

2023

Quality Improvement Plan for Fregon Anangu Preschool

Site number:

1580



Service name

Fregon Anangu Preschool

Service address

Click or tap here to enter text.

Service approval number

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Acknowledgment of Country

We acknowledge the Anangu 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.

Service context

Fregon is located in the far northwest of South Australia in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. The family centre is not located on the same site as the school, it is situated about a 5-minute walk north of the school. However, the family centre is under the leadership of the Fregon Anangu School Principal. Parking is available at the front of the family centre.

The roads in and around Fregon are dirt and corrugated. A 4-wheel drive course is required prior to working on the APY Lands. Rain can cause roads to flood. Check conditions with Ernabella or Mimili Police.

Daily sessions are scheduled from 8:30am - 12:00pm Monday to Friday during the summer and 9-12:30pm during the winter. The Preschool caters for children aged 3-5 years. In 2023 the preschool currently has 10 Anangu children enrolled, with an expected three more to be enrolled during term 1. Due to transiency numbers within the centre will vary. Playgroup is run alongside the preschool. Transitions for new three-year-old children occurs prior to their birthday, similarly during term four children transitioning into school will attend a series of visits to the school. The first language of the children is Pitjantjatjara, with English as a second language.

The preschool 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.

The Preschool teacher is supported by an Anangu Educator (AE) during session times.

Nominated Supervisor: Matt Green

Preschool Teacher: Dayna Dolling

Student Support Officer: Tori Peart

Anangu Educators: Francine Sandimar

Statement of Philosophy

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

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

Quality Area 1: Educational Program and Practice

- Relationships are deeply valued with families and community. We provide an open-door policy where Anangu feel comfortable communicating with Piranpa staff, supporting staff and children and being involved in the weekly program.
- Families are encouraged to join in play with their children, supporting language, culture, and outcomes. - Piranpa Educator has a reasonable understanding of Pitjantjatjara so is able to acknowledge children's voice and respond by modelling in English. Family discussions inform planning of what Anangu families would like to see in the preschool.
- Planning is based on children's current interests and each week each child has an activity planned for them based on their interests from the week before. Weekly planning is based on the Early Years Learning Framework and the Literacy and Numeracy Indicators.
- We have a new staffing group this year all of whom participate in team reflections and develop themselves as educators and learners, always striving to improve their practice, and hence improve outcomes for our children.
- They attend fortnightly Early Years Staff meetings to review PQIP progress and plan against the actions of the PQIP.
- Attendance is high and consistent and is reflected in community valuing the preschool service.
- Consistent predictable routines are evident within the program and are displayed using visuals to convey meaning for EAL/D children.
- Learning journals are available for all children, families, and visitors to view and engage with regularly.
- Families have access to a SeeSaw journal at the end of each term. Scrapbooks are provided for families to document and reflect on their child's learning.
- Fregon Preschool's inside and outside learning areas are arranged to promote children's agency, and learning equipment is provided for at least a week so children can develop confidence to manipulate and be creative.

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Quality Area 2: Children's Health and Safety

- Educators are aware of the needs of the children, ensuring their safety and wellbeing.
- Educators follow an open door policy where they are not alone with children in a closed room nor are children in closed rooms by themselves.
- Educators recognise the importance of children's health and meet with Nganmpa Health, Australian Hearing, Behaviour Coach, Speech Pathologists and NPY Women's Council to further support educational outcomes.
- The preschool teacher has a current first aid training and there is first aid equipment available in the kitchen area which is accessible to all staff.
- Educators stay informed about children's health and medical conditions and records are kept of individual students health needs. The centre's enrolment forms identify whether there are any underlying medical conditions which are known to families and caregivers. All known allergies are displayed within the centre.

- Daily checks of all environments are carried out by educators ensuring there are no risks within the designated areas.
- The learning environment provides opportunities for children to take 'safe risks' and for the exploration of loose parts. Indoor and Outdoor times are reversed when the seasons change.
- 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.

