemployed, pensioners and welfare recipients. Other local care and educational facilities include Peterborough Primary School, St. Joseph's Catholic School and Peterborough High School and Trade School for the Future with TAFE also on site.

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

- Parking is available from 8am to 6pm daily, along Victoria Street, directly in front of the centre
- The centre is free standing/co-located with Peterborough Primary School with a capacity of 26 children
- Rural Care operates all year round except for a 2 week closure period over Christmas
- School aged care is offered before and after school hours and during vacations
- Preschool operates during DECD school terms
- Four Pupil Free days are held in consultation with the Governing Council as required

How are children grouped at your service?

Playgroup

Tuesdays (Fortnightly on Odd weeks of the school term) 10:00 – 12:00 am for prior to school age children. Playgroup coordinator is Amanda Dodd.

Rural Care

Operates for children from birth to twelve years, as a long day care and before and after school care service. Staffed as a single-educator service from Monday to Wednesday. Staffed as double-educator service from Thursday to Friday.

Preschool

Operates part-time providing each child with 15 hours of preschool per week. Currently 21 enrolments staffed with 1 Director, 1 Teacher and 1 ECW and additional support staff for children with special rights.

Write the name and position of person (s) responsible for submitting this Quality Improvement Plan:

Nominated Supervisor, Monica Woolford

PHILOSOPHY

At our centre we:

- Provide a fun, friendly, caring and safe place
- We work together on learning for children, staff, families and the community
- Provide a play based program using Early Years Learning Framework and My Time, Our Place Framework
- Encourage family and community involvement to provide a quality centre by working as a team
- Provide an inclusive and engaging environment

This philosophy was developed in 2015, in consultation with previous staff. Further discussions were held at the 2016 and 2017 Annual General Meeting, where parents decided, 'The Philosophy' was still relevant to our site context. Key values that were important were identified by the committee and will be used as a focus within our service in 2017.

STRENGTHS SUMMARY

<p>QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE</p> <p>DIAF: LEARN</p>	<ul style="list-style-type: none"> • Focused group time – book based literacy with the Community librarian • Weekly group time incorporates topics from the Child Protection Curriculum (CPC), with further planning based on child responses. CPC training completed by staff directing curriculum. • Every child is supported to participate in the program, including children with additional needs and are supported by qualified and experienced educators • Program includes child and parent voice through Individual learning plans • EYLF guides programming for individual and group learning experiences • Planning for individual children through observations
<p>QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY</p> <p>DIAF: LEARN</p>	<ul style="list-style-type: none"> • Children are adequately supervised with appropriate staff: child ratios followed • Each child's health needs are supported, referral to external agencies as required (speech, OT etc.) • Effective hygiene is promoted during nappy changes, hand washing, toileting and food preparation • Reporting in WHS, staff meetings with policies and practices clear and evident in the setting. • Our service engages Child and Youth Health to offer regular health checks • The "Eat a rainbow "program was provided on site by the Rural Health Team in 2015 • Children's health plans are shared with staff team and reviewed regularly • Rest and Relaxation each afternoon, using visual, reading, music relaxation to promote this area of health
<p>QUALITY AREA 3: PHYSICAL ENVIRONMENT</p> <p>DIAF: LEARN</p>	<ul style="list-style-type: none"> • Resources are updated • Furniture and resources are clean, safe and well maintained • Environment is inclusive for play and is used to create flexible learning spaces both indoors and outdoors.
<p>QUALITY AREA 4: STAFFING ARRANGEMENTS</p> <p>DIAF: LEAD</p>	<ul style="list-style-type: none"> • Staff arrangements enhance children's learning and development • The centre has fortnightly staff meetings to assist staff to focus on improved learning outcomes for children within this integrated environment. • Support services utilised to provide guidelines and direction to staffing when working with students.
<p>QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN</p> <p>DIAF: CONNECT</p>	<ul style="list-style-type: none"> • Respectful relationships between children, staff and parents • Families have opportunities to be involved in the service • Primary care giving supports children to develop trust and confidence • Children's voice integrated into student goals throughout the year
<p>QUALITY AREA 6: COLLABORATIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY</p> <p>DIAF: CONNECT</p>	<ul style="list-style-type: none"> • Parent involvement – Governing Council, playgroup • Child profiles are used to inform our planning and individual parent meetings are scheduled throughout the year to review learning plans. • Sharing with parents through Newsletters, portfolios, phone calls home, website and Facebook page, information board utilised to provide information to parents • Established connections with organisations and service providers
<p>QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT</p> <p>DIAF: LEAD</p>	<ul style="list-style-type: none"> • All educators contribute to the planning and implementation of the curriculum • All staff participate in regular performance development conversations and performance management as needed. • All staff have a commitment for ongoing improvement. • Policies, procedures and processes are in place with regular reviews • Staffing and budgets reflect improvement priorities

IMPROVEMENT PRIORITIES SUMMARY

Improvement Priority 1: Implementing Collaborative Impact Program (CIP), LDAM (Critical Reflection on Pedagogy and Children's Progress), STEM (Inquiry based learning) and Literacy and Numeracy focus within Programming across entire centre.

