Morgan Preschool
Quality Improvement Plan
2016
Service Details

Morgan Preschool

Primary Contact at Service
Tricia Zerner (Director)

Physical Location of Service
Street: Fourth Street
Suburb: Morgan
State/Territory: SA
Postcode: 5320

Approved Provider: DECD, Ms Trish Strachan, Government of South Australia
Primary contact for this site: Tricia Zerner
Telephone: 08 8540 2321
Mobile: 0417 082 130
Fax: 8540 2461
Email: tricia.zerner441@schools.sa.edu.au

Service Approval Number
SE00010665

Physical Location Contact Details
Telephone: 08 8540 2321
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Nominated Supervisor
Name: Tricia Zerner
Telephone: 08 8540 2321
Mobile: 0417 082 130
Fax: 8540 2431
Email: tricia.zerner441@schools.sa.edu.au
# Operating Hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (Odd Weeks)</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tr>
<td><strong>Opening Time</strong></td>
<td>9.00 am</td>
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<tr>
<td><strong>Closing Time</strong></td>
<td>3.00 pm</td>
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Additional Information about your Service

The following information will assist the Regulatory Authority to plan the assessment visit.

**Staffing for 2016 is as follows:**
Director working Mondays, Tuesdays and Wednesdays. One ECW works on Mondays and Wednesdays, and another on Tuesdays. The groundsperson works on Thursdays.

Morgan Preschool operates during South Australian school terms. We have the allowed two children free days per year for whole staff professional training, after seeking approval from the Governing Council and endorsement from the Education Director. These days are always planned well in advance to give our families adequate notice about the centre’s closure.

**Other Information:**
Our Morgan Education Community project is continuing into its fifth year. The preschool Director and Junior Primary teacher from the Morgan Primary School work closely together, planning a strong Literacy and Numeracy program along with a strong gross motor program, both of which encompass the needs of all our children.

This year sees the continuation of Playgroup on Wednesday morning’s form 9 – 10.45 during our preschool session.

There is street parking outside the centre on Eleventh Street, and in front of the centre on Fourth Street in front of Morgan Primary School, with entrance gates near both areas of parking.

**How are the children grouped at your service?**
Under SA DECD Same First Day Policy, we are no longer classified as a rural preschool although we are in a regional area. Our children now access 600 preschool hours in one year. They attend all day, 9.00am – 3.00pm, on Mondays and Tuesdays, and alternate Wednesdays. We have eight children enrolled, including two Aboriginal children, who access their 12 hours per week, one child who accesses 6 hours per week due to shared parenting in two different towns. Our remaining five children access their 30 hours over a fortnightly cycle.

Nominated Supervisor/Director: Tricia Zerner

Family day care educators: N/A
Service Statement of Philosophy

Morgan Preschool is a stand-alone preschool centre where children are immersed in learning through a fun, safe and supportive and caring learning environment. Our Preschool provides a welcoming, friendly and cheerful place to learn where your child is the central focus. The core business of this preschool is to provide age appropriate educational programs that maximise each child’s potential development.

‘A place where children laugh, play and learn’

Our core values are Respect, Excellence, Honesty, and Creative Learning.

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play based, quality teaching and learning environment, for all children and their families.

We believe that each child is individual, unique and important, and has the right to develop to their full potential. We do this by:

- providing an engaging curriculum that encourages creativity, curiosity, problem solving and independence skills, while having FUN and participating in a play-based learning environment
- providing a safe, welcoming, happy and supportive educational environment that caters for each child and family’s needs
- providing opportunities for children and families to become involved in all aspects of the service
- providing opportunities for children and families to develop stable, caring and respectful relationships with staff and others

We believe that the staff is one of the centre’s most valuable resources. In order to provide an inclusive, quality teaching program we aim to:

- support staff well-being, in a safe and supportive working environment
- value the skills and knowledge that each individual staff member brings with them
- respect the diversity of staff backgrounds and experiences
- encourage, provide and support ongoing professional development

We believe that parents and families are children’s ‘first educators’ and so to complement and support this we aim to:

