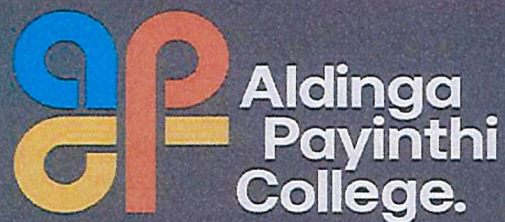


2024

Quality Improvement Plan for

Site number: 5814



Service name

Aldinga Payinthe College Preschool

Service address

150 Quinliven Road Aldinga

Service approval number

SE - 40021222

Acknowledgment of Country

We acknowledge the Kaurna 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

Aldinga Payinthe College Preschool (APCP) is part of a newly established public college, operating from B-8 in the Foundation year 2022, with new secondary year levels being added over time (B-10 in 2024). It is situated within the Fleurieu Peninsula along the spectacular coastline of Port Willunga, Aldinga and Sellicks. Nestled amongst the scrub, wetlands, aquatic reserve and local businesses, Aldinga Payinthe College has a strong connection with the Willunga and Sellicks Hills zone, visible from many areas of the site.

APCP pillars: *Inspire, Connect and Belong*, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. The APC Preschool Quality Improvement Plan is situated within this birth to year 12 context.

We are proud to learn on Kurna land. Together we seek to inspire, connect and belong.

The preschool name was chosen to acknowledge our place within the community, our aspirations as part of a B-12 college and to recognise our first nation's people on whose traditional land the college is built. The Kurna meaning of Payinthe (pronounced Bay-in-DEE) inspires us to look, seek, and be curious with our thinking. This philosophy is reflected in our preschool curriculum, which is grounded in relationships, integrative learning, inclusive practices, purposeful play, critical thinking and a commitment to oral language development.

The preschool design provides a learning environment in which the physical setting is integral to the learning process. It is an innovative and exciting place of learning, offering families education and care, in collaboration with a long day care program run by YMCA.

The preschool started in 2022 with an enrolment of 25 and 1:10 ratio with a full-time teacher and Learning Community Support Officer (LCSO). Along with a preschool program it operates an Inclusive Preschool Program (IPP) with 0.6 teacher and 0.6 LCSO. The preschool started part time again in 2023 with a ratio of 1:11 and, increased to full time with the mid-year intake, with an enrolment of 39. Enrolments continue to remain low due to the college reception and year one capacity. In 2024 it will operate full time with a capacity set by DfE of 33.

Quality collaboration exists with YMCA who run the co-located Early Learning Community (ELC). Regular meetings between leadership and between lead educators support positive relationships amongst staff and quality programs for children. Many young children access both preschool and childcare services and staff share information about children as appropriate e.g. health, medical, behavioural.

Self-Review: In 2023 preschool practices were reviewed using both the Education Standards Board self-assessment tool and the NQS self-review document. Critical analysis of this data alongside parent surveys, AEDC data for our district and evaluation of our 2023 PQIP goal were used to create our 2024 PQIP.

2024 Preschool Priorities: Oral language continues to be a major learning priority, based on increasing knowledge of the community, and research about the significant difference high quality language skills make to learning. Preschool data analysis was based on the Sustained Shared Thinking and Emotional Wellbeing scale (SSTEW Siraj, I. et al, 2015), documentation about each child, documentation of staff meetings and educator reflections. SSTEW data showed significant improvements to sustained shared thinking during 2023.

Statement of Philosophy

We Belong: We seek to create a learning community where *everyone belongs*, children, staff, families, and community. Through belonging we recognise the value of interdependence in our lives. We acknowledge the basis of relationships in defining identities. We acknowledge, throughout life, that *relationships are crucial* to belonging. We are a community. We model social behaviour and language to provide our children with the tools to successfully navigate society. All staff are educators, and through their interactions provide representation of a dynamic and diverse social environment. *Difference is not just valued, it is celebrated.*

We inspire: Our *children are empowered*; they are active, they have a voice. They are engaged in intentional learning through play and making meaning in ways beyond the scope of a traditional learning space. They dig deep into big questions and find ways to impact not only their futures, but also their current situations, environment, and their community. They are the main stakeholders in the decisions and directions of the college. *Together, we explore, discover, challenge, and grow.* We hold *high expectations* and provide high levels of support. We challenge children to develop the knowledge, skills, and dispositions that will positively impact their lives and those around them. We meet our children where they are at and design experiences which progress and augment learning. We build our vision to have room for all, and use our resources, both physical and human, to provide for the learning that is needed.

