

2023

# Quality Improvement Plan for Mimili Anangu School

Site number:

1527



## Service name

Mimili Anangu Preschool

## Service address

PMB 58 via Alice Springs NT 0872

## Service approval number

SE-00010633

## Acknowledgment of Country

We acknowledge the Yankunytjatjara 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

Preschool opening hours:

Monday to Friday 8.45am – 12pm

The preschool is in a remote Aboriginal community in the APY Lands.

Three and four year old children are the participants in the programme.

The children can attend early entry at 3 years old.

Transition to school for students in Term

Mimili Anangu Preschool is part of Mimili Anangu School and follows the Department for Education SA school terms and student free days.

Staff receive official travel days, two days at the beginning and end of each term.

Mimili Preschool is in a remote Aboriginal community in the APY Lands.

The person (s) responsible for the plan:

Principal: Tricia Coulthard

Anangu Coordinator: Zavaan Fielding

Preschool teacher: Sixia (Lizzie) Li

Preschool Staff:

Teacher: Sixia (Lizzie) Li

Anangu Educators: Roma Dodd, Nerita Yanima

## Statement of Philosophy

At Mimili Anangu Preschool we provide a safe and supportive environment that provides children with the development and opportunities to walk proudly in both worlds. We work with families and community to support the PYEC philosophy for the early years. We provide a safe place for children to be introduced to piranpa learning while still being surrounded by Anangu culture. We recognise that families are children's first and most influential teachers and acknowledge the role they play in shaping a child's future. We welcome families into our centre and sharing culture, language and home experiences is encouraged. We provide a place for children to learn through play and provide a place for families to find a sense of belonging within the community.

Early Years Educators (Anangu and Piranpa) work together with children and families to support children's wellbeing and learning. We value cooperation, teamwork, open communication and shared responsibility for teaching and learning. Every child is supported as an individual and are encouraged to reach their potential in their own way while developing knowledge and skills for lifelong learning. Every child has strengths and knowledge that they bring with them to Preschool. With these strengths, children support each other as part of a teaching and learning team at Preschool.

Children develop confidence in their abilities and choose to participate in learning opportunities every day at Preschool.

Children are encouraged to be independent and the routines and environment support this.

As a team the children, educators and family respect and care for the preschool people, place and things.

# 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

Staff plan and program using children's interests through weekly planning, term overviews and yearly overviews. Daily reflection allows for children to impact and influence decision making within the curriculum. Documentation occurs through daily observations – written and photos and analysis to inform decision making. The programme is displayed for families and staff.

We gain initial information from family enrolment sessions and transition experiences with the child and build on this to plan individual programs. Observations and interactions with children provide us with child's current interests, knowledge, ideas and culture.

Children have the opportunity to access experiences in large groups, small groups, and individually. Some experiences are organised to promote social skills in sharing and taking turns, but equipment and supplies are available for all children, educators and families' involvement in play and learning at preschool.

Children learn, respond and understand routines to ensure engagement in learning. There is a visual schedule of the daily routine, which enables children to understand and influence their environment. Routines are embedded into the programme around transition points, such as teeth brushing, hand washing, lunch, group time.

Routines are role modelled by educators and these predictable routines allow children to feel safe, and to develop a sense of belonging.

Parents are informed of the programme which is displayed.

Assessment of learning happens in an ongoing way through documentation, reflection and planning. This informs each child's One Plan.

Children's wellbeing is supported to develop trusting relationships by developing a welcoming and inclusive environment and a curriculum that is responsive to children's ideas and interests. The Preschool provides a range of community events where parents can be participate within the programme. Ready to Learn plans are in place for each individual child and accessible for all staff and families.

Children are encouraged to attend on a daily basis.

Educators participate in reflection, discussion and ongoing training to deepen their knowledge and understanding of the Early Years Learning Framework and the National Quality Standards and the Early Years PLC.

# 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

Each child and family are known by educators and a child's health needs are supported through consistent communication. Families trust in sharing what is happening for individual children with educators.

Educators are proactive in making the Preschool a safe, clean and hygienic place for children to play, learn, and eat.

Children's health and wellbeing are supported through a breakfast programme, healthy lunch programme and fruit all being supplied at Preschool. Water is always available for children to drink, they access their own water bottles inside and outside and understand they need to look after them and drink them at the table and leave them in the tray before playing again.

The Preschool maintains policies and procedures in relation to infectious diseases and managing injuries and illnesses. Families are always notified of any incidents, injuries, trauma or illnesses. Mimili Preschool staff have a strong relationship with the Mimili Health Clinic.

Physical activity is promoted in group times and outdoor play. Children can access several experiences which challenge and support development of gross motor skills, there are organised large group games and specific promotion of specified learning experiences for those children who require extra support in developing these skills.

Emergency plans are in operation and are supported by site and DfE policies and procedures. Emergency evacuation and invacuations are practiced each term, with the preschool and school combined.

