

Quality Improvement Plan for

Koonibba Preschool

2021



Service name

Koonibba School Based Preschool

Service approval number

SE-00010547

Acknowledgement of Country

We acknowledge the Wirangu, Mirning and Kokatha 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

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

- Koonibba is located 42 kilometres west of Ceduna. A school based preschool (with enrollment of 3-5 year olds) operates 4 mornings a week and the School (with R-7 enrollments) operates 3 classes. All of the buildings are situated on the same site and link together regularly through shared activities such as term assemblies, excursions, sports day and other special events.
- All of the families live in Koonibba which was formerly established as an Aboriginal mission in 1901. The main aboriginal groups who live in the community are the Wirangu, Mirning and Kokatha. The Koonibba Aboriginal Community Council Inc. has the responsibility for the overall running of the community.
- Koonibba has few employment opportunities. Ceduna is main service town and there is some transience by families between the two locations.
- There is a 0.6 pre-school teacher who also works 0.4 in the R-7 setting.
- There are currently 2 school services officers working in the preschool centre
- The children attend preschool in the morning and go to the childcare centre for the afternoon.
- The children have lunch at the childcare centre.
- There are 4 pupil free days and 1 closure day per year in line with the R-7 section of the school
- The preschool building was built in 2010 under the 'Building the Education Revolution'. There is parking at school.
- The site capacity is 15 children and is classified by the Department for Education as a Category 1 rural and remote preschool.
- All of the children walk to and from school with parents/careers
- Currently there are 10 children in the preschool. 4 will transition to school at the beginning of 2021.

Context

Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab

Koonibba preschool provides a safe, healthy and caring environment which supports Aboriginal culture, life styles and child rearing practices by recognising parents and extended families. We acknowledge and respect the cultural heritage that each child, extended family and staff bring to the Preschool.

We believe:

All children should be valued and respected as unique capable individuals who make personal decisions involved with their own learning environment. Diversity must be acknowledged and celebrated

Children need differentiated programs to ensure goals are set and achievable.

Extended families, and staff members are contributing partners in children's learning.

Each child can develop skills to effectively communicate their understandings of the world around them.

Children actively explore their own culture and others, through play.

Therefore we :

Encourage children to use their natural curiosity to notice and investigate the world around them.

Work together with children and families to create opportunities for children to use all of their senses to construct meaning and express their understanding of the world around them.

Celebrate diversity and inclusion to ensure all children have differentiated programs to support EQUITY for every child.

Plan for learning by reflecting upon, listening to and observing children in a variety of contexts.

Stretch children's thinking towards further possibilities.

· Have opportunities to represent and celebrate each child's culture and learning in a variety of ways.

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

Throughout 2020, there has been a focus on developing strong routines to support children's learning. Routines are consistent and predictable and also allow for some flexibility and support children's sense of belonging and feeling safe and secure.

Play is the primary vehicle for learning and the set up of the environment is carefully considered to allow for familiarity as well as challenge. A variety of experiences are provided, based on children's interests and needs. Regular observation of children is used to reflect on and plan future learning experiences. We use a cycle of planning and reflection to ensure we are catering for individual children's needs. A fortnightly program is displayed, along with photos for families to see what children have been learning at preschool. Children have individual folders where drawings and photos/learning stories are kept. Children often choose to look at these and reflect on their learning with educators and each other. Regular learning stories are sent home to provide information to families about children's learning.

In 2020, Koonibba Preschool has maintained a strong focus on improving oral language development. Nursery rhymes and songs have been incorporated into the daily program to improve children's phonological awareness. A commitment to promote positive reading behaviours has included providing reading areas both inside the Preschool and also in the outdoor space. The children are read to and with every day. Children are demonstrating an increased interest in books and this has resulted in every child being aware of some critical concepts of print including the understanding that texts are read from left to right and that all symbols convey meaning. In term 4, Middle Primary students came into the preschool to increase the sharing of books with children., which will be developed further in 2021. The Books in Homes program assists with continuing interest in books with children showing increased interest in choosing books for themselves to take home.

Strengths

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Quality Area 2: Children's Health and Safety

The Koonibba Preschool's enrolment process identifies any health problems and special food requirements required by individual children. The information is shared among the entire staff. If any child needs special considerations or care, all details are clearly outlined below a photograph of the child and that information is prominently displayed in the Preschool.