We connect: We value *connection to our environment* and the site's relationship to the Mount Lofty Hills face. We are proud to be part of this community and connect to local places of environmental and cultural significance. We are privileged to be situated on Kurna Land. We pay respects and seek to progress the work of conciliation on unceded lands. Using language, teaching through narrative, returning to circles and holding tight to [Dadirri](#) is part of our approach. We look for sustainable options, we choose conservation. *We tread lightly.* We develop networks, not hierarchies. We work across birth to year 12, and seek support, guidance and modelling from our peers. We are empowered to make decisions that positively impact the lives of our children and ourselves. We hold ourselves to a high standard and model this in our professional behaviour. We are visible, we are connected to our children, we are supported, we are part of a team. Collectively, we are powerful.

We Seek Beyond. Embedded in our approach, our policies, procedures and learning design, is our promise to *lead with heart and an attitude of abundance*. We have amazing resources to share, and we use them to ensure that children's needs are met or exceeded. We live in abundance, and we want to use this for the benefit of our children, our families, and our community.

To watch our vision video: [Seek Beyond](#)

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

At Aldinga Payinthe College Preschool (APCP) there is intent with everything we do. The educational program and practice is collaboratively developed to engage and challenge all learners.

High quality educators organise a routine that provides uninterrupted time to engage in periods of deep learning with small groups or individuals. Preschool teachers plan specifically for every learner as well as for LCSO's supervision or engagement with children.

APCP drives pedagogical improvement for every educator based on research. Our APCP Pedagogical Framework continues to drive the focus on co-teaching, dialogic teaching, universal design for learning & formative assessment with professional learning throughout the year. Preschool curriculum planning is designed using the new EYLF v 2.0, NQS and the Early Years Planning Cycle [Unpacking the planning cycle.pdf \(cecq.gov.au\)](https://www.cecq.gov.au/Unpacking-the-planning-cycle.pdf).

Utilising the resources across Payinthe, provides access for educators to a wider range of human and physical resources which supports preschool educators in their program and practice. Ongoing employment of non-teaching leadership roles (Principal, Head of Early Years, Director of Digital Pedagogies and Director of Belonging) means greater support to educators with implementing effective change to their program and practice from highly knowledgeable and skilled leaders. For example, working with the Director of Belonging when writing One Plans for children identified with additional needs has increased educators' understanding and ability to write effective and impactful SMARTAR goals along with aligning strategies to achieve them.

The Principal, Deputy and Head of Early Years provides quality leadership, challenge and reflection regularly; meeting with the team to document and **critically** reflect upon plans, pedagogy and learning progress. The planning template for preschool continued to support educators to effectively document plans, as well as prioritise Learning Intentions & Success Criteria, EYLF Principles, Practices & Outcomes, literacy, numeracy, sustainability, and Aboriginal perspectives, all of which were included on the planning template. Regular reflection on learning and pedagogy forms part of educators' documentation. This remains a unique and comprehensive planning template and provides surety that all aspects of teaching and learning are considered and documented regularly. The use of 'learning intentions' and 'success criteria' in preschool has documented the intentionality and accountability of teachers and ensured clear, focussed and intensive teaching resulting in growth for all children, centred around integrative and authentic learner opportunities developed through child voice. Universal Design for Learning (Wakefield, MA. 2018) is a key element of learning design to ensure access for all and is supported through documentation and a solid pedagogical approach. Preschool educators have significantly improved their knowledge of oral language and dialogic teaching practices, implementing playful learning experiences which prioritise phonological awareness.

In preschool the teaching and learning cycle starts with data collection and documentation. This data is collated in a Google doc for shared reflection, analysis, wondering and feedback. Using the observations to inform planning, the co-teaching team then discuss, analyse and reflect together, documenting Summary Reflections for each learner (in the child's google doc file) on learner's strengths and needs to create learning intentions and success criteria which guide planning. Documentation is displayed in the hallways and preschool/IPP walls to invite families to share their thinking and observations of their children. We have had some varying success with family involvement this way and are considering other ways to engage families in this thinking in 2024.

Through observations and analysis, we were able to recognise particular problem-solving skills that our group would benefit from strengthening in order to be more successful in their independent play. Through group times and incidental experiences, we began building a 'toolbox' of problem-solving strategies. One particularly effective strategy is 'negotiating'. By explicitly teaching this process, modelling through different examples and repeated use of the phrase in context, our learners have developed a strong understanding of negotiating. They are applying this with adults, with peers and are able to make choices that are a better fit for them in a variety of different circumstances.