- welcome parents and family members with respect and sensitivity
- encourage communication between staff and parents/carers
- acknowledge parent’s skills, knowledge and resources and these are valued in the centre’s program
- respond to individual family needs
- recognise and respect the diversity of families
- create, support and encourage involvement and participation including governance
- provide information about other services available in the community
We believe that the centre is a valuable community service. We aim to:

- work in partnership with other educational services in our district
- build relationships with the community and other agencies
- provide an accessible, flexible quality service that meets the needs of the community
- promote respect for and pride in our immediate environment, incorporating good sustainable practices in our daily operations
Quality Improvement Plan for QA 1: *Educational program and practice*

**Summary of Strengths for QA 1**

**Strengths:**
- Open, honest, trusting, welcoming preschool environment with a dedicated, enthusiastic, hard-working staff with a lot of family and community support.
- Well-organised and appropriately resourced centre that is very inviting.
- Cater for individual children through targeted interventions and as individual needs arise.
- Play-based learning is now our central focus along with Children’s Voice.
- Intentional teaching linked to Children’s Voice.
- Children’s voice is valued by displaying the things they wish to ‘learn and do’. These ideas are used in forward planning and recorded in our programs and later transferred to the children’s portfolios as a record of their input into their preschool education.
- Programming using observations, individual needs, from data collected and EYLF/BBB/Literacy and Numeracy Indicators.
- Regular staff reflection on children’s development.
- We now link observations and learning stories to the EYLF outcomes.
- We show we value children’s efforts by displaying their work and photos around the centre, creating learning stories and photo boards and putting a copy in their portfolios and sending them home with the newsletter.
- We create opportunities to talk and work with all our children in small groups, pairs or individually to ensure that each child feels valued.
- Families and wider community are encouraged to be a part of our centre by being involved in special days/excursions/a variety of community programs or stay with their child and join in the day-to-day activities we provide.
- Term program/outcomes and calendar displayed for the families to see.
### Key Improvements Sought for QA 1

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>1/1.1.4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The documentation about each child’s program and progress is available to families.</td>
</tr>
<tr>
<td>Identified Issue</td>
<td>We need to update and continually review the information we give to parents/families.</td>
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<table>
<thead>
<tr>
<th>Standard Element</th>
<th>1/1.1.6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Each child’s agency is promoted, enabling them to make choices and decisions and influence events in their world.</td>
</tr>
<tr>
<td>Identified Issue</td>
<td>We need to ensure that every child is given the opportunity to make choices and decisions.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Standard Element</th>
<th>1/1.2.3</th>
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<tbody>
<tr>
<td></td>
<td>Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.</td>
</tr>
<tr>
<td>Identified Issue</td>
<td>Ensure that critical reflection and each child’s learning and development is regularly recorded and discussed and used in programming.</td>
</tr>
</tbody>
</table>
## Improvement Plan

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
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</table>
| 1/1.1.4          | • Information given to families to be continuously updated.  
• Families given the opportunity to discuss child’s progress. | M               | Collect information from:  
• First month sheet – parent’s comments  
• Independent Learning Plan comment. (Each term)  
• End of Term Portfolio – record of terms work.  
• End of term survey (Term 1) what they would like to see for their child  
• Provide opportunities for face-to-face interviews each term | • Information collected from all sources and shared with all staff and interviews to be added to programming. | Ongoing. | • √  
• Parents enjoyed looking at the pictures and talking about them with their children  
• Pleasing number of comments in portfolios, all positive  
• 3 families took up the offer for formal interviews, other parents spoke to me incidentally  
Reviewed:20/06/16 |
| 1/1.1.6 | • Equip children with strategies to make informed choices about their behaviour  
• Encourage children to choose and make decisions about their play  
• Provide children with positive encouragement and feedback during their play and learning | H | • Role modelling  
• Intentional teaching sessions  
• Informal discussions  
• Verbal and visual feedback given to each child regularly through talking and photo pages or Wow! moments sheets.  
• Kimochis feelings program  
• Kids Matter program | • Children’s confidence to choose play equipment and instigate play increases  
• Children better able to recognise and display appropriate behaviours | Ongoing | • ✓  
• Children responding well to intentional teaching session with all 3 educators  
• All children are gaining confidence to ask for games etc. (children’s voice)  
• Be Aware-Give out WOW! moments  
• Children are becoming more aware of their feelings and are happy to talk about them  
• Regular family events to help with inclusion and connectedness, Sharing Learning Mornings, Families Week celebration, Eat a Rainbow tasting.  
*Reviewed: 20/06/16* |
| 1/1.2.3 | • Provide all staff with tools and time needed to successfully observe and record findings about each child on a regular basis  
• Ensure regular discussions occur between all staff members  
• Ensure all staff contribute to production of learning stories and photo pages | **H** | • Weekly observations made on each child  
• Roster system set up so that each child is covered each week and that all staff share the observations  
• Incidental/extra observations made when necessary  
• All observations kept in program for all staff to view  
• Fortnightly staff meetings with big emphasis on children’s progress and wellbeing  
• Learning story roster  
• Children’s voice recorded | • All staff involved in weekly discussions about each child  
• Programming around observations and Children’s Voice  
• Photo pages  
• Learning stories  
• Children’s self reflections | **Ongoing** | • ✔ Working very well all staff contributing and roster system is going well  
• Regular staff meetings has meant we can share observations and discuss any issues and act quickly  
• Staff happy with the Learning story and photo page recording, will ask for more time if needed. Trish (Director) to review and keep track (Staff Wellbeing)  
• Children’s voice is recorded on weekly planning sheet and put up on window and in the child’s portfolio  
Reviewed: 24/06/16 |
Quality Improvement Plan for QA 2: *Children’s health and safety*

