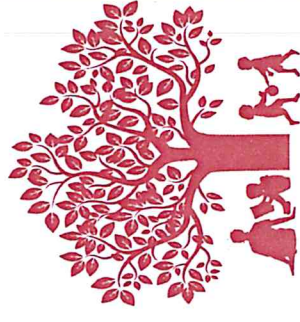


# Quality Improvement Plan for

## Bute Early Learning and Primary School

2020



# BUTE

Early Learning & Primary School



Service name

Bute Early Learning and Primary School

Service approval number

SE-00010206

Acknowledgment of Country

We acknowledge the Narungga people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



Government  
of South Australia  
Department for Education

# Context

## Service Context

Bute Early Learning and Primary School is situated in Northern Yorke Peninsula, in a small service town within a predominantly wide farming district and is part of the Northern Yorke Partnership.

- The Kindergarten operates as a Rural Care & Preschool Centre. The Rural Care program is funded by both the State and Commonwealth Governments and is administered by the Department for Education.

The Rural Care Program offers a long day care service for children 0 – 12 years in rural South Australia. The service cares for up to 15 children with a 2 worker program. Care is provided for up to 10 hours per day for five days per week depending on availability. The Centre is part of the Northern Yorke Partnership ensuring a collective responsibility for all children in the partnership.

- The Centre operates a Preschool under universal access delivering 600 hours of Preschool education in the 4 terms prior to starting school. In 2019, the Preschool had an enrolment of 6 students.

In 2018, the Primary School, Preschool and Rural Care were officially approved to amalgamate. Consequently, a Site Advisory Committee was established to lead and consult on a number of key issues. This group comprised staff, parents and students across all sections of the site. This group has undertaken much work in developing proposals and consulting with the school community in relation to matters such as a name change, new site values, a new logo, changes to uniforms etc. Many of these changes were introduced throughout 2019.

# Context

## Statement of Philosophy

We believe our role as educators is to work in partnerships with families to build a strong foundation that fosters dispositions for lifelong learning. As educators, we promote and support:

### **Diversity:**

- \*Through our curriculum valuing and reflecting the practices, values and beliefs of families
- \*Acknowledge & make curriculum decisions that uphold all children's rights to have their culture, identities abilities & strengths acknowledged & valued.
- \*Provide opportunities to learn about similarities and differences and how we can learn to live together

### **Belonging:**

- \*Build authentic, secure relationships with families and children
- \*Provide experiences for children to connect with each other
- \*Work in partnerships with families in the care and education of their child
- \*create an environment that makes visible who belongs in this space
- \*collaborate regularly with each other for better outcomes for children
- \*provide predictable routines

### **Learning through Play:**

- \*Provide a challenging flexible inspiring space that promotes curiosity and wonder
- \*Provide opportunities for children to explore, create, problem solve and construct.
- \*Listen and build upon through sustained shared conversations children's ideas, interests, thinking, theories and curiosities
- \*Provide a balance between child led and child initiated and educator supported learning
- \*Being deliberate, purposeful and thoughtful in our decisions and actions (intentional Teaching)
- \*Value and promote the outside environment as an important learning space and have a strong focus on oral language development

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 1: Educational Program and Practice

All educators co-design individual and group learning experiences built on children's prior knowledge, experiences and interests. The program is integrated to include all children across both the Preschool and Rural Care. The program evaluations are linked to the EYLF outcomes, Principles and Practices, My Time Our Place and the NQS. Educators constantly evaluate and reflect on what children are learning and record this information daily on children's individual documentation sheets. Educators and families collaborate to develop individual learning goals and these goals are reflected in the planning and programming cycle and are discussed and reviewed regularly.

Each child's learning and development is assessed as an ongoing cycle of planning, documenting and evaluating. This is an interactive process involving all educators that drives development of the program. Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning. Critical reflection on children's learning and development both as individual educators and in groups is consistently used to implement, review and improve the program. Educators consistently observe, question, reflect and document children's learning and development through Profile Books, Floorbooks, Learning Stories and daily reflection sheets, and make these available for children and families to share learning and memories together.