Goals	Strategies	Quality Areas/Standards and elements that will improve
<p>For each child's learning and development to be assessed as part of an ongoing cycle of planning, documenting and evaluation in an integrated site.</p> <p>For educators across the site to begin to implement components of the Collaborative Impact Program (CIP).</p> <p>To strengthen our assessment for learning processes within the context of the Early Years Learning Framework Planning Cycle. (LDAM)</p>	<p>Strategy 1:</p> <p>LDAM (LEARNING DESIGN, ASSESSMENT AND MODERATION) - Critical Reflection on Pedagogy and Children's Progress</p> <ul style="list-style-type: none"> critically reflect on pedagogy using the Respect, Reflect, Relate resource and on children's progress against the Indicators of Preschool Numeracy and Literacy. <p>Literacy and Numeracy Indicators</p> <ul style="list-style-type: none"> Use Lit/Num Indicators to monitor children's individual progress Further develop the program for children's learning. Seek training and development for all staff from Results + consultant, and develop further ways to collect data on children Work with the Partnership sites and other local preschool sites to improve and view good practice in using the Literacy and Numeracy Indicators. 	<p>QA1: Educational program and practice</p> <p>1.1 An improved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.</p> <p>1.1.4 The documentation about each child's program and progress is made available to families.</p> <p>1.1.5 Every child is supported to participate in the program.</p> <p>1.2 Educators and Coordinators are focused, active and reflective in designing and delivering the program for each child.</p> <p>1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p> <p>1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p> <p>QA6 Collaborative Partnerships with families and communities</p> <p>6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p>
	<p>Strategy 2:</p> <p>Implementing Collaborative Impact Program (CIP)</p> <ul style="list-style-type: none"> Incorporate a focus on assessment-capable Visible Learners Analyse data around impact on children's learning. Guidance from Collaborate Impact Coach 	
	<p>Strategy 3:</p> <p>STEM (Inquiry based learning)</p>	

Early Years Learning Framework: Outcome 4: Children are confident and involved learners.	Rationale: Collaboration with whole staff to implement CIP and LDAM strategies across an integrated environment.
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IMPROVEMENT PRIORITY 1:

Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1					6.2.1		
	1.1.4							
	1.1.5							
	1.2.1							
	1.2.2							
	1.2.3							

Success Measures	<p>Staff reference Literacy and Numeracy indicators in documentation and planning</p> <p>Staff engage in conversations about Lit/Num Indicators when talking about children's learning</p> <p>Implementation of The Visible^{plus} Learning School Matrix.</p> <p>Data collection undertaken at regular intervals as required by CIP</p> <p>Have analysed data around impact on children's learning.</p> <p>Staff can clearly articulate current centre practices (planning cycle, including collaborative critical reflection processes) through discipline dialogue process Term 3, Documentation as assessment for learning and effective pedagogy.</p> <p>Have attended other sites to view good practice and implemented ideas at site</p> <p>Visible Learning – Child Interviews completed and collated as a cohort</p>
By When	Gradual process throughout the 2017 year and into the future.

PROGRESS NOTES:

DATE:	Strategies implemented/Data and Feedback collected
13/2/17	Foundation Day CIP training for all staff – Student Free Day
26/2/17	Templates for recording Preschool Progress Record developed
22/2/17	Evidence into Action Day 1 – CIP Leaders Day and Impact Coaches, clarify data collection
7/3/17	HUB Preschool Leaders Day to develop School Matrix Priorities Further

8/4/17	Staff survey to improve and redevelop our current programming format cycle.

IMPROVEMENT PRIORITIES SUMMARY

Improvement Priority 2: Implement the; ‘We all Belong’ initiative, Cultural Input, Reconciliation Australia Program (RAP), families and Community input and update with easy access to website, Facebook page and policies.

Goals	Strategies	Quality Areas/Standards and elements that will improve
<p>All families to feel a sense of belonging to the centre, thus are more knowledgeable about the services offered.</p> <p>Consistent enrolment and attendance data.</p> <p>Implement the RAP with in our site.</p>	<p>Strategy 1:</p> <p>Ensure current information regarding service is made available to families, with opportunities for creative feedback to educators.</p> <ul style="list-style-type: none"> • Governing council • Facebook page • Playgroup • Newsletters • Website <p>Strategy 2:</p> <p>School Partnerships – identify good practices and initiate site visits, Inspired and passionate teachers (observations, performances, excursions)</p> <p>Development within our community</p> <ul style="list-style-type: none"> • Thriving Communities • Cultural Competence • RAP (Reconciliation Australia Program) • Community Input – Sing Aust, 	<p>QA1: Educational program and practice</p> <p>1.1 An improved learning framework informs the development of a curriculum that enhances each child’s learning and development</p> <p>1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>QA6: Collaborative partnerships with families and communities</p> <p>6.1 Respectful supportive relationships with families are developed and maintained</p> <p>6.1.1 There is an effective enrolment and orientation process for families</p> <p>6.1.2 Families have opportunities to be involved in the service and contribute to service decisions</p> <p>6.1.3 Current information about the service is available to families</p> <p>6.3 The service collaborates with other organisations and service providers to</p>