Summary of Strengths for QA 2

**Strengths:**
- Our program includes a balance of physical activity plus quiet time, depending on the needs of the individual children and the group as a whole.
- Outdoor play is specifically documented in the program and our children help select the equipment they wish to play with and they help us put it away.
- Brochures are regularly sent home with the newsletter promoting healthy life-style information, tips for families and any other relevant information about early childhood and parenting.
- We actively promote healthy snacks and lunches plus water drinking and this is supported by our families.
- When it comes to infectious diseases, families are alerted via SMS to let them know as quickly as possible. This is followed up with printed information and a sign on the main entrance door.
- Hand washing and hygiene facilities are easily accessible and part of our daily routine.
- As we are in a high bushfire area, our policies and procedures align with Morgan Primary School (next door) and we work very closely together in this area including regular emergency drills.
- Being a small regional preschool, we are well-staffed in terms of staff/children ratio so our children are well supervised at all times.
# Key Improvements Sought for QA 2

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>2/2.1.1</th>
<th>Each child’s health needs are supported.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identified Issue</strong></td>
<td>Documentation is needed to show what we are doing in this area.</td>
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</table>

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>2/2.3.1</th>
<th>Children are adequately supervised at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identified Issue</strong></td>
<td>Documentation is required outlining procedures for supervision of children at all times throughout the day whilst in our care at the centre.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>2/2.3.3</th>
<th>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</th>
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</thead>
<tbody>
<tr>
<td><strong>Identified Issue</strong></td>
<td>Documentation of plans to manage incidents and emergencies, where safety procedures are displayed, which agencies are involved and how emergency procedures are practiced.</td>
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</tbody>
</table>
## Improvement Plan

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
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</table>
| **2/2.1.1**      | • Develop a document outlining procedures we have in place for our staff and children’s health requirements | H                | • Health requirements chart set up and displayed in director’s office and in Medical Information box in kitchen, written and photographic evidence  
• All centre based medications i.e., Ventolin, dates are checked regularly and replaced when necessary  
• All information recorded in WHS folder in office | • All staff and relief staff have access to and are aware of any health or wellbeing needs of all children and staff and know what procedures need to be followed | End of Term 1 | • To date no children have medical/health issues/allergies but we have a system in place for if this occurs  
• All staff fill out Emergency contact forms with next of kin etc, kept in personal files  
• First aid officer regularly checks dates and replaces/updates supplies when necessary  
• ✔  
  
