

Houghton Preschool Quality Improvement Plan 2015

Quality Area 1

1.1.5 Every child is supported to participate in the program

1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

Goal: To increase our use of sustained shared thinking practises to extend each child's learning.

1.1.4 The documentation about each child's program and progress is available to families.

Goal: Provide families with regular visual documentation of their child's learning and participation, through digital photo stories.

1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Goal: Actively use reflective practises through Reflect, Respect, Relate (RRR) and formalise reflective documentation on a regular basis.

Quality Area 2

2.2.2 Physical activity is promoted through planned and spontaneous experiences and appropriate for each child.

Goal: To understand and incorporate each child's physical requirements, abilities and interests in all aspects of the program and children's learning experiences.

2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Goal: To engage families and community in the education of child protection practices. Provide advice of services which can assist families to seek support.

Quality Area 3

3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment and resources are suitable for their purpose.

Goal: To assess the feasibility of removing playground equipment and locate funds to remove it.

3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

Goal: To use the front of the preschool to create a sustainable garden.

Quality Area 4

4.1.1 educator-to-child ratios and qualifications requirements are maintained at all times.

Goal: Increase educator to child ratios and prioritise release for staff networking, consulting and support agencies/services.

Quality Area 5

5.1.2 Every child is able to engage with educators in a meaningful, open interactions that support the acquisition of skills for life of learning.

5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Goal: To increase our understanding of sustained shared thinking approaches/strategies.

5.1.3 Each child is supported to feel secure, confident and included.

Goal: increasing parent and child participation in sharing information about their culture, abilities, interest and ideas.

Quality Area 6

6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

Goal: Engage the collaborative relationships with staff of feeder schools, to share relevant information and ensure transitions for each child to school are positive and successful.

To create and promote continuity of the transition process with Paracombe Primary School.

Quality Area 7

7.2.3 An effective self-assessment and quality improvement process is in place.

Goal: Families feedback is actively sort in regards to the preschools strengths and areas to improve.

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Goal: Develop a documented timeline for reviewing policies.