	Men's shed, Art Committee, Rotary, Lions, Library, aged care home, HIPPY)	enhance children learning and wellbeing
	Strategy 3: Attendance <ul style="list-style-type: none"> Promote and support playgroup coordinator. Partnerships to coordinate support hours for children at preschool. E.g. Speech, Gowrie Partnerships to support families at home. E.g. Health Screens, Childhood Early Intervention Program, 	6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities 6.3.3 Access to inclusion and support assistance is facilitated 6.3.4 The service builds relationships and engages with their local community

Early Years Learning Framework:
Outcome 2: Children are connected with their world.
Outcome 1: Children have a strong sense of identity

Rationale:
 Attendance data for PCP is below state average and needs to increase. DECD Strategic Plan 2014-2017: Engage children, families & community. Right Service at right time. There were minimal parent surveys returned in 2016

IMPROVEMENT PRIORITY 2: We all belong

Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.2					6.1.1		
						6.1.2		
						6.1.3		
						6.3.2		
						6.3.3		
						6.3.4		

Success Measures

Measure 2017 attendance data after transitioning to Full days for the second year of preschool to see if there continues to be an improvement.

CIP survey will reflect improvements.

Site visits and inter partnership excursions have been achieved and transition process for children has continued.

An efficient Facebook Page being utilised by parents to assist communication at Peterborough Community Preschool and Rural Care Service. Fortnightly newsletters distributed to families.

Website Page has been updated and with assistance from ICT professional.

By When End 2017

PROGRESS NOTES:

DATE:	Strategies implemented/Data and Feedback collected
31/1/17	Utilised Additional Admin time EB employ staff – Website, Policies, Newsletter
7/2/17	Researched Website Revamp costs and began to collaborate on update of current page with staff, newsletter and Governing Council.
7/3/17	Leader Site Visit – interpartnership - Booleroo

IMPROVEMENT PRIORITIES SUMMARY

Improvement Priority 3: Implement sustainability within grounds, memorial garden, natural input (including animals).

Goals:	Strategies	Quality Areas/Standards and elements that will improve
<p>To introduce sustainable practices and raise child, family and educator awareness of sustainability.</p> <p>Continue to develop throughout 2017 to embed into centre practices.</p>	<p>Strategy 1:</p> <p>Introduce sustainable products within yard. Natural Products i.e. logs, loose parts etc</p>	<p>QA1: Educational program and practice</p> <p>1.1 An improved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. (cycle)</p> <p>QA3: The Physical Environment</p> <p>3.3 The service takes an active role in caring for its environment and contributes to a sustainable future</p> <p>3.3.1 Sustainable practices are embedded in service operations.</p> <p>3.3.2 Children are supported to become environmentally responsible and show respect for the environment.</p>
	<p>Strategy 2:</p> <p>Work towards the completion of the memorial garden with the input from Facilities Manager. Incorporate mud Kitchen from Men's shed and friendship chair donated from Community Group.</p>	
	<p>Strategy 3:</p> <p>Continue the process of transitioning plants to a more sustainable and low water for our environment</p>	
	<p>Strategy 4:</p> <p>Incorporate recommendations from family survey to introduce more animals, pets into the curriculum.</p>	
<p>Early Years Learning Framework:</p> <p>Outcome 2: Children are connected with and contribute to their world.</p>	<p>Rationale</p> <p>During collaborative discussions at the beginning of the year review, educators identified as Working towards standard 3.3. Parent Survey revealing an interest to incorporate animals.</p>	

IMPROVEMENT PRIORITY 3: Sustainability								
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1		3.3.1 3.3.2					
Success Measures	<p>Sustainable practices (recycling paper, plastic and food scraps) are used by everyone in the service. Children are involved in recycling. Staff, children and families are aware of these practices.</p> <p>Garden beds are established with sustainable plant types and used in the children's program.</p> <p>Plans for mud kitchen established</p>							
By When	Early 2018 (Memorial Garden and Mud kitchen)							
PROGRESS NOTES:								
DATE:	Strategies implemented/Data and Feedback collected							
/17	Identified focus areas in the centre through Yakka Tracker site survey							
2/17	Met with Anthony Pisani to discuss installation of Mud Kitchen							
3/17	Received quote for retainer wall from builder.							
3/17	Educators continue with introducing sustainable plants to the centre.							
3/17	Educators coordinated the recycling of large logs to our site.							