As all planning is part of a flexible, responsive teaching and learning cycle, educators document experiences, and co-reflect on planning to consider efficacy of approach and re-engage in the cycle as necessary until the learning intention is met.

Connection to Kurna people and culture are integral to APCP and our Way of Being and supports educators to teach in meaningful and culturally significant ways. Artworks and design features are embedded across the college. To learn more view: [Connect, view our hidden artworks](#). Aboriginal Ways of Teaching and Learning are part of the Pedagogical framework and guide pedagogy. This documentation was developed with support from local elder Allan Sumner and Elaine Magias, and from research including *TALK, PLAY, READ A resource for young Aboriginal children's literacy achievement and Teaching for Effective Learning Framework; Three big ideas*. Additional to this, educators and learners engage with language that is embedded throughout the college in building names and documentation including building numbers (kuma means one) college name Payinthe (seek beyond), Inparrinthe Kuu (meeting space) and our preschool approach to behaviour support focussed around the concept of Tread Lightly.

Through the integration of our Acknowledgement to Country in each end of day group time, learners have begun developing an understanding of some important concepts and truths within Kurna culture. Our acknowledgement involves the statement 'care for country' and our college philosophy of 'treading lightly' has seen a big change in learners and their view of Country. The group have begun asking questions about parts of our Acknowledgment and this has allowed us to delve deeper into the meaning behind the different aspects of our acknowledgement. For example, a learner asked 'why do we do this with our finger when we sing the stories bit?' which allowed us to explore dreaming stories and delve into storytelling using symbols and pictures rather than written word. This authentic interest has allowed our learners to develop a strong connection to learning about Kurna Culture.

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 2: Children's Health and Safety

At APCP there is intent with everything we do. In our second year of operation, we continued to collaboratively develop our responses to health and safety to support all learners including utilising the expertise of the college WHS manager.

Building on practices, staff continued to display the UV rating daily for learners and families. This was displayed in the preschool foyer with sun cream provided, and families have been observed to stop and apply sunscreen to their child when they arrive. There is also a display in the preschool and educators support children to check and write the UV rating a number of times each day which gives children an opportunity to monitor the UV rating online, read and write the numerals and reminds them to apply more sun cream. Educators regularly help and gradually support independent application. This process supported children to recognise that the UV rating changes and as part of the interoception program, they gained greater awareness of how to care for their bodies at different times throughout the day. Educators developed and documented a process to apply sunscreen every two hours each day to all learners keen to play outside. This was utilised as an opportunity to foster oral language, develop relationships and support independence as learners applied their own sun cream.

Developing tools to support wellbeing was a priority of the department so a documented approach to interoception was developed through research including *Martin Seligman's PERMA model, Department for Education Wellbeing Guidance, Social emotional literacy and wellbeing and interoception*. Developing and progressing interoception is a strong feature throughout the college. Flexible routines across most of the day in preschool, means a major part of learning encourages interoceptive awareness. Educators support learners to notice cues that may suggest if they are hungry or thirsty, (as well as angry/happy etc). Acting on feedback from our previous NQS assessment and rating we have continued this strong approach to interoception but ensured that our 'cafe' eating times are designated times in a schedule, and are closely supervised. Learners are still given agency over whether they are hungry and choose to sit at each session, and staff are observant as to who has/hasn't eaten for the day. This process allows our learners agency and rights over their needs but within the parameters of safety and supervision requirements.

Individuals were supported if they were reluctant or forgot to eat. This was an opportunity for educators to engage with parents who were anxious about their child not eating. As part of this learning program educators implemented a new focus on 'long energy' foods and 'short energy' foods and engaged children in dialogue to understand the difference. This language was adopted through consultation with specialist Occupational Therapists to ensure a positive relationship with food. To avoid shaming, children were supported to make their own choices of which amount of energy they required and to eat a combination of both short and long energy foods to adequately power their bodies. To develop healthy water intake levels, a system for encouraging increased water intake was devised where children would get a 'Water Champion' stamp when they emptied their water bottle. Both programs were highly effective, and families reported children talking about these at home. We noted a significant increase in children drinking more water once this initiative was introduced.