  Reviewed: 3/08/16 |
| 2/2.3.1 | • Develop a detailed document outlining procedures all staff at our centre follow to ensure children are supervised at all times and that all children are aware of where the educators are (see/hear)  
• *Children need to be safe at all times* | M | • Make up *help* cards for staff to have outside which children can bring inside if assistance is needed  
• *Follow centre’s yard safety checklist*  
• Review procedures regularly to ensure they are being followed by all staff and if aspects need to be added or changed | • All staff including, relief staff, are aware of procedures and follow them closely  
• *Staff conduct yard safety checks each morning checking for dangers such as spiders or fallen limbs* | Mid Year | • ✔ Card system on lanyard set up. Process practiced with children and information put onto our Centre Induction Checklist  
• ECW’s do yard check daily before any families arrive/report any issues to Director  
• Finalising Supervision Procedure document, copy to go in Induction folder  
Reviewed: 24/06/16 |
| 2/2.3.3 | • Develop a detailed document outlining procedures all staff at our centre follow to manage incidents and emergencies, where safety procedures are displayed and which agencies are involved and how procedures are practiced | M | • Work with Primary School to conduct regular drills: Evacuation, Invacuation, Bushfire  
• Inform parents/send home document to inform them of our centre practices  
• Work with children to educate them in procedures we have to follow when we hear particular sirens  
• Phones are always within reach both inside and outside  
• Director’s mobile phone is taken whenever the group leave the centre | • All staff, children and families are aware and understand procedures  
• Children get to learn how to respond in certain incidents and don’t get scared | Mid Year | • ✔ Drills being conducted by both kindy and school, regularly with whole site debrief before returning to kindy and classes  
• Incidental talks with children about safety procedures  
• Letter outlining our emergency procedures, along with our maps, written, ready to be sent home at the beginning of Term 3  
• Finalising staff/centre document  
Reviewed: 24/06/16 |
Quality Improvement Plan for QA 3: *Physical environment*

Summary of Strengths for QA 3

**Strengths:**
- For a small regional preschool we are lucky enough to have a relatively new, modern centre with a large office, large main area with a modern kitchen.
- Outside provides us with many flexible learning areas including an outdoor learning area under the veranda that is screen protected therefore able to be used in all weathers; an undercover eating/presentation area/group working area and an undercover small stage area next to the covered sandpit.
- Our bicycle and scooter track has been well maintained since being upgraded.
- Swings.
- Japanese garden.
- Succulent garden
- Cubby house on stilts.
- 2 large secure storage sheds including an area for the groundsman’s equipment.
- Rainwater tank for watering plants.
- We are situated right next to the Morgan Primary School so we make use of their outdoor areas-playground/community oval/vegetable garden/compost bin/outdoor learning area.
- There is a lot of natural shade.
- Disabled ramp and toilet.
- Able to change the inside set up depending on number of children and based on the current program.
- Inside storage room for materials plus plenty of shelving and cupboards throughout the centre.
- Some shelving and drawers at an appropriate height to enable the children to help themselves to resources as they need them.
- All equipment is in good working order and well-maintained.
- Recycling bins are now inside and outside the centre.
- Sustainable practises are being implemented: recycling/compost bin/energy saving measures/worm farm/succulent garden.
### Key Improvements Sought for QA 3

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<thead>
<tr>
<th>Standard Element</th>
<th>Identified Issue</th>
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<tbody>
<tr>
<td>3/3.2.2</td>
<td>Document procedures outlining how we ensure that both indoor and outdoor environments are set up and changed in order to provide children with variety and stimulation.</td>
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**Standard Element 3/3.2.2**

Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
## Improvement Plan

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</table>
| 3/3.2.2          | • Set up a document outlining procedures for equipment/toy/games usage to provide stimulation and variety for all children everyday  
• Ensure all staff, including relievers record Children’s voice requests for toys/music/games etc. | M                | • Staff will include children in the selection process of toys and equipment throughout the day  
• Record children’s voice on weekly planning tool for future programming, dated and discussed with all staff and ensure the follow up occurs in a timely fashion  
• Regularly change play corner theme during term | • All children are choosing play equipment and contributing to play sessions  
• All children are being exposed to new and challenging activities to help improve co-ordination and to stimulate ideas and communication  
Children have their voice heard and acted upon | Ongoing          | • Children are given the opportunity to ask for play equipment/toys both inside and outside throughout the day. This process has been added to our induction sheet for relief staff  
• Children’s voice is encouraged and recorded. All staff aware of requests and follow up is done as soon as possible. Requests/follow up recorded and dated on weekly sheet  
• Play corner is changed regularly. So far we have had a green grocer, car race track, nursery corner, STEM centre, dress-ups  
Reviewed:24/06/16 |
Quality Improvement Plan for QA 4: Staffing arrangements