The staff regularly discuss the importance of good hygiene with the children and supervise as they clean their hands. Handwashing techniques are modelled to children and children are supervised when washing hands before fruit and cooking experiences to ensure they are washing their hands effectively. Fruit has been served by an adult due to COVID requirements.

Yadu Health conduct health screenings of all children each year and regular ear Health checks are conducted.

The children are expected to wash their faces to protect their eyesight. Effective nose blowing is taught and monitored to protect the children's hearing. Communication between the families and the educators includes any concerns regarding the children's health including runny noses as the educators actively seek to promote the importance of healthy eyes and nasal passages. Dental hygiene is also a priority and the children brush their teeth daily after their healthy snack time. The tooth brushes are regularly replaced to ensure the bristles are of high quality. Regular discussions are held about the importance of healthy eating and they know the importance of drinking water throughout the day. They are also reminded to monitor their body temperature and to wear appropriate layers of clothing. Books promoting kindness, happiness, positive conflict resolution strategies and the importance of a sensible bedtime have helped the children to become calm and co-operation. Family members support this statement.

Daily movement between the Preschool and the Childcare Centre is instigated and organised through a series of songs and routines which protect the children and teach them road safety rules. The children wear hats and high visibility vests which they collect independently. They understand that the vests help other road users to spot them as they walk to childcare. Every day the children are advised to stay away any dogs they may encounter on their way to lunch at the neighbouring childcare centre. The children have a basic understanding that some dogs may harm them and that some dogs are unclean and may be infected with worms. There are conversations centred on the children being careful not to step on sharp objects on the way to Childcare. There is broken glass on the ground and countless sharp rocks and prickles. Some of the children do not wear their shoes to Preschool and are barefooted in the community. The importance of looking out for hazards is regularly communicated with children.

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Quality Area 3: Physical Environment

The Koonibba Preschool has a physical environment which is flexible and celebrates the nature play area in the outdoor space.

The layout of the indoor spaces is changed in accordance with the children's needs and interests. Displays promote learning and are determined by a process of reflection. Collaboration between the educators includes discussions related to the effectiveness of established provocations, learning stations and the staff freely exchange ideas about possible improvements to engage the children and promote further learning.

Where appropriate it is encouraged to promote personal growth especially in relation to building children's resilience, persistence and creativity. As the Preschool is school based, it has access to a large oval, soft fall play space, a pine tree area and several playgrounds which are used to expand the children's horizons and to provide a variety of play and challenging experiences. Together with the nature play area and the other spaces in the Preschool outdoors, this provides a huge range of open-air activities for our children.

The children demonstrate a real sense of pride and ownership of both the indoor and outdoor areas. They are responsible for keeping both areas in a safe and clean condition and are eager and competent using their own tools, including brooms, a mop and spades to maintain each space.

Resources are displayed to encourage access by children and are used by children with creativity. Children's interests are represented throughout the indoor and outdoor spaces. Large photographs are displayed to celebrate children's learning and to encourage them to revisit learning and talk about their experiences.

Family members have contributed resources to be used in the Preschool and on occasions they have aided the educators to construct new equipment. At the beginning of the year a verbal survey was conducted which indicated the many families hoped the Preschool could provide more tricycles and water play. As a consequence, we invested in a 'Tuk Tuk' bike which can be ridden by three children and a 2nd bike which carries two. We have also purchased a large water table and a double sided transparent easel which has enabled more interesting sensory play and painting.

Strengths

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and evaluate

Quality Area 4: Staffing Arrangements

In Koonibba Preschool every staff member has strong background knowledge of child development and experience in, Early Childhood Education. The Preschool is also staffed by 2 support staff who are from the local community. Both have been Early Childhood Educators for many years and have earned their Certificate 3 qualifications. The support staff are well known to the children who are all closely related to one another. This has ensured that the children transition easily into Preschool life and feel very safe and secure. There is strong continuity in the support staff service which enables the Preschool to function well despite any turnover in the Lead teaching staff.

One of the great strengths of Koonibba Preschool is a close partnership between the Junior Primary staff and the Preschool has benefited the children in many ways throughout the year. Examples include,

- 1) integrated play with a larger group of children and educators
 - 2) peer scaffolding
 - 3) ample opportunities to become familiar with school expectations, routines, resources and learning spaces
- As the Preschool is School based, fluid staffing arrangements have ensured that any absences by Preschool staff are adequately covered by teachers who understand the Preschool routines and are well known by the children.