Additionally, the preschool gains significant leverage from site-based processes which ensure that attention to health and safety is consistent across Payinthe College. APCP works to automate any known repeated processes, to ensure that risk is assessed and responded to in a timely manner. To support this, an online system was created to clear administration time, to ensure that the site is operating safely, and that risk is assessed in line with documentation and with guidance from the site's Work Health and Safety manager. Examples of this automated process includes, excursions and incursions, safety management and accident reporting, playground and facility checks. Data is kept and interrogated within the preschool and the work health safety team to effectively note patterns and respond with operational changes as required.

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 3: Physical Environment

At Payinthe Preschool there is intent with everything we do. Being a new preschool service, we collaboratively developed our physical environment to support all children.

One of our pedagogical approaches is based around exploration through play, and our Playful Pedagogies launchpad was created based on research including *Louise Scott-McKie and Theresa Casey Play Types Toolkit*, and *Let the Children Play, P Sahlberg & W Doyle, 2019*. This pedagogy exists, uniquely, as a b – 12 approach and is the planned and intentional approach to maximising learning through play. It provides a supportive context, environment and opportunity for learners to question, solve problems and engage in critical thinking where they experience joy and agency.

The outside environment is large and contains a variety of play spaces that encourage creative and investigative play. Learners have more than adequate space to engage in their learning and do so independently, with safe water sources (push taps) that can be accessed without an adult and allow them to continue play without interruption. The Playground Safety checklist has been automated for ease of access and record keeping and is completed daily. This provides a quicker more streamlined approach to data collection and analysis limiting time away from teaching and learning for educators.

The outdoor play space is shared between Payinthe and YMCA resulting in a quality environment which meets the needs of both toddlers and pre-schoolers. This shared space also maximises opportunities for siblings to play together and is supported by a shared agreement between both organisations to ensure shared supervision and safety and that experiences provided are safe and appropriate for any age group. This also gives opportunity for preschool children to be leaders and role models in play, further developing their compassion, empathy, risk management and leadership skills. Risk management plans exist to ensure the safety of all children in the shared spaces. Lead educators from both organisations met regularly in 2023 and planned learning experiences along with sharing of equipment and resources and responsibilities. APCP educators regularly engage with long day care children within planned experiences and found this to be an ideal opportunity to get to know new children, before they enrol with us. Payinthe educators have become high quality role models for day care educators.

The interior spaces are well designed and allow learners independent choice of activity. As a new preschool, the opportunity existed to purchase resources that matched the pedagogical approach and vision. That vision significantly draws attention to first nations perspectives and is inclusive of children with a disability. The books, toys, craft supplies and decorations have all been chosen to normalise this vision across the preschool. In addition to this, the college developed a set of posters that are displayed in every learning community B-12. These include our behaviour code 'tread lightly' along with our approach to bullying. Having these embedded in the preschool, with the same language used across learning communities in the site promotes a consistent approach in management and response for all educators at the college, and a consistent experience for learners as they transition across the college.

A learning gallery walk is part of the welcome upon entering the preschool, and the corridor is used to highlight the plans and the outcomes for families and community. This is not used simply as a display wall, but rather a space to share and consolidate educator thinking, to make connections and to delve deeper into our own and each other's ideas. The gallery is a collaborative space, allowing families, children and educators the opportunity to co-contribute and offer reflections through post-it-notes, providing a springboard for deeper planning and exploration of many learning opportunities.

Consideration of the physical environment extended to the types of experiences and routines we wanted to guide the day. A decision was made to not implement a siren / bell system at the college and instead to allow preschool children and educators to notice body states, hunger, tiredness, and what is going on around them. This has made for a more settled environment in the preschool without loud sirens disrupting their day.

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 4: Staffing Arrangements

At APCP there is intent with everything we do. As a new preschool service, we continued to develop staffing arrangements collaboratively to support all learners. As a B-12 site opportunity exists for educators to access a wider range of human and physical resources to support preschool educators in their program and practice.

The Head of Early Years continues to be employed above ratio as a non-teaching staff member and spends time daily in the preschool talking, observing staff, engaging with children and families. This role was pivotal in ensuring rigour in the implementation of the NQS and pedagogical approach for APCP as a start-up preschool. Additionally, this provided an extra person with time and skills to observe practices for the purposes of improvement. Due to many operational matters being managed through a streamlined and automated process within administration of the college, preschool educators have limited operational responsibilities to ensure they can maintain their focus on quality teaching and learning. For example, enrolment, preschool communications, notes to home, permissions for excursions are all managed centrally through an automated process.