Summary of Strengths for QA 4

Strengths:
- Due to our preschool support funding we are well staffed at all times.
- Staff take responsibility with their requirements surrounding first aid, criminal history checks, responding to Neglect and Abuse and code of conduct etc.
- Very dedicated staff who are continuously engaged in relevant and meaningful performance development and professional development.
- This staff works as a team with the focus being on the wellbeing of everyone at the centre-(children, families and other staff) and ensuring a pleasant working environment for everyone and successful learning outcomes for all our children.
- Our staff have a high respect for each other and an appreciation of everyone’s differing skills and abilities.
- Our two Early Childhood Workers work on both sites-Morgan Primary School and Morgan Preschool. This helps our children with their transition to school and helps maintain those relationships beyond the preschool environment.
- Our staff also have dual site roles in the area of administration, Work Health Safety, grounds and buildings, planning and resource creating.
# Key Improvements Sought for QA 4

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>4/4.2.3</th>
<th>Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.</th>
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</thead>
<tbody>
<tr>
<td>Identified Issue</td>
<td>Encourage staff and parents by giving them opportunities to share their skills and strengths with the aim of greater interaction with families and the wider community.</td>
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</thead>
</table>
| 4/4.2.3          | • A strong preschool community with shared ideas and support | M               | • Provide time for professional development for staff to gain new skills  
• All staff to do DECD Code of Ethics  
• Encourage relief teachers to bring along their favourite books and share their expertise to enhance the children’s learning | • All staff feel they can share their skills and expertise through programming/play/discussions  
• All staff feel comfortable speaking with all families | Ongoing | • All staff have been given time for professional development. Such as WHS, Finance, Code of Ethics, Speech Screening, Numeracy, Wellbeing. This will continue.  
• ECW’s are confidently sharing knowledge and skills by contributing to the programming  
• Relief teachers have brought along favourite stories and activities which the children loved  
Reviewed:24/06/16 |
Quality Improvement Plan for QA 5: *Relationships with children*

Summary of Strengths for QA 5

**Strengths:**
- Staff always greet and farewell children and families at the beginning and end of the day.
- Confidential discussions with families are always held in the privacy of the office.
- Staff build and model respect, trust and open relationships with everyone.
- We show we value the families and children by ensuring that our interactions with them are positive and unhurried.
- Strong relationships are able to be developed with all families due to being in a small community.
- We ensure there is equal opportunity to talk to all children – one-to-one or small groups.
- We aim to have lots of fun with the children and they have lots of fun with us.
- Staff aim to make children feel a part of our centre. It is their centre and our children know their environment very well. They are able to show others where things are and how things happen within our centre. Instilling a sense of belonging.
- Children’s Voice is respected and acted upon.
- As staff, we help children to manage their own behaviours in a positive and supportive way.
- Collaborative learning opportunities providing relationship building is further developed with interaction with the R/1 class from Morgan Primary School through the Morgan Education Community Library and the sharing of the Japanese teacher from the school.
- Meal times are unhurried, social learning experiences with both staff and children together.
Key Improvements Sought for QA 5

Standard Element 5/5.1.3
Each child is supported to feel secure, confident and included.

Identified Issue
We want to ensure that all children and families feel included and comfortable at the centre, and that their culture and family interests are supported.

Standard Element 5/5.2.3
The dignity and rights of every child are maintained at all times.

Identified Issue
Ensure that strategies used by all staff when working with children is consistent, timely and positive.
## Improvement Plan