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Review
and evaluate

Quality Area 5: Relationships with Children

Strong relationships between educators and children are fostered. Educators value each child and engage in meaningful and responsive interactions to build trusting relationships and assist each child to feel secure and a sense of belonging. The planning of the environment is carefully considered to facilitate positive relationships. The inside and outside environments are set up before children arrive, allowing staff to engage with children in a calm manner as they arrive. The physical environment is set up to allow choice and for solitary play, small and large group play, quiet play and active play. The ideas and interests of children are considered and included in planning.

Staff consistently support children to know their rights and those of others. All preschool staff undertook training in Strategies for Managing Abuse Related Trauma (SMART practices) and Restorative Practices (2 day training) early in 2020 and implement strategies from these trainings when building relationships with children. Children are encouraged to listen to each other and resolve conflicts with support always available from staff if necessary. High priority is given to developing communication skills and with the support of Speech Pathologists the use of key word signs and PODD have been incorporated to assist children to communicate. Developing oral language is a focus for all children and educators model the use of respectful communication and engage in regular conversation with children.

A major strength of Koonibba Preschool is that trusting relationship have formed between the support staff and the children before they even begin Preschool. All children are from the local Aboriginal community. The children and SSO are quite closely related to one another or bound by extended family connection. The children regularly play together outside of preschool. This strong knowledge of children enhances the quality of interactions within the preschool. Knowledge of what is happening in the community and possible impacts on children is also readily shared. Relationship building begins before enrolment in preschool at Koonibba as younger children attend childcare in the afternoon with the preschool children and the teacher is a familiar face through the daily drop offs. The Preschool SSO works at the childcare centre in the afternoon and children are very familiar with her and the other children when they begin preschool. As the children are comfortable in each others company, peer group scaffolding is constant. The children often engage in group play and celebrate each other's achievements, building on their shared strengths.

Strengths

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Review
and evaluate

Quality Area 6: Collaborative Partnerships with Families and Communities

When the children are enrolled, the Preschool staff learn as much as they can about the family's aspirations for their children and are careful to explain the workings of the Preschool and also the enrolment procedure. Families are given a Jumper and T-shirt, hat and drink bottle for each child and they are informed that 100% attendance is rewarded with a spending voucher at the end of each term. For some of our families the enrolment documents can be overwhelming. The staff provides support them in a sensitive manner and as they tour the facility, begin the professional relationship building critical for the children's wellbeing. During daily drop off times the educators raise any concerns they have about the children and inquire about how the children and the family have been, particularly after a child has been absent. Any important information is shared between the staff and the school Principal is kept updated during both informal and conversations and meetings and this Leadership team works collaboratively with support services and families when interventions are necessary for any child.

The planning book is prominently displayed at the entrance of the Preschool and family members often look at the outline of the week's activities. They also enjoy looking through the annotated photographic evidence of the children's learning with the children and the educators. Staff are eager to explain what is happening in the Preschool and how it benefits the children.

Strengths

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5

Review
and evaluate

Quality Area 7: Governance and Leadership

Koonibba Aboriginal School has a governing Council, inclusive of the pre-school.

Staff meetings, including planned professional development opportunities, are held every Tuesday afternoon, commencing at 3:15pm.

The pre-school teacher and the principal meet weekly

The school based Well-being coordinator also supports the pre-school environment

The weekly Preschool planning cycle is displayed in the programming book and is outlined for all staff to access. The observations and the collection of the digital evidence which underpins future planning is the responsibility of the entire staff who contribute using individual Ipads to make their recordings. The teacher makes weekly reviews and collaborates with the whole staff in a culture of group and individual reflective practices. The support staff are fully trained and continuity of service ensures smooth running of the daily business of the Preschool.

Quality Improvement Plan for

Koonibba Preschool

2021

Includes:

- Learning Improvement goals
- National Quality Framework priorities

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

To improve children's verbal communication skills to support their ability to share their ideas
Goal 1: with increasing levels of clarity.

Challenge of practice:

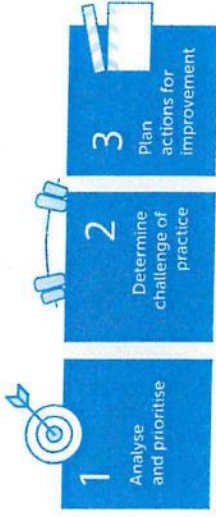
If we implement effective teaching strategies that scaffold speaking skills through book reading experiences then children will improve their ability to share their ideas with increased level of clarity.