Research continues to inform intentional practices (*co-teaching in contemporary learning environments: a handbook of evidence for educators, NSW Department of Education Clarity, Sharratt, L, 2019, Chapter 8*). Co-teaching is one of these practices and preschool educators work collaboratively to complete a co-teaching agreement to clarify how they will collaborate and support each other. Educators have reported how significant this process and document are and how it led to greater understanding and connections between the team. Co-teachers complete an LCSO Directions document to provide clarity to support LCSOs with their roles and responsibilities. The LCSO role covers both operational and strategic roles, and by ensuring clarity within the directions process we create an embedded operational system allowing preschool days to run smoothly and coherently. This also supports teachers to focus more deeply on teaching and learning and ensures that all staff members are scaffolding and supporting the development of learners in a consistent, safe and predictable way. This ensures that achieving learning intentions are a team effort with all educators aware of individual and group goals and documentation. Co-teaching agreements are developed at the start of each year, and shared with each the Head of Early Years to ensure educators can share workload and hold each other accountable to the cycle.

In 2023, preschool educators developed a 'rainbow' schedule for the team which provided high level support and clarity of communication on a daily basis. Everyone knew which staff member was where, who was supporting specific learners with eating, or small group activities and at what time. This schedule supported relief staff to be highly effective and ensured opportunities for integrated learning between our preschool and IPP groups. It supports consistency and predictability for our learners whilst allowing space for flexibility and responsiveness to learners.

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 5: Relationships with Children

At APCP there is intent with everything we do. The whole college has a unique and consistent approach to relationships regardless of staff roles and this is intensified within the preschool.

The APCP vision or Way of Being is a strong feature with all staff and families and identifies as three pillars; Inspire, Connect and Belong. A strong focus within the preschool on relationships with children results in educators who are highly responsive and respectful which promotes children' sense of security and belonging, aligning coherently with EYLF Principles and Practices. The use of the term learners instead of children and students is intentional and highlights respect for all learners across the college.

Additional staff across the college regularly engage with preschool children. This includes the Wellbeing team, leadership, specialist teachers e.g., German, Aboriginal Community Education Officer and other teachers or LCSOs. Junior Primary teachers and LCSOs were regularly rostered on to provide lunch cover for preschool staff. Preschool educators take children to other learning spaces around the college at various times, e.g., the gym, dance studios, specialised learning areas (disability units) with specialised equipment. Preschool children developed relationships with many of these staff and knew them by name, providing a greater sense of belonging to the college as a whole, for both children and families. Building relationships across the site successfully built additional opportunities for transitioning preschool children across a large site. Additional to this, preschool educators maintained connection with preschool learners after they transitioned to reception. Our preschool staff have also supported families and staff in the following year with strategies for learner participation, effective parent communication and support for data collection and assessment.

Reflection of children struggling to self-regulate has resulted in clear documentation for each child. Plans were developed and all staff read these and implemented precise strategies effectively and consistently. The staff team utilise the college Wellbeing for Learning framework including promoting regulation through restorative practices and trauma informed practices. Staff also utilise strategies from restorative practices to ensure that confrontations and dysregulation is effectively supported, scaffolded and concluded safely and productively for all involved. This supports learners to develop independent reflection on their own choices and behaviour and develop their impulse control. Along with the rest of the college, LCSOs undertake extra training with the wellbeing team and Director of Belonging to build their own interoception toolkit to assist children to develop their ability to self-regulate. Interoceptive and wellbeing models were developed through research including; *Social emotional literacy, interoception and zones of regulation; Department for Education, Restorative practices, Circle of Security (COS) and trauma informed practice.*

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

At APCP there is intent with everything we do. Being a new preschool within a broader college we intentionally pay attention to the role of collaborative partnerships with families and communities to support all learners.

Payinthe preschool is a unique environment that sits within a public private partnership with community usage built into its deed of operation. This prioritises community engagement additional to preschool usage and provides an opportunity for the college to be a regular facility to be utilised by families both within and outside of school hours. Regular, college wide events and activities with a wide range of community partners occur. Local community groups use college facilities e.g. church, private social worker, SALA exhibition, Siblings in Focus group. To find out more about the vision for the college held by the community in the start-up phase: [Connect, community hope for the college](#). By prioritising community usage and actively welcoming families to the college, strong links are being developed and a sense of community in the space is built. Preschool children, siblings and families often visit on weekends, learn to ride bikes on site, attend events or kick a football. Preschool parents are encouraged to grab a coffee and sit and chat in the gallery forum in the mornings allowing informal opportunities to chat with leadership.