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<thead>
<tr>
<th>S/S.1.3</th>
<th>Develop a strong sense of community and connectedness with all staff, parents/guardians and children</th>
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</thead>
</table>
| H | • Term 1 Parent Questionnaire  
• All families greeted each morning by at least one staff member as they arrive at the centre  
• Director to be available at end of day to farewell families and be available for conversations or follow ups  
• Meet and Greet night  
• Parental involvement throughout the year in curriculum areas and excursions  
• Governing Council  
• ‘Sharing Our Learning’ mornings once per term  
• P.A.I.R program set up (Parent Assisted Immersive Reading)  

| Ongoing | • All families returned questionnaires which led to interesting discussions amongst parents and staff  
Parent and Community Involvement year plan set up  
✓  
• Combined Meet and Greet Night with Morgan Primary School successfully ran in Term 1  
✓ Parents/Families invited to attend lots of special events/days, i.e. Harmony Day, National Families Day, CFS displays  
• Governing Council set up with 4 parents and a local community member plus 2 staff, meetings are twice a term  
• Two sharing Learning Mornings have been successfully run. We invite families to our centre to do activities with their children (Lit/Num play based). Term 1 I also introduced reading program, Term 2 families took part in our Eat a Rainbow session  
• P.A.I.R During our sharing learning session I introduced parent to our new reading program then modelled the reading/questioning techniques with the children (very positive feedback)  
Reviewed: 30/06/16 |
<table>
<thead>
<tr>
<th>S/5.2.3</th>
<th>Develop a highly communicative working environment between all staff to ensure consistency and cohesiveness when working together and with all children</th>
</tr>
</thead>
</table>
| H | • Fortnightly staff meetings to discuss progress  
• Daily discussions and feedback between staff  
• Consistency in planning, recording and reporting is done through: Daily Planning Sheets, Program Books, Observation Sheets, Daily Diary, Weekly Evaluations and incidental discussions  
| Ongoing | • ✔  
• ✔  
• All staff contribute to programming and running of sessions, daily debriefs and observations, fortnightly staff meetings, daily diary notes, incidental discussions, daily/weekly planning sheets. All programs situated in kitchen area for staff access at all times  
• At the start of the year parents are spoken to individually by director and made aware that they can speak to any member of staff about any issues, reinforced in newsletters throughout the year on a regular basis  
Reviewed: 30/06/16 |
Quality Improvement Plan for QA 6: Collaborative partnerships with families and communities

Summary of Strengths for QA 6

Strengths:

- Positive relationships with each other, our children and their families, extended families and the wider community is front and foremost at our centre.
- All families are spoken to on a daily basis and we ‘meet and greet’ and farewell our families every session.
- Relevant staff attend NEP, ILP, and Child Development meetings for individual children and this information is shared with all staff at staff meetings.
- Our policies are on our website and a hard copy is available to our preschool community on request, or upon the need arising.
- Family library and information brochures available in the ‘Families Information Area’.
- We have many others forms of communication-regular newsletters, portfolio books, Governing Council information, the whiteboard, posters, local BCM Triangle Community magazine, Morgan Primary School Newsletter, formal and informal notes and observations and surveys.
- Linking with other relevant agencies is a strong point at this centre. Our families know that we will do everything we can to use outside agencies, if they are needed and use appropriate programs developed for these children.
- Playgroup meets once a week utilizing the facilities and resources at the centre.
- Many of our families attend both the Morgan Playgroup and Cadell Play Centre.
- Community connections are developing further - more interaction with the Morgan Primary School through the Morgan Education Community (MEC). The local community library, Mid-Murray Council, OPAL and Mid-Murray Family Connection and the Morgan Lions Club.
- The families are actively involved in our theme days-dressing their children to suit the day and excursions e.g. Chaffey Theatre, Book Week, Japanese Interaction Day, fundraising and general help around the centre and playgroup.
- Our website is now up-dated and ongoing.
- We have a strong orientation program with the Morgan Primary School and for those families who are starting preschool.
### Key Improvements Sought for QA 6

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>6/6.3.1</th>
<th>Links with relevant community and support agencies are established and maintained.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Identified Issue</strong></td>
<td>Document outlining all agencies and support services and processes used by our centre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>6/6.3.2</th>
<th>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Identified Issue</strong></td>
<td>Document transition timetable and procedures for home to playgroup, playgroup to preschool and preschool to school.</td>
</tr>
</tbody>
</table>
## Improvement Plan

