



Fregon  
Anangu  
Preschool

Quality Improvement Plan 2018

## Service details

<b>Service name</b>	<b>Service approval number</b>	
Fregon Anangu Preschool	SE - 00010363	
<b>Primary contacts at service</b>		
Matt Green Principal		
<b>Physical location of service</b>	<b>Physical location contact details</b>	
Fregon Community APY Lands SA 0872	Telephone	<b>08 89562955</b>
	Mobile	
	Fax	<b>08 89557955</b>
	Email	matt.green828@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>	
Primary contact: DECD Telephone Mobile Fax Email	Name: Matt Green Telephone: 08 89562955 Mobile: 0400 073 702 Fax: 08 89557955 Email:matt.green828@schools.sa.edu.au	
<b>Postal Address</b>		
PMB 132 Alice Springs SA 0872		

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	9.00	9.00	9.00	9.00	9.00		
Closing time	12.00	12.00	12.00	12.00	12.00		

## Additional information about your service

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

Although a part of, and under the Leadership of Fregon Anangu School Principal, the Preschool is not on the school site. It is situated 5 minutes walk to the north of the school.

Parking is available at front of both School and Preschool.

Roads are dirt and often corrugated. 4-wheel driving experience is recommended but not necessary. Rain can cause roads to flood. Check conditions with Ernabella or Mimili Police.

The Pre-school is closed during school holidays, pupil free days and Public Holidays.

As Fregon is in the APY Lands, teachers and leaders are allocated 2 travel days at the beginning and end of each term.

How are the children grouped at your service?

Preschool has children from 3-5 years, including children 5 years of age who are transitioning to school.

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

Nominated Supervisor: Matt Green

Term 1: Ann Marquard

Term 2: Julie Miller

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

## Service statement of philosophy

Please insert your service's statement of philosophy here.

Paramount to our philosophy is the

### **Philosophy of the Pitjantjatjara Yankunytjatjara Education Committee**, which states...

Our children learn from when they are babies growing up together with their families loving and caring for them.

They learn happily and learn best when they are close to their family.

The children are proud when their families praise them for their efforts.

They are willing to try new things and learn happily when it is this way.

#### **In Respect of the Children**

In all our Early Childhood Centres, Programs and Preschools, we want our babies, our toddlers and our Preschool children to be looked after and taught in a caring and thoughtful way so that our children's spirit and body will grow strong and healthy.

#### **In Respect to Families**

The workers in the Family Centres will listen to Anangu ideas and care for the children in the same way as Anangu do.

The people, both Piranpa and Anangu, who work in our Family Centres and Preschools, should work closely with the parents and the extended family so that Anangu ways are kept and taught.

#### **In Respect of the Programme**

Our children need to learn about the two cultures, Piranpa and Anangu.

We want Pitjantjatjara and Yankunytjatjara language supported. It is very important that books in their own language be read to the children and their songs to be sung.

They can also watch DVDs of their traditional dances so they will learn about their culture.

## **In Respect to the Staff**

We also want Educators in the Early Childhood Centres to have proper qualifications to teach young children. The Anangu, who are working in the Centres, will train for their Certificate 3 in Children's Services while they teach. The School Governing Council, School Principal and Anangu Coordinator will carefully oversee the work in the Centres.

Our Current Philosophy Statement is as follows, but please note that, we are refining this in consultation with families and community, and as such have put it as an Improvement Priority.

## **Our Children**

Our children are capable and active learners who are a valued part of their family, their community of Fregon, the APY Lands and the wider Australian society. They have the task of learning to live in two cultures with two languages.

## **Our Vision**

To create an active learning environment that respects the values, culture and knowledge of Fregon children, their families and community and effectively engages them in the planning and decision making processes, which underpin the development of successful, high quality, engaging programs, that will foster in the children positive dispositions for lifelong learning and opportunities to develop to their fullest potential.

## **Our Purpose**

To create an inclusive, nurturing and engaging environment that encourages our children, families and community members to participate, contribute and share in the development of our children to become happy, confident, secure and lifelong learners.