- Children receive nutritious snacks and meals that are provided by the school. Children are encouraged to drink water regularly and have individual drink bottles and there is a drinking fountain located outside. Children partake in weekly cooking sessions. Children have access to a range of different fruits at fruit time and are encouraged to try new fruits and foods which supports oral language development.
Healthy eating and drinking posters are displayed and parents are encouraged to keep unhealthy food out of the centre. Parents are encouraged to model healthy eating practices with their children. Phoebe from NPY Women's council visits regularly to do healthy cooking sessions with families.

- 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. 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.

- Both children and staff always wear hats when outside and children learn to apply sunscreen before going out.

Strengths

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Quality Area 3: Physical Environment

- The environment is inspired by Reggio Emilia so 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.
- We follow the SMART trauma informed practice for teaching and learning. 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 resources based on children’s interests, which are environmentally friendly, and which offer multiple learning opportunities. Resources are varied and responsive to their interests. We have acquired cultural artefacts which are also accessible to children and support their learning in both ways.
- 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, story time and self regulating so they can identify calmness within their bodies.
- 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 plants, trees, grass, red dirt, sand and mud for the children to explore. Planter boxes provide areas for growing/caring for edible plants which are used in cooking, also sensory and colourful plants. There is a tap to add water and extend play experiences.
- Cleaning practices keep the centre safe and clean. Preschool Educators consistently audit both indoor and outdoor environments ensuring that all materials are fit for purpose, causing no harm to those intending to use it.
- Sensory based learning opportunities are provided regularly and accessible to all children in recognition of the importance of messy / risky play.

Strengths

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Quality Area 4: Staffing Arrangements

- Fregon family centre recognises that staffing is essential to the quality learning outcomes for EAL/D children.
- The centre is staffed by a preschool teacher, Anangu educator and an SSO.

- It is integral to have Anangu Educators to support the feeling of belonging as well as cultural knowledge and communication through first language. Anangu Educators are active participants in the teaching of children. Anangu Educators are informally involved in the planning process. Anangu Educator suggestions are valued and implemented.

- Early Years staff consider themselves lifelong learners, always willing to learn from others and participate in informal conversations about children's learning, more formal discussions at meetings, and professional development opportunities.

- All educators support one another, working together as a team by using each other's strengths.

- Fortnightly meetings focus on our practice, pedagogy, strategies for improvement and planning of events.

Strengths

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Quality Area 5: Relationships with Children

- A compassionate and responsive environment allows each family to feel welcome and comfortable. Families trust that their children will be safe and valued as an individual.
- Families appreciate being able to join in with their children's learning and this contributes to their children's sense of belonging and wellbeing. Educators strive to have meaningful interactions with each child every session.
- Educators intentionally plan the 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 show empathy and compassion for children to support their emotional wellbeing.
- Educators are willing to seek help and advice when faced with difficult behaviours, so outcomes for all children will be positive.
- All educators develop 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 and creates opportunities for discussions about children and their development. Piranpa educators respect and value the knowledge that families bring about their children.
- The Preschool children have visits to the school to support with their transition to school. There is support and collaboration between the playgroup and preschool staff with shared activities.
- Collaboration includes daily reflections between the preschool and playgroup staff.

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

Quality Area 6: Collaborative Partnerships with Families and Communities

- Fregon Family Centre is a welcoming environment for all families, children and the wider community. Families and children are welcomed upon arrival and are encouraged to stay with their children as appropriate.
- Family and community engagement is valued within the centre. Educators regularly communicate with families by sharing positive stories, seeking opinions and advice on the current program. Families are supported through the preschool via sharing of information through digital platforms. Children's learning is displayed within the centre. Seesaw is the preferred choice to connect families and to provide a journal of the child's learning at the end of each term.
- Families of children who are transitioning from playgroup to preschool are already familiar with the educators and the facility, having participated in combined events, attended assemblies and regular learning on country.
- All early years educators understand and value Anangu culture and demonstrate a willingness to learn and communicate in Pitjantjatjara. The centre engages in learning on country every week during term two and three where family members and community are encouraged to participate.
- The preschool regularly interacts with different services to aid the health and wellbeing of our children and families. These services include:
 - The Clinic
 - NPY Nutritionist – Weekly cooking programs with families and children
 - Flinders University Hearing
 - Australian Hearing
 - Behaviour Coach
 - Speech Pathologist