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 6/6.3.1          | Create a resource list for all support agencies and have it accessible for all staff | M               | • OPAL Continue to work through their programs with support from Alex Day  
• Child and Youth Health  
• Special Ed, Speech (DECD)  
• Local community services: Community Library, Internet Centre, local businesses  
• Morgan Primary School | • Agencies contacted when appropriate  
• Guidelines for each department followed  
• Advice sought when required | Mid Year | • Worked with OPAL representative up until June 14, (funding for this program no longer exists)  
• List of support services and local contacts compiled and put up in office and staff diary for all staff to be aware of, included in induction folder also  
Reviewed: 30/06/16 |
| 6/6.3.2 | Develop a Transition document and folder outlining procedures for staff, parents/guardians, and feeder primary schools | M | • Put together a working folder filled with information regarding all aspects of Transition:  
  o letters to parents,  
  DECD information brochures,  
  Preschool brochure, MEC brochure,  
  Transition information from KidsMatter,  
  Preschool Policies, holiday packs, feedback sheets  
  • Questionnaire for prospective preschool parents, *What do they want from orientation visits?* | • All staff aware of procedures and timelines for Transitions from home to preschool and preschool to school (include staff in planning process)  
  • Parents have input to Transition planning  
  • Families made aware of procedures in a timely fashion  
  • Parents provided with feedback sheets to voice opinions or concerns | Ongoing | • Site transition procedures and folder established for both home-preschool and preschool-school, added to as need arises i.e. brochures etc.  
  • Director currently on Partnership Transition committee working to create Partnership document, ideas and resources shared  
  • Term 3 a letter will go home to 2017 preschool families outlining orientation visits for term 4 as well as enrolment forms and a survey asking what they would like to see happen when their children visit  
  • Parent feedback sheets given out after last orientation visit in Term 4 along with stamped self-addressed envelope for them to be returned to kindy  
  • 2017 Welcome packs sent to new families 2 weeks before start of term 1. These will contain copies of the following: Directors contact information, Healthy Eating, Sunsmart, Attendance Policies, Site Emergency and Evacuation procedures letter, Bushfire pamphlet, Morgan Preschool Information Pamphlet, Draft Term Planner, any relevant Kidsmatter brochures i.e. ‘Separation from each other’  
  | Reviewed: 01/07/16 |
Quality Improvement Plan for QA 7: *Leadership and service management*

**Summary of Strengths for QA 7**

**Strengths:**
- All centre responsibilities shared amongst the staff.
- We have a dedicated and supportive Governing Council.
- Records and information are stored securely, both electronically and in files, and provided to the appropriate authorities as required and all in accordance with legislative requirements e.g. attendance, financial, staffing, WHS, enrolment, parent contact details, child protection and custody data etc.
- EYS keeps all our attendance records and child details up-to-date and it is easy to use.
- The director represents the preschool at Local Partnership meetings, various Early Years Professional Learning Communities, Cluster Days and Mid-Murray Family Connections.
- Our centre’s philosophy statement created with the staff and governing council and shared with our families is embedded into our daily practise and connections to EYLF/BBB with the philosophy statement can be seen around the centre.
- Performance Management meetings are held twice a year with all staff articulating clear goals and areas of improvement and success.
- Policies and procedures are reviewed and up-dated in collaboration with all staff and the Governing Council.
- The staff state-‘that this centre has open and approachable leadership.’
- Families are informed via the outside whiteboard and the term calendar who the staff are for that day.
## Key Improvements Sought for QA 7

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>7/7.3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
<td></td>
</tr>
</tbody>
</table>

### Identified Issue
Ensure all policies are reviewed and updated regularly, and that they are available to be viewed, both hard copy and electronically.
## Improvement Plan

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 7/7.3.5          | To keep all policy documents updated and current | M                | • All policies reviewed by staff during staff meetings in term 1  
                   • Staff update/amend policies where necessary when due  
                   • Policies ratified by Governing Council  
                   • Policy review schedule set up and followed | • Policy folders provided for all staff and families to borrow and view at their request or as an electronic copy for them to access at home | Mid Year | • ✔  
                   • Sunsmart Policy and Philosophy Statement reviewed by staff and ratified by Gov Council in 29/02/16  
                   • All WHS policies and documents updated per SMART schedule  
                   • Policies to be reviewed and ratified in Term 3 are, Attendance, and Parent Complaint. Term 4, Healthy Food, Hot Weather and Positive Behaviour  
                   • Policy Review schedule followed, situated at front of Policies folder  
                   Reviewed: 30/06/16 |