Actions	NQS links	Timeline	Resources	Responsibility
Increase educators understandings of oral (spoken) language development and evidence based teaching strategies that support children's speaking skills and the ability to express their ideas.	1.1, 1.2, 1.3	Beginning Term 1, 2021, ongoing	Literacy guidebook, Universally Speaking, Linguistics Communication milestones	Preschool teacher, Speech Pathologist
Incorporate book reading into the daily program and apply evidence based strategies to scaffold children's spoken language development.	1.1, 1.2, 1.3	Term 1, ongoing	Literacy guidebook, Books - inside and outside, Project Officer Learning Improvement.	Preschool teacher
Teacher to explore formative assessment processes and consider how to effectively incorporate into teaching and learning cycle.	1.1, 1.2, 1.3	Beginning Term 1, 2021, ongoing	LDAR, National Literacy Learning Progressions, PASM, Oral Language Recording Framework	Preschool teacher
Explore teaching strategies that scaffold children's speaking skills	1.1, 1.2	Beginning Term 1, 2021	EAL/D Hub, Talk, Play, Read, ABC and beyond	Preschool teacher
Success criteria	Increased oral communication skills (tracked through National Literacy learning progressions and Oral Language Recording Framework).			

Learning Improvement Plan

To improve children's phonological awareness capabilities.

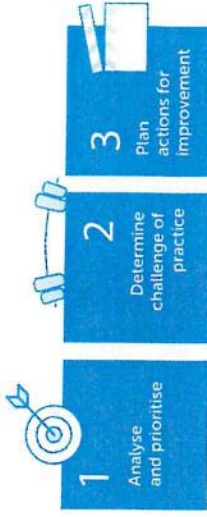
Goal 2:



Challenge of practice: If we purposefully teach phonological awareness using evidence based strategies then children's phonological awareness capabilities will be improved.

Actions	NQS links	Timeline	Resources	Responsibility
Further develop educators knowledge of the developmental continuum of phonological awareness and the importance of phonemic awareness.	1.1, 1.2	Term 1, 2021 ongoing	Literacy guidebook	Preschool Teacher
Teacher will timetable, plan for and incorporate the intentional teaching of phonological awareness skill development in their daily program.	1.1, 1.2	Term 1, ongoing	Literacy guidebook,	Preschool Teacher
Investigate resources and curriculum ideas for teaching phonological awareness skills to explore how they may be incorporated into the curriculum.	1.1, 1.2, 1.3	Term 1, ongoing	Pre-lit training, Heggerty, Literacy guidebook.	Preschool Teacher
Teacher to explore formative assessment processes and consider how to effectively incorporate into teaching and learning cycle.	1.1, 1.2, 1.3	Term 1, Ongoing	PASM, ACARA National Literacy Progressions	Preschool Teacher, SSO
<p>Success criteria</p> <p>Children will identify and reproduce syllables, rhyme and initial sounds. (track using ACARA progressions, PASM)</p>				

Learning Improvement Plan



Goal 3:

Challenge of practice:

Actions	NQS links	Timeline	Resources	Responsibility
<p>1. Review current practice and identify areas for improvement.</p> <p>2. Conduct a needs analysis to determine the challenge of practice.</p> <p>3. Develop a plan of action with specific, measurable, achievable, relevant, and time-bound (SMART) objectives.</p> <p>4. Implement the plan and monitor progress.</p> <p>5. Evaluate the impact of the plan and make adjustments as needed.</p>				
<p>Success criteria</p>				

National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Responsibility
Connecting with families	6.1, 6.2	Regular communication with families about learning in preschool	Term 1, ongoing	Learning stories	Preschool Teacher
		Information sessions for families about storytelling with children and phonological awareness and how they can support children.	Beginning Term 2, 2021	Talk, Play, Read, Books in Homes	Principal and Preschool Teacher
		Invite families to attend sessions at least once per term (morning tea, bush kindly)	Beginning Term 2, 2021		Principal and Preschool Teacher
Art trough to be installed	3.1	Install art trough for cleaning art materials.	Completed by Term 2, 2021		Principal

Approvals



Approved by director/principal

Name

Edwards

Date

17/02/2021

Approved by governing council chairperson

Name

RNO

Date

19/02/2021

Approved by education director

Name

Date