The preschool is part of all college events. For example, sports day included sport options planned and implemented specifically for pre-schoolers of athletics, and novelty events in line with activities occurring for the rest of the college population. Families attend preschool specific events and then wander over to older sibling events. *Activate Inparrinthe Kuu* is a once-per-term out of hours event that highlights a focus area each term and is an opportunity for preschool families, staff and community to mingle and provides links to community groups - e.g. a focus on sustainability or the arts, with private companies or the local council holding displays and chats. The whole college learning expo at the end of year highlighted preschool learning. Ensuring the preschool is a valued part of all events, extends families awareness of the site and staffing away from the singular space of preschool and connects them to the wider b – 12 environments. This allows for familiarisation of both the learner and family to the whole site along with opportunity to connect with a range of educators and administration that will support families now and into the future.

Preschool families receive regular communications through whole college broadcasts, ensuring they are aware of opportunities provided within the college as a whole. Preschool teachers communicate fortnightly with all families, providing them with a general update about the program and learning. Preschool policies include specific documentation relating to how educators will work with families, and how families will work with the college to support the best outcomes for children and young people.

Preschool processes continued to be implemented which provide opportunity for every family to be involved in a 3-way learning conversation twice/year, meeting with either of the preschool teachers. Teachers also meet at least twice per year with families when the learner has a One Plan and consistently encourage and support parent conversations and dialogue.

Continuity of learning and transition between childcare and preschool is supported through regular dialogue between leadership as well as childcare and preschool staff, often informally during shared play times in outside areas. Preschool staff, initiated planning time with childcare team leaders to further shared practices and intentions in outside play. Regular conversations occur about children who will enrol at Payinthe preschool about learning, interests, behaviour and supportive routines. Preschool staff consistently sit with child care staff during lunch breaks. Relationships and closer collaboration between the 2 teams is progressing well.

YMCA and APCP run a weekly shared playgroup, facilitated by a day care staff member. Preschool staff will drop-in when possible, which has supported greater community connections.

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 7: Governance and Leadership

At APCP there is intent with everything we do. Being a new preschool service, we understand the critical importance of effective governance and leadership to effectively support a collaborative approach to learning improvement for all children.

The vision and philosophy of the preschool is aligned with the college, but tailored specifically to young children. The culture from the vision is consistent and embedded amongst staff and learners and within the community with many examples of staff consistently using the language (Belong, Inspire, Connect) and implementing strategies to progress understanding. This vision is shared through social media to community members and partners as well as site partners, ISS, YMCA, and Rory's Canteen. A consistent approach to our vision has been tangible with considerable feedback by staff, community, and visitors about how the site is perceived.

As a new site, policies for the preschool were informed by our philosophy statement and current research of best practice. Department for Education policies were contextualised to site and further policies developed for the rest of the college where relevant e.g. a whole of college Sleep & Rest Policy, which built upon the preschool policy. This has seen the college implement restful spaces for all learners to access and allowed support to be built around learners who may have less than optimal sleeping patterns. The Early Years division in Department for Education provided quality assurance for all preschool related policies in the lead up to opening. This ensured that policies were rigorous and addressed department and legislative requirements. The preschool has now developed a feedback and review cycle for all policies, procedures, and guidelines to ensure educator involvement, reflection and understanding.

Role guidance documentation is developed to ensure that all educators at the preschool are aware of the intricacies of their role and the connections within and between roles. Targeted attention was given to the development of Payinthe specific Role Descriptions which continues to provide clarity for recruitment, as well as staff daily responsibilities. Additional to this, co-teaching partners develop a 'co-teaching agreement' that guides the way they will work together and allows a point for discussion if issues arise. Teaching teams also write an 'LCSO directions' document in which they are clear in how they will provide guidance and direction for LCSOs in their daily work, including how the LCSO will know how to support children with learning, social or emotional needs. This documentation is planned for week 0 each year, shared in a collaborative google drive and discussed with the relevant Head of Early Years. Documents are live and revisited across the year.

As a new college and with a vision to ensure fidelity to a B-12 approach, all educators work in mixed groups across the B-9 at all learner free days and staff meetings (Focus sessions). In doing this, staff hold deep and rich conversations with colleagues across B-9. This means answering questions, considering what a pedagogical approach means in different learning spaces, working with educators with a deep understanding of complex disability or secondary learners, for example. The structure of these days ensures deep reflection of an educators' approach aligned to research and documented through the college pedagogical approach. In week 0 2023, several educators were identified as champions for a specific pedagogical approach and then asked to participate in a 'hot seat' to unpack their work and provide insight to other educators' around best practice. Leadership opportunities are encouraged and supported to progress improvement. Consequently, one of the preschool teachers was identified as a champion in promoting integrative learning opportunities, and shared with all educators across B-9 where her practice was impactful, and how she could make changes to accelerate this work.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Aldinga Payinthe College Preschool

Goal 1: To extend children's expressive and receptive oral language skills to support greater sustained shared thinking.

