

## Sefton Infants Preschool: 2022 Quality Improvement Plan

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
1.3 Element 1.3.1 Assessment and planning cycle	More streamlined and time effective systems need to be developed and implemented, to document clear links between assessment and planning whilst also ensuring each child is tracked more systematically against all of the learning outcomes.		H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies	Who and when?	Progress notes
Increase visible links between assessment and planning. Planning based more on learning intentions. More systematic monitoring of individual children. More efficient system for child progress reports based on EYLF.	<ul style="list-style-type: none"> <li>Professional learning and collaborative planning with P-2 Initiatives Officer on assessment and tracking.</li> <li>School-based professional learning on appropriate summative and formative assessment strategies for early childhood education. (Professional reading, online modules, etc.)</li> <li>Investigate other methods, templates from other services in preschool Network</li> <li>Develop templates and procedures for visible assessment, planning and tracking.</li> </ul>	<p>P-2 Officer, S &amp; D End T4, 2021</p> <p>S &amp; D T1, 2022</p> <p>P-2 Officer, S &amp; D End T4, 2021</p> <p>D &amp; P-2: T4, 2021</p>	<p>T3 W8: Met with P-2 initiatives officer and principal to explore current planning cycle.</p> <p>T4 W10: Participated in P-2 school professional learning sessions on assessment led by school executive. / Formative assessment CESE documents read and shared professional dialogue.</p> <p>T4 W3: Worked collaboratively with P-2 initiatives officer to and preschool team to develop new planning template and procedures.</p> <p>T1 W2 &amp; 3: New planning format which includes learning intentions as well as reflections, has been trialled.</p>

	<ul style="list-style-type: none"> <li>• Collaborative planning with revised procedures.</li> <li>• Trial and evaluate new procedures and formats. Seek feedback from P-2 officer and colleagues.</li> <li>• Gauge family feedback and P-2 officer on assessment/planning formats.</li> <li>• Amend assessment/planning systems in response to evaluations and re-trial.</li> <li>• Develop new reporting system on Sentral for monitoring and providing parent information on individual child progress with EYLF outcomes.</li> <li>• Implement new reporting system.</li> <li>• Survey families on new report format. Revise</li> </ul>	<p>D &amp; SLSOs: End T1, 2022</p> <p>D &amp; SLSOs: End T1, 2022</p> <p>D: Mid T3, 2022</p> <p>D: Early T4, 2022</p> <p>S: Mid T2, 2022</p> <p>D &amp; S: End T2, 2022</p> <p>S: Mid T3, 2022</p>	<p>T1 -T2: Implementation of new planning template and display for families.</p> <p>T2, W1: Deana and Sharna met to collaboratively plan reporting template.</p> <p>T2, W4: Online reporting template and system developed on Sentral</p>
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3.2.1	Self-assessment highlighted that the range of activities/equipment during play on the outdoor grass environment is significantly less than the indoor environment. Reflections by the educators noted that the set-up of the larger outdoor learning environment is hindered by inconvenient access to a smaller range of resources. A wider range of more challenging outdoor materials and activities that are more easily accessed would help to increase the children' engagement and learning outcomes in outdoor experiences.		M
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
<p>Increase children's confidence, choice and engagement in outdoor learning experiences.</p> <p>Organise outdoor equipment for increased and easy access for children and educators.</p> <p>Program and practices demonstrate a range of daily stimulating and engaging outdoor learning experiences.</p>	<ul style="list-style-type: none"> <li>• Conduct an audit, culling and de-cluttering of current outdoor equipment and its storage.</li> <li>• Survey children, families and educators on preferred outdoor activities, equipment.</li> <li>• Research current effective practices with outdoor play / Visit other services with exemplary outdoor practices.</li> <li>• Renovate and repair outdoor storage shed.</li> <li>• Investigate mobile storage solutions and more effective sand play storage and purchase (e.g.</li> </ul>	<p>A &amp; M : Mid T1, 2022</p> <p>D: End T1, 2022</p> <p>D &amp; SLSOs: Mid T2, 2022</p> <p>GA: End T2, 2022</p> <p>S: End T2, 2022</p>	<p>T2, W2: Outdoor storage shed culled and cleared.</p> <p>T1, W10: Family, child surveys completed and collated.</p> <p>T1, W4: Roof repairs / New roof installed.T2, W3: Commenced shelf repairs due to water damage in recent heavy rains.</p> <p>T2, W4: Storage trolleys purchased and installed for outdoor shed.</p>