Educators are actively involved in all children's play through listening, responding and scaffolding. We provide a balance between child-lead, child-initiated and educator supported learning experiences, firmly promoting the centre's philosophy of viewing children as competent and capable.

The centre's routine is effectively displayed and children are scaffolded to refer to this daily, giving them a sense of belonging. Educators ensure flexibility occurs and believe every part of the day is a learning opportunity.

# Strengths

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## Quality Area 2: Children's Health and Safety

The centre's nappy change area is designed for the comfort of both educators and children. Educators actively use nappy change time to engage in positive interactions with the children to promote their sense of belonging, safety and wellbeing. Educators conduct nappy change audits termly. The sleep room is located in a central area to allow sleeping children to be within hearing range and be closely monitored, but is away from the busy play area. Hygiene practices are embedded in everyday routines. Educators maintain high standards of hygiene and follow procedures to reduce the risk of spreading infectious diseases. All educators follow guidelines in the management of illness and injuries. These are consistently documented and families are always informed.

Healthy eating is promoted throughout the service whereby educators model healthy eating practices and always participate in meal times with the children. Information is provided to families through enrolment pack, handouts, newsletters and conversations. The Preschool visits the local kindergym each term as part of our curriculum to promote strong physical wellbeing and development. A balance of indoor and outdoor experiences are planned to provide children with the opportunity to develop their fine and gross motor skills. Children also have opportunities for quiet, restful experiences and moments.

Due to being an integrated service we have a higher number of educators at any given time. This enables us to have a greater level of supervision. All educators are familiar with each child's needs and work together to provide the best outcome for the child. All educators conduct regular safety checks on the indoor and outdoor area and invacuation /evacuation drills are conducted each term.

# Strengths

- With reference to the three exceeding themes:
1. Practice is embedded in service operations
  2. Practice is informed by critical reflection
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5

Review  
and evaluate

## Quality Area 3: Physical Environment

The outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences in both the built and natural environments. This promotes the development of positive and effective Learning Dispositions. The space provides flexibility to respond to children's individual needs, development, self-initiated play and exploration. Daily outdoor and indoor safety inspections ensure equipment and materials are clean and well maintained at all times. Educators adjust outdoor equipment during the day to ensure the safety and interests of all children are accommodated. The flexibility of the physical environment means that changes can be readily made to encourage children to engage in new learning experiences and in learning experiences which link to their individual goals.

Sustainable practices are embedded in the centre's operation and are consistently promoted in the everyday program. Children are both spontaneously and intentionally exposed to concepts associated with sustainability during the delivery of the program. We have implemented a rainwater tank for watering, compost/worm farm and chickens for food waste and recycling bins indoors to teach children the importance of suitability. The centre also has a vegetable garden to engage children with garden to plate processes. The centre has a Sustainability and Environmental purpose statement.

# Strengths

With reference to the three exceeding themes:

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Review  
and evaluate

## Quality Area 4: Staffing Arrangements

Educator to child ratio is maintained at all times. Educators effectively use their crossover/handover time to communicate relevant information about children, to cover mandatory breaks, to engage in program reflections and to attend to administration tasks. All educators are qualified and regularly undertake training to maintain their qualifications. Educators and leaders participate in professional learning at our fortnightly staff meetings. Educators regularly attend Network Learning Groups. All educators effectively use the EYLF, NQS, RRR and the Code of Ethics to guide their practice.

Educators work collaboratively to provide the best outcome for the children. Educators are respectful and ethical to each other, children and families to create a sense of safety and belonging. Shared responsibility is a strength in our service with children taking on a leadership role through Team Leader. Distributed leadership is evident with each educator taking on greater responsibility with centre management.

Continuity of staff is maintained to provide secure and positive relationships with children and families. The centre has a regular pool of relievers to draw upon and foreseen temporary changes to educators are effectively communicated to families to minimise any disruptions.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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5

Review  
and evaluate

## Quality Area 5: Relationships with Children

Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security, belonging and inclusion. All educators develop relationships with children which consistently reflect the centre's philosophy, policies and procedures and the Early Years Learning Framework. Children's cultural and diverse backgrounds are respected and valued by all educators, with regular learning experiences developed to elicit and celebrate cultural and family diversity.

Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and work with others. Educators are consistently available to support and guide children in developing important inter-relational skills such as self- and co-regulation, problem solving skills and the ability to resolve conflict. Educators purposefully gather knowledge from families to support individual needs.



# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Review  
and evaluate

## Quality Area 6: Collaborative Partnerships with Families and Communities

There is an effective orientation and enrolment process for families. Families are given an information pack and have an initial meeting with the Principal, before being inducted at the centre with the educators in either the Preschool or Rural Care, to ensure that all relevant information is shared. During these processes, families are invited to share information about their children. This information is used to develop learning experiences, to build relationships and to help create a sense of belonging.

Families are offered a range of opportunities to be actively involved and significantly contribute to service decisions and to decisions pertaining to their child's learning and development. A percentage of families are represented on the Bute Primary school Governing Council. The service has a community member that regularly volunteers. Family involvement is noted in the newsletter. Families are welcomed to contribute to the program eg. a mum bringing a new family pet to share with the children. The centre facilitates a fortnightly playgroup which encourages families to build relationships and to also feel a sense of belonging.

Information and feedback is frequently sought throughout the year from surveys conducted with families and children. This information is used in conjunction with other modes of feedback and reflection to inform directions and priorities for improvement at the centre. Families are kept abreast of relevant information, events etc. through a range of avenues including the centre's Facebook page, a joint website with the school and newsletters.

Continuity of learning and transitions are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with the Primary school. Children's dispositions documentation is shared at transition with the Primary School. Integration with the R-2 class occurs throughout the year prior to school, which helps to develop strong foundations for students transitioning into the school. The Preschool students also utilise the Library located in the main building of the school, on a weekly basis.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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5

Review  
and evaluate

## Quality Area 7: Governance and Leadership

The service has a comprehensive induction process for new educators and volunteers. This enables them to become familiar with the expectations for working with children and contribute to sustained quality relationships that facilitate children's learning and development.

The statement of philosophy is reviewed in consultation with educators, families and Governing Council on an annual basis and when there is educator change. The process involves providing information in the newsletter and face-to-face conversations.

Regular Performance Development occurs with all educators. Individual development plans are built collaboratively that provide for continuous improvement. Educators are encouraged to develop individual developmental goals which align with the centres Quality Improvement Plan to ensure a sense of shared responsibility towards our objectives. The self-review record document is used to lead reflective discussions and documentation at regular fortnightly staff meetings. The Quality Improvement Plan is reviewed annually in collaboration with educators, families and the Governing Council. The process occurs through the newsletter and face-to-face conversations.

Administrative systems including policies are maintained to ensure effective operation of the service. Regular staff meetings are held and include the review of policies and a communication book is actioned by educators daily. A policy review schedule is in place and families are included in the policy review process through the newsletter and direct conversations. We use Departmental systems such as HR, STAR (WHS), IRMS and the Early Years System to support us in tasks needed to maintain strong, compliant governance of the centre.

As a result of the amalgamation of the Preschool/Rural Care and the Primary School, the role of an educational leader has been outsourced to ensure educators are supported with planning, programming, assessment and day-to-day practices.

# Quality Improvement Plan for

## Bute Early Learning and Primary School

2020

### Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

### How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

**For further information and advice contact your local education team.**

# Learning Improvement Plan



**1**  
Analyse and prioritise



**2**  
Determine challenge of practice



**3**  
Plan actions for improvement

**Goal 1:** All children will develop and extend their ability to interact verbally and non-verbally to understand and connect with their world.

**Challenge of practice:** If all educators engage in and promote consistent, high quality interactions for all children, then children will develop their ability to communicate effectively.

