



Beachport Preschool Quality Improvement Plan 2018



Our Philosophy

At Beachport Preschool we believe that every child is a unique individual. As educators we provide a stimulating learning environment in which children will develop the knowledge, skills and dispositions to become enthusiastic, lifelong learners and happy, active citizens in the wider community. We cultivate a culture of respect and trust with children, staff, parents and other caregivers. We actively listen to all children and engage with them, enabling them to have control over the direction of their learning. We value each child's learning needs and strive to maximise their learning potential. We partner with and value what parents and families contribute to their child's learning and the important role they have in shaping their child's development.

Strengths

Our strengths lie in the relationships we develop with children and their families. We work hard to form strong respectful relationships with parents and families. Our well established transition processes (e.g. playgroup sessions, childcare visits and supported play program) enable us to learn about the children before they formally start preschool. At Beachport Preschool we develop routines early to help the children feel comfortable, confident, connected, safe and secure. We set up a variety of indoor and outdoor invitations to play to cater for the needs of all children. We are committed to playful learning and see children as capable and competent learners. Children are encouraged to use their voice to share ideas with the group and are supported to develop these skills. Inquiry questions or provocations are based around children's questions and are developed by educators referencing EYLF, Preschool Literacy and Numeracy Indicators and understanding children's developmental needs. Intentional teaching ensures that provocations include some stretch and challenge. Strong connections with the local community and Primary School are evident in excursions and invitations to attend and participate in school based celebrations and events.

Issue(s) identified during self-assessment

1. Shared spaces with Childcare and impact on children's sense of belonging to the Preschool environment 2. Parent education and how education of parents in the Preschool setting in regards to playful pedagogies etc may be able to address issues caused by absences from school as families take holidays during school time after fishing season has finished. 3. Developing dispositions for lifelong learning.

Big Idea—Our Place...Our Space.

Goal	Strategy(s)	Link(s) to NQS elements	Impact on the child	Time
Children are connected with and contribute to their world	<ul style="list-style-type: none"> Children voice is used to plan and develop indoor and outdoor spaces that invite play Children are involved in conducting risk assessments—use children's voice to set safe boundaries Build connections with other Early Childhood settings (e.g. Playgroup, supported play program, KIAS, JP class) Embed sustainability in daily practices and routines (e.g. recycling etc) 	1.1.1, 1.2.3, 2.1.1, 2.1.3, 3.2.1, 3.2.3, 5.1.1, 5.2.1, 5.2.2, 6.2.3	<ul style="list-style-type: none"> Children have a variety of spaces available to them that support their development (including spaces for rest and relaxation as well as spaces that encourage physical activity) Children engage in safe risk-taking Children recognise they belong to many communities and cooperate with and build relationships with others Children show care and appreciation of the environment (e.g. looking after animals, vegetable garden etc). 	<ul style="list-style-type: none"> Term 1 Term 1 Term 1 Term 1



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Goal	Strategy(s)	Link(s) to NQS elements	Impact on the Child	Time
Families are kept informed of their child's progress and are supported with parenting and family well-being	<ul style="list-style-type: none"> Use of Seesaw, floorbook, parent meetings and children's portfolios to share children's progress and communicate with families. Communication with families provides evidence of the child being at the centre of the planning and reflection cycle and also provides opportunities to educate parents on how children develop 	1.1.2, 1.3.1, 1.3.2, 1.3.3, 6.1.1, 6.1.2, 6.1.3	<ul style="list-style-type: none"> Children engage with and co-construct learning Children are supported by families in their development (e.g. cognitive, social, emotional, physical etc) 	<ul style="list-style-type: none"> Term 1 Term 2
Children are confident and involved learners and develop dispositions for learning	<ul style="list-style-type: none"> Playful pedagogies Provide provocations and intentional teaching to explore possibilities and enrich learning ideas with children Planning is flexible and responsive to children's learning and individual needs Reflect with children on what and how they have learnt 	1.1.1, 1.2.3, 3.2.1, 3.2.2, 5.2.1	<ul style="list-style-type: none"> Children use play to investigate, imagine and explore ideas Children follow and extend their own interests with enthusiasm, energy and concentration Children initiate and contribute to play experiences emerging from their own ideas 	<ul style="list-style-type: none"> Term 1 Term 1 Term 1