Communication skills and effective oral language is critical during the early years and throughout life. AEDC data indicates this is an area of vulnerability within the Aldinga region.

STEP 2 Determine challenge of practice

Challenge of Practice:

If we intentionally plan, model and embed sustained shared thinking with children, then we will build and extend their speaking and listening skills.

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

Children will:

- know how to express feelings, needs and ideas using appropriate vocabulary
- be able to ask clarifying questions of staff & peers
- be able to engage in shared dialogue with peers to solve problems and investigate ideas

STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will employ multiple teaching strategies that facilitate dialogic growth for children.	QA 1	Term 1 - ongoing	Each educator will: <ul style="list-style-type: none"> • Engage with the College's pedagogical documentation 'Dialogic Teaching' and target pedagogies that supports 	<ul style="list-style-type: none"> • Dialogic Teaching Launchpad and resources Frog OS (civica.education) • Co-Teaching Launchpad Frog OS (civica.education) • Preschool Literacy Guidebook. Strategy 2.2 Developing listening and speaking skills

			<p>development for young children.</p> <p>Each teacher will:</p> <ul style="list-style-type: none"> • Regularly plan for and implement strategies informed by a Dialogic Teaching approach in small groups • Document plans for dialogic teaching with LCSO groups. • Ensure learning intentions are visible in planning • Co-construct success criteria with children • Document critical reflection regularly <p>Each leader will:</p> <ul style="list-style-type: none"> • Ensure a focus on Dialogic teaching skill building at staff meetings for teacher and LCSOs • Ensure that an independent observer conducts SSTEWS each term • Ensure results of SSTEWS are discussed, along with opportunities to extend, at NQS meetings 	<ul style="list-style-type: none"> • APC Literacy expectations • Focus Sessions & Learner Free days • APC Personalised Approach to Learning (intervention) • Language domain: an introduction Preschool curriculum resources (edi.sa.edu.au) • High Impact Teaching Strategies • Co-planning Days 3/year w leadership support • Preschool planning template.docx (sharepoint.com) • SSTEWS
<p>Educators will consistently apply formative assessment</p>	<p>QA1</p>		<p>Each teacher will:</p> <ul style="list-style-type: none"> • Build their understanding of 	<ul style="list-style-type: none"> • Formative Assessment Frog OS (civica.education)

<p>strategies to the focus of oral language.</p>			<p>formative assessment strategies</p> <ul style="list-style-type: none"> • Increase their knowledge and understanding of the APC pedagogical documentation 'Formative Assessment' • Document formative assessment and critical reflection - aligned to learning intentions and success criteria <p>Leaders will:</p> <ul style="list-style-type: none"> • Actively monitor and support planning documentation • Provide feedback for learning intentions and success criteria in planning documentation 	<ul style="list-style-type: none"> • The Oral Language Book (Cameron & Dempsey) • Aldinga Payinthe College - Formative Assessment - Success Criteria Practical Guide.pdf - All Documents (sharepoint.com) • Critical reflection – integral to the planning cycle for preschools (edi.sa.edu.au) • DECD principles of critical reflection: preschools (edi.sa.edu.au) • Critical reflection on pedagogy and children’s progress (edi.sa.edu.au) • LFD resources on oral language
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Goal 1: To extend children’s expressive oral language skills to support greater sustained shared thinking

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>	<p>  On track  Needs attention/work in progress  Not on track <small>Date your notes to ensure you track and monitor adjustments and progress of your plan</small> </p>	<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>
<p>Educators will employ multiple teaching strategies that facilitate dialogic growth for children.</p>		<p>Term 1 reflection</p> <p>Term 1 SSTEW data and analysis</p> <p>Term 2 reflection</p> <p>Term 2 SSTEW data and analysis</p> <p>Term 3 reflection</p> <p>Term 3 SSTEW data and analysis</p> <p>Term 4 reflection</p> <p>Term 4 SSTEW data and analysis</p> <p><input type="checkbox"/> Complete Step 5 Review and Evaluate</p>	<p>Term 1 Next steps to inform term 2</p> <p>Term 2 Next steps to inform term 3</p> <p>Term 3 Next steps to inform term 4</p> <p>Term 4 Next steps to inform STEP 5 Review & Evaluate</p>

Educators will consistently apply formative assessment strategies to the focus of oral language.