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 7: Governance and Leadership

- Governing Council and educators develop all site policies and procedures to ensure strong ownership of the content and intent.
- Policies are stored in hard copy at the site and are accessible to families and staff.
- When new educators join the Fregon team documented screening processes are followed and an induction including tour of preschool facilities, information about processes, routines and systems, children's health and cultural needs are explained.
- Data that tracks learning growth for each child is part of our daily practice. These records are archived, stored appropriately on our site and copies are made available during transition when children move to Junior Primary - EMS System monitors attendance, in conjunction with staff, student and family sign in books.
- All staff contribute to curriculum and the coordination of the learning program, promoting a sense of ownership and individual accountability. A task board on the wall ensures all staff are aware of actions that need to be completed and follow through with responsibilities they nominate to complete.
- Preschool educators have opportunities to regularly attend training and up to date professional development sessions in line with PQIP priorities.
- Leadership ensure compliance with ACEQA self-assessment tool and Preschool Compliance Checklist.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Fregon Anangu Preschool

Goal 1: To increase children’s communication skills with a focus on oral language.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we create child centred, play-based learning opportunities that promote back and forth sustained conversations in Standard Australian English & Pitjantjatjara we will see increase in communication.

Success Criteria (what children know, do, and understand):

We will see children ..

LEAP LEVEL 1

LISTENING- understanding routines and instructions

- listening and turning towards the speaker
- following single simple instructions

INTERACTING – 1:1 or small groups

- greeting /responding verbally in Standard Australian English or Pitjantjatjara
- responding to basic questions

SPEAKING- statements, questions and commands

- using single words with appropriate actions to convey meaning







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<ul style="list-style-type: none"> • Develop staff understanding about play based learning and oral language development. 	1.3.2	Term 1 Week 6 EY PD	EY Teacher + Staff Leadership	DfE Intentional Teaching Leading Practice paper 2 DfE Supporting Purposeful Play


Click or tap here to enter text.	1.1.2 1.2.1 1.2.2 1.2.3	T1-T4	Teacher SSO AE	Weekly planer ECL Team PLC EYLF Outcome 5
Teachers will engage in Lisa Burman professional development - Playful Literacy	7.2.3	By End of term 2	Teachers	Allocated time to engage PD
Collect samples of intentional oral language to fulfil children's purpose, compare growth over time.	1.3.1 1.3.2	Weekly individual samples Review week 5 and 10 Termly	Teacher SSO AE	Talk, Play, Read document
Educators regularly share children's progress with families carers.	1.3.3	Ongoing	Teacher SSO AE	Floor book One Plan Daily conversations SeeSaw
Work towards National Quality Framework compliance	7.1.2 7.2.1	Ongoing	Principal Preschool Teacher ECL Support	ACECQA Self-assessment tool Preschool compliance checklist

Goal 1: To increase children’s communication skills with a focus on oral language.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
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Goal 1: To increase children’s communication skills with a focus on oral language.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Fregon Anangu
Preschool

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

Success Criteria (what children know, do, and understand):


Click or tap here to enter text.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
<p>Click or tap here to enter text.</p>	<p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Click or tap here to enter text.

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Enablers: What factors have been critical for success?

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Team Meetings	4.1.1 4.2.1 4.2.2	Schedule Meetings	Twice a term (week 5 & 10) – Principal Termly – EY Leader	ACECQA Self-Assessment Tool Preschool compliance checklist	EY Teacher Principal EY Leader
Collaborative partnerships with families and communities	6.1.1 6.1.2	Survey for families Picture books Families to pick out activities & suggest learning ideas	Termly	Recording Materials Displays	EY Teacher EY SSO AE
Critical Reflection Assessment & Planning	1.3.1 1.3.2	EY Team Meeting	Fortnightly	Scheduling time	EY Teacher EY SSO AE
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Team Meetings	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Collaborative partnerships with families and communities	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Critical Reflection Assessment & Planning	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Sharon Diglio
Date Friday, 24 February 2023

Signature:

Endorsed by governing council chairperson

Name Goodwin Phillipus
Date Friday, 24 February 2023

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education