## **Our Principles**

- Every child is valued as an individual but also as an important part of a family, our community and the wider world.
- Families are respected as children's first and most influential teachers.
- Anangu culture and language are supported.
- Every child has a right to a safe, supportive and engaging learning environment.
- Children learn best when they are actively involved and supported in making decisions about their learning.

## **Our Approach**

- A flexible integrated play based program developed from close observation and communication with our children and families.
- Learning environments are rich and stimulating, and empower children to make decisions about their own learning..
- Educators draw on the EYLF Principles and Practice, and continually reflect on and evaluate our practice, to design meaningful programs for Fregon children.

## Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

### Quality Improvement Plan for Quality Area 1



## Summary of strengths for Quality Area 1

### Strengths

- Educators participate in Team Meetings to reflect, discuss and deepen their knowledge and understanding of the Early Years Learning Framework including the Remote Indigenous Professional Development Package, and the National Quality Standards.
- Educators see themselves as learners, always striving to improve our practice, and hence increase outcomes for our children. An Anangu Educator has been appointed and will participate in AEW training in Cert 3 Early Childhood Education and Care studies.
- Consistent routines provide predictability for all children, in particular those suffering trauma and those with special needs. Use of visuals supports this.
- Provision of time in the day for Educators to reflect upon the day and children's learning, with a focus on developing the Anangu Educator's understanding of how the planning cycle can extend children's learning.
- Anangu Educator is attending regularly and is thus able to support children's Home language. She is developing confidence to read Pitjantjatjara books and practicing conversational reading of books in English. She regularly sits with individuals supporting the activity at task.
- Families are encouraged to join in play and support their children's learning, again supporting language, culture and outcomes.
- Piranpa Educator has a reasonable understanding of Pitjantjatjara so is able to acknowledge children's voice and respond in English
- Our Learning Journal is available for all children and visitors to see and is regularly visited and talked over by many.
- Our practice of visually and orally informing families of their children's learning by sharing laminated photos has been successful with some families being responsive and encouraging their children to bring them home. The children regularly and proudly share their Learning Journals with family when they drop in.
- Fregon Preschool's inside and outside learning areas are arranged so as to promote children's agency, and learning equipment is provided for at least 2 weeks so children are able to develop confidence to manipulate and be creative.
- Story Tables promote both English and Pitjantjatjara language and Literacy development. This is a Partnership EY agreement. A project Book is regularly updated to collect data on the involvement and development of story table play.
- The language around dispositions of learning is utilised and understood, to aid understanding of the real learning that is important.

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	H	<ul style="list-style-type: none"> <li>• Employment of AEW to aid children's understanding</li> <li>• Share language of children's dispositions for learning with AEW</li> <li>• Work collaboratively with AEW giving understanding of EYLF planning cycle</li> </ul>	<ul style="list-style-type: none"> <li>• All Educators will be involved in planning</li> <li>• Language of dispositions for learning will be used when talking with children daily</li> <li>• Planning will come from observations and reflections.</li> </ul>	Term 2	
1.1.2	Child Centred	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	H	<ul style="list-style-type: none"> <li>• Involve AEW in developing ILPs</li> <li>• Involve families and talk with children about their strengths, skills, knowledge and desires.</li> <li>• Develop a Parent survey in order to involve and include their contributions</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs developed collaboratively and used to inform planning for individual children</li> <li>• Families will be informed and know their contributions are valued.</li> <li>• Survey conducted and parents feel welcome in the Preschool</li> </ul>	Term 2 and ongoing	
1.1.3	Program Learning Opportunities	All aspects of the program, including routines, are organised in ways that will maximise opportunities for each child's learning.	H	<ul style="list-style-type: none"> <li>• Work with AEW to plan consistent but flexible routines that maximise learning and engagement of children</li> </ul>	<ul style="list-style-type: none"> <li>• Routines will be flexible and allow for children's to complete activities</li> </ul>	Term 2 and ongoing	
1.3.3	Information for Families	Families are informed about the program and the progress of their child	H	Slide show in Foyer. Daily Learning Journal on	<ul style="list-style-type: none"> <li>• Parents will comment on photos.</li> <li>• Children will share</li> </ul>	Term 2	

				display Parent/Family survey – ask for Family involvement Parent Meeting A couch is purchased to make families feel welcome	Learning Journals with Parents <ul style="list-style-type: none"><li>• Survey will find out Parent's aspirations for their children</li><li>• Parents will use couch to read/talk with children and watch them learn</li></ul>		
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## Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>		<b>Each child's health and physical activity is supported and promoted.</b>
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
<b>Standard 2.2</b>		<b>Each child is protected.</b>
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