	Term 1 reflection	
	Term 1 SSTEW data and analysis	
	Term 2 reflection	Term 1 Next steps to inform term 2
	Term 2 SSTEW data and analysis	Term 2 Next steps to inform term 3
	Term 3 reflection	Term 3 Next steps to inform term 4
	Term 3 SSTEW data and analysis	
	Term 4 reflection	Term 4 Next steps to inform STEP 5 Review & Evaluate
	Term 4 SSTEW data and analysis	
	<input type="checkbox"/> Complete Step 5 Review and Evaluate	

Goal 1: To extend children's expressive oral language skills to support greater sustained shared thinking

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?

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?

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<p>Interrogate current practice to ensure effective management of Quality Area 2:</p> <p>AT ALL TIMES, REASONABLE PRECAUTIONS AND ADEQUATE SUPERVISION ENSURE CHILDREN ARE PROTECTED FROM HARM AND HAZARD.</p>	QA 2. 2. 1	<p>Identify Area of concern from NQS rating</p> <p>Identify change to process undertaken since rating visit</p> <p>Identify ongoing improvements to QA 2. 2. 1</p> <p>Identify documentation to support implementation of improvement strategy</p> <p>Identify resources required / developed to support successful implementation</p>		<p>Print documentation from Guide-to-the-NQF-web.pdf (acecqa.gov.au)</p>	<p>ECT:</p> <p>Leader:</p> <p>WHS Manager:</p> <p>Families:</p> <p>The Child:</p>
<p>Interrogate current practice to ensure effective management of Quality Area 2:</p> <p>EFFECTIVE ILLNESS AND INJURY MANAGEMENT AND HYGIENE PRACTICES ARE PROMOTED AND IMPLEMENTED</p>	QA 2. 1.2	<p>Identify Area of concern from NQS rating</p> <p>Identify change to process undertaken since rating visit</p> <p>Identify ongoing improvements to QA 2. 2. 1</p> <p>Identify documentation to support implementation of improvement strategy</p> <p>Identify resources required / developed to support successful implementation</p>		<p>Print documentation from Guide-to-the-NQF-web.pdf (acecqa.gov.au)</p>	<p>ECT:</p> <p>Leader:</p> <p>WHS Manager:</p> <p>Families:</p> <p>The Child:</p>

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 <small>(are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.</small>	Impact for children and families <small>(Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families</small>	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			
Interrogate current practice to ensure effective management of Quality Area 2: AT ALL TIMES, REASONABLE PRECAUTIONS AND ADEQUATE SUPERVISION ENSURE CHILDREN ARE PROTECTED FROM HARM AND HAZARD.		Term 3 & 4 2023 actions: Term 1 reflection Term 2 reflection Term 3 reflection Term 4 reflection <input type="checkbox"/> Complete Step 5 Review and Evaluate	Term 1 Next steps to inform term 2 Term 2 Next steps to inform term 3 Term 3 Next steps to inform term 4 Term 4 Next steps to inform STEP 5 Review & Evaluate
Interrogate current practice to ensure effective management of Quality Area 2:		Term 3 & 4 2023 actions: Term 1 reflection	Term 1 Next steps to inform term 2 Term 2 Next steps to inform term 3

<p>EFFECTIVE ILLNESS AND INJURY MANAGEMENT AND HYGIENE PRACTICES ARE PROMOTED AND IMPLEMENTED</p>		<p>Term 2 reflection</p> <p>Term 3 reflection</p> <p>Term 4 reflection</p> <p><input type="checkbox"/> Complete Step 5 Review and Evaluate</p>	<p>Term 3 Next steps to inform term 4</p> <p>Term 4 Next steps to inform STEP 5 Review & Evaluate</p>
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Step 5: 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?

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?

Endorsements

Endorsed by director/principal

Name Ali Colbeck - Principal
Date 22/03/2024

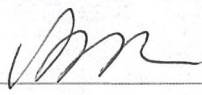
Signature: 

Endorsed by governing council chairperson

Name Michael Collins
Date 27/03/2024

Signature: michael.collins
ns Digitally signed by michael.collins
Date: 2024.04.07
15:38:34 +09'30'

Endorsed by education director

Name Ann Prime 
Date 9/4/24

Signature:

