

Woy Woy Public School

External Validation 2017

Evidence Set 8:

PRESCHOOL IMPROVEMENT

ANALYSIS

Guliyali Preschool is a Department of Education and Communities designated Preschool. Our program follows the National early Years Framework with the ideals of “Belonging, Being, Becoming” as corner stones of all our work with the children in our care. Woy Woy Public School staff, students, parents and the broader school community have been welcomed and engaged in the development of the vision, values and purpose for the Preschool. The new philosophy incorporates the whole school vision statement and reflects the new approach within the preschool setting. The evidence provided below indicates that the school is currently delivering or sustaining and growing in the identified elements.

At Guliyali Preschool, the philosophy which was collaboratively created is based on the belief that “Play is the Beginning of Knowledge” as it provides the most natural and meaningful process by which children can construct knowledge and understandings, practice skills, immerse themselves naturally in a broad range of literacy and numeracy and engage in creative and intrinsically motivating learning environments. The aim of the preschool is to enrich children’s learning during their last year before commencing and during their transition to school. This demonstrates the schools commitment to providing effective transitions for our students.

The classroom environment at Guliyali Preschool is a welcoming and well-organised space designed for play and investigation. The physical learning spaces are used flexibly, and play is seen as a medium for learning and development. Our outdoor learning space is currently being renovated to provide a safer environment that supports learning, and promotes inquiry and active learning based on the intentional learning outcomes expressed within the Early Years Learning Framework. (EYLF)

Each year the leadership team leads a structured and transparent process whereby staff complete a written Expression of Interest (EOI) application for class placement for the following year. This process enables staff to register where they would like to teach and what professional development they require to improve their performance. The current preschool teacher indicated that she would like to utilise her Early Childhood degree to develop and consolidate her skills in the preschool setting. This placement has ensured that responsibilities for the development of the school targets are shared.

The preschool program allows for flexibility and caters for children’s emerging interests in all curriculum areas. It acknowledges the child as capable and resourceful and allows the educators to follow the National Guidelines through a planned and emergent curriculum.

SCHOOL EXCELLENCE FRAMEWORKS LINKS

Assessment and Reporting- **Sustaining and Growing**

- Parents are updated on the progress of their children. **8F**

Effective Classroom Practice – **Sustaining and Growing**

- Teachers regularly review and revise teaching and learning programs. **8B**

Learning and Development – **Delivering**

- Teachers participate in professional learning targeted to school priorities and their professional needs. **8H**
- Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. **8B**

Professional Standards- **Sustaining and Growing**

- Teachers understand and implement professional standards and curriculum requirements. **8D**
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. **8B**
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. **8E**

Leadership- **Sustaining and Growing**

- Parents and community members have the opportunity to engage in a wide range of school-related activities. **8E**
- The school solicits and addresses feedback on school performance. **8F**

School Planning, Implementation and Reporting- **Delivering**

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. **8C**
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. **8F**
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. **8A**

School Resources- **Sustaining and Growing**

- School staffing ensures that full curriculum implementation and delivery requirements are met. **8A**
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. **8G 8C**
- School and other facilities are used creatively to meet a broad range of student learning interests and needs. **8G**
- Workforce planning supports curriculum provision and the recruitment of high quality staff. **8H 8A**
- Physical learning spaces are used flexibly, and technology is accessible to staff and students. **8G 8C**

Using the schools on-balanced judgement this is our current SEF self-assessment:

LEARNING				TEACHING				LEADING					
Learning Culture	Wellbeing	Curriculum and Learning	Assessment and Reporting	Student Performance Measures	Effective Classroom Practice	Data skills and Use	Collaborative Practice	Learning and Development	Professional Standards	Leadership	School Planning, Implementation and Reporting	School Resources	Management Practices and Processes
Sustaining and Growing	Sustaining and Growing	Sustaining and Growing	Sustaining and Growing	Delivering	Sustaining and Growing	Delivering	Sustaining and Growing	Delivering	Sustaining and Growing	Sustaining and Growing	Delivering	Sustaining and Growing	Delivering





LINKS TO SCHOOL PLAN STRATEGIC DIRECTIONS

Strategic Direction 1: Quality Teaching and Learning Practices

Process 2: Class programs address the needs of identified student groups: Aboriginal students, gifted students, students with learning difficulties, students with a disability, early childhood students and students for whom English is a second language. Aboriginal students are supported through School Learning Support Officers (SLSO) employment, Aboriginal Education Teacher (AET) additional support, Bush Tucker Trail and Personal Learning Plans (PLPs).

FUTURE DIRECTIONS

From our analysis of our 'Preschool Improvement' evidence, Woy Woy Public School needs to focus on the following areas:

- Preschool beginning teacher continues to be provided with targeted support in areas of identified need.
- Preschool staff are engaged in professional learning matched to early child outcomes.
- The preschool outdoor learning space is renovated and planned to enhance students learning outcomes.