	<p>Storage trolleys, carts, tubs, etc. for improved accessibility).</p> <ul style="list-style-type: none"> <li>• Re-organise current equipment and materials in new storage trolleys.</li> <li>• Purchase new equipment based on survey results and create timeline for future scheduled purchases in line with 2022 budget.</li> <li>• Incorporate new equipment and mobile trolleys in planning ensuring involvement children in accessing, choosing, setting up and packing away outdoor equipment.</li> <li>• Collect data on outdoor learning experiences (Program documents, assessments, survey feedback from children, families, staff) Critically reflect on new equipment, accessibility, engagement levels. Evaluate impact and identify where to next with outdoor play.</li> </ul>	<p>M &amp; L: End T2, 2022</p> <p>D &amp; S: Mid T3, 2022</p> <p>D, L &amp; May: Early T4, 2022</p> <p>D: Mid T4, 2022</p>	<p>T1, W8: Purchased popular replacement equipment and consumables for outdoor play. / Outdoor kitchen items bought.</p>
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Element 7.2.1	Difficulties have been experienced with time management, as well as gaining more input from a range of stakeholders with the self-assessment and quality improvement process at our service. We need to implement and embed more effective processes and strategies for our service plans to lead to sustained improvements for our programs and our children.		M
<b>Goal or outcome</b> What will we do differently? What will our work achieve?	<b>Steps or strategies</b> How will we achieve our goal or outcome?	<b>Who and when?</b> Who will lead transformational change and when do we expect to achieve this?	<b>Progress notes</b> What strategies and evidence have been used to milestone progress and when did these occur?
<p>Establish more manageable timelines, roles and effective processes for self-assessment and strategic planning and evaluating.</p> <p>Increased staff and community collaboration with all stages of QIP.</p> <p>Meaningful engagement of children and families in processes.</p>	<ul style="list-style-type: none"> <li>Seek constructive feedback from P-2 officer and DoE Preschool coordinator on our current self-assessment and QIP. Review and modify for 2022.</li> <li>Collaboratively establish a schedule and roles/responsibilities for addressing self-assessment and QIP development and monitoring.</li> <li>Implement and evaluate schedule. Modify if required.</li> <li>Undertake and share related Professional learning (e.g. Engage in professional dialogue with other services to review our QIP and processes for its</li> </ul>	<p>D, S &amp; P-2 Officer: Mid T1, 2022</p> <p>S: Mid T1, 2022</p> <p>D &amp; S: End T2 &amp; T4, 2022.</p> <p>D &amp; S: Mid T3, 2022.</p>	<p>End T4, 2021: Engaged in sessions with P-2 facilitator and feedback received.</p> <p>T1 W6: 2022 QIP developed incorporating feedback.</p> <p>T1 W10: Trial schedule developed collaboratively.</p> <p>T1 W8: QDAI – evaluative thinking course completed by Sharna. Shared applicability with QIP.</p>

<p>Increased alignment of QIP and school Strategic Improvement Plan.</p> <p>Increased effectiveness of self-assessment and QIP for leading continuous improvement of children learning outcomes.</p>	<p>development /Aligning QIP with SIP /Research, professional learning courses, etc. on best practice with EC improvement plans/ Research strategies to engage and increase children and families more meaningfully in self-assessment, etc.)</p> <ul style="list-style-type: none"> <li>• Develop and implement new strategies to increase family and children engagement in QIP. Evaluate and critically reflect.</li>   <li>• Establish and trial effective, regular systems for collecting, documenting and evaluating evidence of self-assessment and improvement.</li>   <li>• Collect data and feedback on changed practices. Analyse and identify next steps.</li> </ul>	<p>D &amp; S: End T3, 2022</p> <p>D &amp; S: End T4, 2022</p> <p>D &amp; S, P-2 Officer: End T4, 2022</p>	
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