- Fregon Preschool has an open indoor environment which allows for easy supervision of children by the educators. The indoor 'Quiet Room' also provides areas where children can rest, be observed, and still feel safe and secure.
- Educators are attuned to the needs of all children to ensure their safety and wellbeing and children feel secure to seek the help of Educators when needed.
- The outdoor learning environment provides opportunities for the development of both fine and gross motor skills along with 'safe risks' through use of the natural learning environment and the resources that are set-up. Movement through dance is also a popular part of "Music Time."
- Fregon Preschool staff, with the support of School Leadership, are pro-active in providing and promoting children's health needs, including liaising and working with other services such as CaFHS, Nganampa Health, Australian Hearing and APY Women's Council.
- Our program includes daily hygiene routines of face and hand washing, nose blowing, toileting and teeth brushing. Children are supported to be independent in these by family members, staff and visuals.
- Our Centre has made it easier/welcoming for families to utilise health facilities.
- Children receive freshly cooked nutritious snacks and meals provided by the school.
- Children have independent access to individual drink bottles filled with water.
- Healthy eating and drinking is consistently and actively promoted and information is displayed in both English and Pitjantjatjara for parents to find out more about nutrition for their child.
- Hats are worn at all times when outside and children learn to apply sunscreen before going out.
- Discussions with family around specific needs of children are handled sensitively. When permission is sought for referrals families are kept informed of support available and opportunities for sharing between families and service providers facilitated.
- Design of learning environment and experiences inspired by Reggio Emilia Approach complements SMARTER practice for traumatised children.
- Parents are advised of all accidents/illness as soon as possible and support is given to families to encourage them to take their child to the clinic.

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	H	<ul style="list-style-type: none"> <li>Lights off when children outside</li> <li>Latch on inside of bathroom door</li> <li>Carry mobiles at all times to call for Playgroup educator support</li> <li>AEW employed full-time</li> <li>Positioning of Educator near toilet door</li> </ul>	Children not able to re-enter inside area during outside time Lights off to create a calming atmosphere	Term 2	Latch has been installed. Lights are used only when needed.

## Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

- Inspired by Reggio Emilia we use the environment as the third teacher with intentionally designed spaces to enable children to develop positive relationships with the world around them, themselves and each other.
- This approach also supports SMART practice for traumatised children.
  - Predictable – supporting children’s agency, use of visuals to support daily routines
  - Responsive – able to respond with flexibility, to change play spaces based on children’s needs and interests.
  - Calming – areas are provided for individuals or small groups to relax quietly or enjoy calming music
  - Attuned -provide a range of creative mediums for children to record memories and experiences
  - Engaging - Assist children to rehearse positive social experiences by providing environments to role play.
- We have gathered excellent resources based on children’s interests, which are environmentally friendly, and which offer multiple learning opportunities.
- Many resources are accessible to the children at all times, Indoors and Outdoors, thus providing free choice, multiple ways of expression, and encourage independence of thought.
- We have acquired local artefacts which are also accessible to children during play.
- Appropriate furniture and resources allow for the flexibility of different types of play to suit different learning styles, ages and abilities.
- There is a “Quiet Room” for reading, puzzles, story time or just resting on the cushions.
- Large windows allow light and views to the outside and plants have been introduced to bring nature inside and offer a calm and cooling effect.
- The Outdoor natural Environment has a variety of plants, trees, grass, red dirt, sand and mud for the children to explore. As a new facility the natural elements are still growing/developing.