Actions	NQS links	Timeline	Resources	Responsibility
<p>Educators will develop a shared understanding of TIER 1,2,3 vocabulary through using best advice reference materials and ongoing critical reflections during Staff Meetings. This will be prevalent in both the programming and learning environment.</p> <p>Educators will develop a shared understanding and consistent approach to non-verbal modes of communication (Key Word Signing). Educators will work in partnerships with families to strengthen this approach to communications/interactions.</p> <p>Educators will promote culturally inclusive language / communication within the Centre, including through 'Team Leader' responsibilities, signage throughout the physical environment &amp; through intentional teaching/learning experiences.</p> <p>Educators will work in partnerships with families to promote verbal &amp; non-verbal modes of communication, through the inception of the 'Bute Buddy' program. The 'Bute Buddy' will visit families &amp; return to the Centre to share it's 'communication advent</p>	<p>1.1 1.2 1.3 3.2</p> <p>1.1 1.2 1.3 6.2</p> <p>1.1 1.2 1.3 5.2, 6.2</p> <p>1.1 1.2 1.3 6.2</p>	<p>Initial PD in Term 1. Then ongoing throughout the year.</p> <p>Initial PD in Term 1. Then ongoing throughout the year.</p> <p>Ongoing throughout the year.</p> <p>Ongoing throughout the year.</p>	<p>RRR Critical Reflection Paper (LDAR)</p> <p>Partnerships with families through Newsletter articles, ClassDojo, Parent Workshops etc.</p> <p>ACEO Narungga Reference Books</p> <p>Bute Buddy Letter to families outlining information about this program.</p>	<p>Site Leader / Principal - Will facilitate the PD and Staff Meeting reflections. Educators - Will engage in PD, reflections and implementation of Tier Vocabulary.</p> <p>Site Leader / Principal - Will facilitate the PD and Staff Meeting reflections. Educators - Will engage in PD, reflections and implementation of Key Word Signing.</p> <p>Site Leader / Principal - Will facilitate the PD and Staff Meeting reflections. Educators - Will engage with available resources including working with ACEO</p> <p>Educators - Will collaborate to develop this process and communicate with families. Engage in ongoing reflection / documentation about children's learning.</p>
<b>Success criteria</b>	<p>- Children are using non verbal and/or verbal modes of communication with peers and educators on a daily basis. This includes extended verbal interactions (1-2 word responses to extended sentences (e.g. "My toy" to "This is my new toy." Evidence from pedagogical documentation demonstrates this.</p> <p>- Children are engaging in use of Tier 1, 2 and 3 Vocabulary. Evidence from pedagogical documentation (particularly Floorbooks and Learning Stories capturing children's voice) demonstrates this.</p> <p>- Families are engaged with the Centre and are providing rich communication / language experiences for their children which reflect those used in the Centre. Evidence through the Bute Buddy program.</p>			




# Progress notes



4

Improve practice and monitor impact

**Goal 1:** All children will develop and extend their ability to interact verbally and non-verbally to understand and connect with their world.

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

# Learning Improvement Plan



**1**  
Analyse and prioritise



**2**  
Determine challenge of practice



**3**  
Plan actions for improvement

Goal 2: Goal 2 goes here

Challenge of practice:					
Actions	NQS links	Timeline	Resources	Responsibility	
Success criteria					




# Progress notes



4

Improve practice and monitor impact

## Goal 2: Goal 2 goes here

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








# Progress notes



4

Improve practice and monitor impact

Goal 3: Goal 3 goes here

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

# National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed

# Review and evaluate



5

Review  
and evaluate

All children will develop and extend their ability to interact verbally and non-verbally to understand and connect with their world.

## Learning improvement goal 1:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

# Review and evaluate

Goal 2 goes here

## Learning improvement goal 2:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?



5

Review  
and evaluate

# Review and evaluate

Goal 3 goes here

## Learning improvement goal 3:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

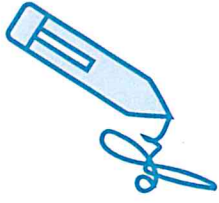
Recommendations: What are the next steps to take?



5

Review  
and evaluate

# Approvals



Approved by director/principal

Richard Hall

02/17/2020

Approved by governing council chairperson

A handwritten signature in blue ink, appearing to read "L. K. King", written inside a rectangular box.

02/17/2020

Approved by education director

Two empty rectangular boxes stacked vertically, intended for the signature and date of the education director.