EVIDENCE

- A. Preschool PDP's
- B. Preschool Self Reflections
- C. Preschool Philosophy
- D. Preschool Curriculum

- E. QIP
- F. StoryPark
- G. Preschool Environment
- H. Staff Training



C

Staff, students, parents and the broader school community are welcomed and engaged in the development of the vision, values and purpose for the school and this is most evident in the development of the preschool philosophy.

The new preschool philosophy incorporates the whole school vision statement and reflects the new approach within the preschool setting.

At Guliyali Preschool, the collaboratively created philosophy is based on the belief that "Play is the Beginning of Knowledge". It provides the most natural and meaningful process by which children can construct knowledge and understandings, practice skills, immerse themselves naturally in a broad range of literacy and numeracy and engage in creative, intrinsically motivating learning environments.

As recommended in the Early Years Learning Framework for Australia and the National Quality Standards, the children will be given equal opportunities and periods of leisure time to engage in learning both indoors and outdoors.

This is evidence of teachers implementing curriculum requirements through the new philosophy statements and articulating this to our community.

Guliyali Preschool Philosophy - Woy Woy Public School

Respectful relationships

We foster the child's:
 * curiosity and sense of wonder, their imagination and confidence.
 * time to be, to seek and make meaning of the world.
 * ideas, opinions, interests, knowledge and experiences.
 * relationships with others to develop confidence and feel respected and valued.

"Let me be me!"

Respect for diversity

We value:
 * Aboriginal People as the traditional owners of this land.
 * the histories, cultures, languages, traditions and lifestyle choices of our families.
 * respectful interactions with those children and families who have additional needs.
 * our children's sense of belonging to family, cultural groups and the community.

"Everyone belongs!"

High expectations & equity

We provide:
 * capacity for the child to succeed regardless of diverse circumstances or abilities.
 * we provide opportunities for the child to achieve all learning outcomes.
 * high expectations for achievement in learning.

"Yerit can't learn!"

Partnerships with families

We support:
 * and value each other's contributions and the roles in each child's life.
 * open communication and respect for each other.
 * working together and shared decision making.
 * families as being the child's first and most influential teachers.
 * "together we can achieve."

"Together we can achieve."

Reflective practice

We strive:
 * for educators to continually seek ways to build their professional knowledge and develop their learning communities.
 * for educators to reflect on their practice through an ongoing cycle of review, examining current practices and generating new ideas to enhance the child's learning outcomes.

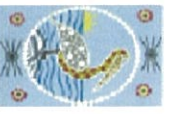
"Aspire!"

Play as the Beginning of Knowledge

We aim:
 * to provide a play-based program that promotes a sense of wonder, exploration, investigation and interest.
 * to offer indoor and outdoor play simultaneously to build on the interests, needs and strengths of the child.
 * to provide the most natural and meaningful process for children to become active participants in learning.

"Let them play!"

Belonging



We challenge and support all students to achieve their personal best!

Being

Becoming





D

This is further evidence that Woy Woy Public School teachers understand and implement professional standards and curriculum requirements.

This is a page from the weekly curriculum folder in the preschool. This is a newly created template for 2017 demonstrating the commitment of the staff to improving the educational outcomes for students in the early years. EYLF programs are annotated and provides for the student's voice to be heard as a major part of the daily curriculum. As mentioned previously, our EO1 for class placement each year ensures that staff with particular expertise are placed to deliver school improvement targets. This annotated template is evidence that this process is effective.

From the early years at Woy Woy Public School there is evidence that the school community is positive about educational provisions and maintains a high level of personal expectations.

D

Gullyali Preschool Weekly Curriculum

CV: Children's Voices INT: Intentional Teaching ST: Story Park REF: Reflection SP: Spontaneous Teaching MM: Munch and Move

Week Beginning: Week 4 Term 2 Seahorse Group

<p>Language and Literacy</p> <ul style="list-style-type: none"> - Introduced Narniya circa the Rainbow Snake Dreamtime Story at Group time (ST-Violet) whole class discussion extend to Creations Area. - Added Dreamtime Stories to classroom Library when the Snake bites the Sun' and 'The Educating the Snake Tree' (ST-Violet 15/5/17). 	<p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> - Sorting and matching cards added to the math table (CV-16/05/17). 	<p>Creative Arts and Design</p> <ul style="list-style-type: none"> - Finger painting - Narrating the Rainbow Snake (ST-Violet 15/05/17) - Planet pictures added to creation station (CV/INT) - Fall glitter and stars added to creation station (ST-Blaise 16/5/17) - Clay added to outdoor sensory table (4.3.2 INT/ST) to encourage children to walk on contact barefoot. - Discussion prompted "How does it feel?" (ST-3.2, 4.1). 	<p>Science and Technology</p> <ul style="list-style-type: none"> - Discussion about planets, wordrobe shown to students. - Linked with talk about Aboriginals being traditional owners of this land. (CV-ST(Violet)-INT) 15/05/17 16/05/17
<p>Wellbeing</p> <ul style="list-style-type: none"> - Yoga Therapy introduced for relaxation time 15/05/17 (continued on the 16/05/17). <p><i>*Purchase Yoga Mats*</i></p>	<p>Socio-Dramatic Play</p> <ul style="list-style-type: none"> - Added Aldi catalogues to the shopping cartie. (V/INT) 15/05/17. - Added cotton wool balls to outdoor campfire (ST-Violet 15/05/17). - Campfire brought inside. Sticks added to HAS 16/05/17 (ST/CV) (yet was raining). 	<p>Construction</p> <ul style="list-style-type: none"> - Coloured duplo added outside to support Ricky's Speech (INT/REF from Speech Therapist) 16/05/17. - Add dump trucks and blocks to sandpit. 3.1 (family input). - Add more loose parts (garden) such as pebble, bigger sticks to sandpit (ST-1.1.5.1-2-1) 	<p>Family Voices</p> <ul style="list-style-type: none"> - StoryPart notes sent home 16/05/17. - Families added to StoryPart 15/05/17. (INT/REF NGA 6)