## Key improvements sought for Quality Area 3

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	Environmentally Responsible	The service supports children to become environmentally responsible	H	<ul style="list-style-type: none"> <li>• Collaborate with RASAC for a Clean Up Day outside PYKU</li> <li>• Purchase children's size reflector work vests</li> <li>• Children learn to scrape lunch scraps into bucket for dogs</li> <li>• Fruit scraps to the worms</li> <li>• Children learn to care for Fish and Worm farm</li> <li>• Always insist on children putting rubbish (tissues) and paper scraps in the bin</li> <li>• Use recycled scraps for craft</li> </ul>	Clean Up Day will be held in June Children will be responsible for their own food scraps and rubbish	Term 2	

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

### Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	<b>Staffing arrangements enhance children's learning and development.</b>	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Standard 4.2	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

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#### Strengths

- Educators demonstrate they are lifelong learners by willingly participating in informal conversations about children's learning, more formal discussions at meetings, and professional development opportunities.
  - Time is allocated in the week for Team Meetings to discuss the EYLF, our practice and pedagogy, planning of special events, and strategies for improvement.
  - Anangu Educators suggest ideas and strategies to ensure culture is supported in the program.
  - Educators attend school staff meetings to remain connected and informed about the school.
  - Preschool and Playgroup educator collaborate and meet regularly with school Principal.
  - Professional development is available to all staff to build capacity and develop confidence.
  - Our Educators are supportive of each other and recognise the different strengths and knowledge we each bring to our children.
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## Key improvements sought for Quality Area 4

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Organisation of Educators	Supporting Children's Learning and Development	H	Liase with Matt Employ a Full-Time AEW for supervision and engagement in children's first language. Children will have two educators to support them. Flexibility to have supervision in several areas – inside/outside, Different learning stations Seek family involvement to aid Anangu voice.	AEW attending every day  Children have support in Pitjantjatjara and English  Set up different stations supervised by two staff.  AEW helps to implement the program.  Families are involved.	Term 2	
4.1.2	Continuity of staff	Continuity of like- minded Staff to ensure no radical changes.	H	Children develop good relationships with staff and confidence in their learning	Children will be familiar with staff and understand their expectations	Term 2	

# Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

## Quality Area 5: Standards and elements

<b>Standard 5.1</b>		
<b>Respectful and equitable relationships are maintained with each child.</b>		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>		
<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

- A compassionate and responsive environment in our Centre helps each family feel welcome and comfortable in the knowledge their children will be safe and valued as an individual. This leads to the children themselves trusting they will be safe and respected. Families appreciate being able to join in with their children's learning and this again contributes to their children's sense of Belonging and wellbeing.
- Educators strive to have meaningful interactions with each child every session.
- With the intentional planning of environments to cater for different interests and needs, children feel valued and want to share their discoveries, creations, time and learning with the educators.
- Educators are willing to seek help and advice when faced with difficult behaviours, so outcomes for all children will be positive. Time is freely spent developing specific materials to support children to manage their behaviour and learn how to communicate effectively.
- Piranpa Educators are involved with families in the community outside of school hours, building friendships and learning Anangu way. This shows the children their culture is respected and valued.
- This has created a comfortable opportunity for parents/ families and staff to have discussions about the children and their development, whilst building and strengthening positive relationships.
- Piranpa Educator respects and values the knowledge about children and families that the Anangu educator is able to share.
- There is support and collaboration between the Preschool and School for the transition of children starting school, to continue the sense of Belonging and confidence that children develop within the Preschool.
- There is also support and collaboration between the Playgroup and Preschool staff with coming together for particular activities and sharing of resources and ideas.
- Transition of the three year olds happens when carer brings the child over to join in with Preschool activities, allowing the child to build a relationship with the Piranpa educator in a supported environment.

## Key improvements sought for Quality Area 5

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Positive educator to child interactions	As a new educator this term I will strive to build positive relationships with the Families and their children	H	Greetings each morning.  Returning children home on the bus- a time to inform parents of progress, to communicate with children.  Plan weekly walks into the Community and down the creek on Fridays.  Plan at least one Bush Trip this term with Parents invited <ul style="list-style-type: none"> <li>- Maku</li> <li>- Collect branches for wiltja</li> </ul>	Children respond with the appropriate greetings.       Weekly walks on Fridays are enjoyed and children understand expectations. Stories in the sand with parental help, collection of flowers, and other things for our nature table.  Bush Trip has been a success – photos and learning opportunities have been entered into Learning Journals.	Term 2       Term 2	
5.2.1	Collaborative learning	To support Children in their learning, working and playing together -that they learn from and help each other	H	Model the behaviour and acknowledge the children when they are demonstrating it.  Positive and meaningful group activities. Eg. Large group drawing mural.	Children are sharing the materials.  They are communicating ideas to each other eg cubby-house making  Group Art sessions giving children a sense of collective involvement and achievement		

## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.



## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

- Educators are involved with families outside of school participating in community and family activities, such as going on bush picnics, visiting homelands, attending and participating in funeral services. Reciprocal visits to the Piranpa Educator's home show communication is flowing both ways.
- A willingness to communicate in Pitjantjatjara by the Piranpa Educator is appreciated by families and community.
- A welcoming environment to encourage parents to stay and participate, or talk with the Educators about their children's learning has been established.
- Families of children who are transitioning from Playgroup to Preschool are already familiar with the Educators and the facility, having participated in combined events.
- Photos of children's experiences and learning at Preschool are displayed on a digital screen in the entrance foyer as well as in our Learning Journal, also in the foyer for all to see and read.
- Individual photos of children are shared with families to help explain children's learning, so families feel connected, and their insights are offered.
- Bus drop offs at the end of the session is another way the Educators are able to connect with families to gather and share information.
- Families are invited to Family Nights, BBQs and Malu Wipu Lunches where informal discussions about our program are possible. This format encourages greater participation.
- Notices about Preschool events are displayed in the entrance to the building and in other community facilities. These notices are written in both languages, when possible, to respect and encourage literacy in both.
- Other Service Providers and Community are able to display appropriate information about family health and well-being on our boards when permission is sought.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	H	<p>Conduct a parent survey, to find out parent strengths and what they will feel comfortable contributing to the program.</p> <p>A place where they feel welcome to come and take part and observe their children's learning and progress.</p>	<p>Survey has been collated and information taken on board.</p> <p>Parent feels confident that their knowledge and skills are valued.</p> <p>A two seater couch has been purchased. Parents use this to observe the learning, progress of their child.</p> <p>Reading on the couch, a quiet time with their child away from community distractions.</p>	Term 2	
6.1.2	Parents views are respected and incorporated	The expertise, culture, values and beliefs of families are respected and families share in decision making about their child's learning and wellbeing.	H	<p>Invitation to Parent Meetings.</p> <p>Families as First Teachers – use of available resources and support.</p>	<p>The development of an inclusive, nurturing and engaging program.</p> <p>Anangu Language and culture are supported.</p> <p>Painting, bush trips, stories in the sand are supported by parents.</p> <p>Collaborate with Playgroup families.</p>		

## Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>		<b>Governance supports the operation of a quality service.</b>
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>Standard 7.2</b>		<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

- There is commitment to continuous improvement which is reflected in the participation of Educators in Professional Development, whether it is part of a certified course or an ongoing process of personal learning.
- Regular times are provided for individual training and whole staff reflection/evaluation on our program and strategies for improvement discussed.
- Preschool Educators have used the RRR document (Relationships and Environment scales) to reflect on and make improvements.
- The Principal visits the Preschool regularly to observe and participate in learning with the children.
- The Principal recognises and values individual staff member's strengths and contributions to the whole school.
- Leadership encourages and supports opportunities for professional growth.
- The Principal and Admin SSO support enable effective record keeping on the EYS system and of the Preschool budget.



## Notes

- The Fregon Preschool has a unique circumstance this year, as the Early Years Coordinator Maxine Whitehill is on Leave. In Term 1 the educator was Ann Marquard, and in Term 2 the position is being covered by Julie Miller.
- The ongoing educator position in the Playgroup is Larissa Pilgrim who has provided continuing support to the new educator to enable a smooth transition of the program.
- The QIP document has been a collaboration of the two educators as we meet and discuss regularly the areas of improvement we want to focus on.
- The 2017 QIP has been referred to, acknowledged and areas of improvement continued.
- It is understood that the QIP is an evolving document and as such the areas of focus may alter as circumstances change.