E

The **National Regulations** require services to have a Quality Improvement Plan (QIP). The aim of a QIP is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with the assessment of the service.

The QIP document is evidence that at Woy Woy Public School, as educators we are committed to constantly working towards developing our students' learning development and experiences. This Plan is constantly being reviewed and updated to improve all aspects of preschool for our educators, students and their families.

We value the input of the whole school community and have engaged the community to consider their opinions, ideas and suggestions to complete this newly updated QIP. Once finalised, the community will be able to complete a feedback form provided in the preschool foyer.

The QIP demonstrates our compliance with the regulatory requirements of a Preschool within a primary setting. Our QIP includes an **assessment of the programs and practices** at the service against the National Quality Standard and National Regulations and has identified areas for improvement.

E



GULIVALL PRESCHOOL WOY WOY PUBLIC SCHOOL
 QUALITY IMPROVEMENT PLAN
 February 2017



"There is no end, this is an ongoing cycle and there is always room to improve."
 ECECD Sector Focus Group May 2015

FOUR - Guide to Developing a Quality Improvement Plan, Appendix 2: Quality Improvement Plan Template

www.aecdcqa.gov.au



G

One of the key improvements in the Woy

Woy Public School Preschool is the

physical layout. Within the preschool there

is evidence that physical learning spaces

are used flexibly, and technology

(Storypark) is accessible to staff and

students.

QA3 - This quality area of the National

Quality Standard focuses on the physical

environment and on ensuring that it is safe,

suitable and provides a rich and diverse

range of experiences that promote

children's learning and development.

Enhancements are being made to the

outdoor areas of the Preschool to improve

learning opportunities. This is evidence of

the school's financial and physical

resources and facilities being well

maintained within the constraints of the

school budget. This also provides a safe

environment that supports learning.

QA3

Key improvements sought for QA3

Standard/element
3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purposes.

Identified
Issue

Continuous enhancements need to be made to the outdoor areas of the Preschool to improve the learning opportunities for the children while adhering to all regulations and the safety standards.

Standard/element
3.1.3

Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

Identified
Issue

Due to extreme changes happening in the Preschool front playground, the creation of a new exploratory adventure area needs to be planned and built.

Standard/element
3.2.1

Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

Identified
Issue

There is not enough natural environmental spaces in the outdoor playgrounds to engage every child in quality experiences.

Standard/element
3.2.2

Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

Identified
Issue

A more extensive range of natural and recycled materials needs to be investigated and sourced to support children's learning.

G





H

H

This is a copy of the transcript of the training our preschool SLSO has been required to undertake after accepting a position in the preschool. This is evidence of workforce planning supporting curriculum provision and the recruitment of high quality staff within the preschool.

This certificate 111 in Early Childhood Education and Care builds on her previous certificate and broad experiences. This training allows her to develop skills for the successful operation of administrative systems within the Preschool. It also builds her capacity to implement the ELYF and the NQF.

The Preschool team meet on a regular basis to discuss the administrative systems and educational provision of all students within the Preschool setting.

The training schedule for the SLSO Preschool staff ensures that full curriculum implementation, support for the Preschool teacher and delivery requirements are met.

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TRANSCRIPT OF ACADEMIC RECORD as at 2-AUG-2017

Having been assessed in accordance with the requirements of the
CHC Community Services Training Package
 you have achieved the following results in
CHC30113 Certificate III in Early Childhood Education and Care
 Further results are required for you to complete this course

Year	Code	Unit	Result
2017	CHCECE002	Ensure the health and safety of children	Competent
2017	CHCECE006	Use an approved learning framework to guide practice	Competent
2017	CHCECE010	Support the holistic development of children in early childhood	Competent
2017	CHCECE011	Provide experiences to support children's play and learning	Competent
2017	CHCECE013	Use information about children to inform practice	Competent
2017	CHCLE0001	Work legally and ethically	Competent
2017	CHCPRT001	Identify and respond to children and young people at risk	Competent
2017	HLTWS001	Participate in workplace health and safety	Competent

END OF TRANSCRIPT

This statement is issued without alteration or ensure of any kind

MANAGING DIRECTOR