Trauma informed practices are incorporated into the Preschool programme, including the development of ready to learn plans to support each child's wellbeing and development

Educators often discuss their roles and responsibilities to respond to every child at risk of abuse or neglect. This can be challenging when children are part of your family or friendship group. In our context, the preschool teacher supports families by explaining when a possible event occurs that it is a reportable offence, eg, if a child is not collected after preschool, and ways to prevent a report taking place.

Careful observations are made of how families interact with their children and go out bush with them and from these experiences, planning for the bigger picture in a holistic manner that evolves over time and includes Anangu as co-educators.

# Strengths

With reference to the three exceeding themes:

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## Quality Area 3: Physical Environment

The Philosophy Statement reflects the culture of the centre, and recognises that children need opportunities to connect to the natural world, fostering an understanding and respect for the natural environment. We endeavour to provide an environment where children feel safe, secure and supported to grow in confidence to explore and learn. We value children's learning dispositions which will prepare our children for lifelong learning.

Premises, furniture and equipment are safe, clean and well maintained. Educators support children to care for and respect the preschool environment and to help keep it clean and tidy each day. The furniture and aesthetics' have purposely been chosen to support trauma informed practices, for example: neutral colours. Indoor and outdoor spaces provide children with experiences depending on needs and individual learning plans and priorities. Children have the opportunity to access experiences in large groups, small groups and individually. Experiences promote social skills in sharing and taking turns, but equipment and supplies are available for all children, educators and families involvement in play and learning at Preschool.

The outdoor environment has now artificial turf to ensure that the dirt patch is a useable space for children to use outdoors.

The indoor and outdoor spaces acknowledge the traditional land owners, including the art works of the local community, where the parents and families painted various art works on the walking path leading up to the Family Centre. Further artwork will be painted in a combined working party between the family members of both the Playgroup and Preschool with money provided by the Paint the Lands Red, Black and Yellow.

The environment provides texture, space, height and play spaces easily adapted for a variety of uses. Plenty of space allows for social and collaborative play. Resources are sufficient in number and enable every child to engage in play based learning.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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## Quality Area 4: Staffing Arrangements

Every effort is made for children to experience a continuity of educators at the Preschool.

The teacher for 2022 and 2023 has Early Childhood qualifications and experienced educators at Mimili Preschool work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning. This is achieved through the processes now in place which connect our observations, documentations, and reflections- daily, weekly and annually.

The required educator to child ratios is maintained at all times.

Performance management systems are in place and educators have regular performance reviews with the school Principal, which includes identifying areas for improvement, and setting goals for performance linked to the site priorities, aligned to the PQIP and professional learning targeted.

Educator planning and meetings occur termly. First Language planning happens fortnightly in Professional Learning time where all staff are encouraged to attend and participate in planning and teaching of First Language. Staff meetings are used as a way to reflect upon best practice, our interactions and relationships with children and families of Mimili. All staff are invited to the meetings and documentation is recorded from the meetings. All staff adhere to an appropriate code of conduct set out by the Department for Education which guides practice, interactions, relationships and professional behaviour.

# 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

Relationships are a vital component of the success at Mimili Preschool. Mimili Preschool educators, children, families and community have respect for each other and the preschool. All children are respected and valued as competent and capable which is demonstrated through how the environment is planned and learning experiences developed.

At all times educators support children to feel secure, confident and included and maintain each child's dignity and rights.

A strength based approach to quality interactions is maintained so children are supported in building quality interactions.

Educators respect the cultural needs and sensitivities within the Anangu community of Mimili. Community and family needs are listened and responded to reflect the context.

English is an additional language so the development of oral language within the program is always a strong focus and a component of the intentional teaching. Staff engage in regular conversations with children on experiences that draw upon their emotional connections to culture, country and the land.

Staff build strong relationships with parents and carers and try to engage in conversation with every family every day. The preschool teacher takes the opportunity to engage with families at the end of the day when children are picked up to discuss their child's progress and to encourage attendance.

The Preschool teacher makes enquiries when a child has been absent for more than three days, either by asking other family members, or home visit to check in with the family and child's wellbeing and to let the family know we have noticed their child's absence.



# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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## Quality Area 6: Collaborative Partnerships with Families and Communities

The Preschool teacher works closely with government and non-government agencies to promote the health and wellbeing of all children. Links are maintained with the DfE Support Services, NPYWC, Police and Clinic to provide the best outcomes for children who may need extra support to access the curriculum and reach their learning potential.

Roles and responsibilities are clear at preschool and continue to change to support the changing cohort of children as new children arrive and more responsibility is placed on children to control their environment and to strive to achieve their learning.

Parents and families are made to feel welcome and supported and encouraged to participate in activities. Families have opportunities to be involved in the programme and day to day activities.

The Preschool organises bush trips and regular Bush School. Bush trips involve preschool and playgroup families along with their family and community. Anangu culture and way of learning are respected. Educators support the preschool teacher with First Language and cultural learning.

Teachers meet and plan the transition programme for children transitioning to preschool and school in Term 4 each year, to support children's wellbeing outcomes and their continuity of learning. An Anangu Educator support and go with the children on transition visits.

Parents are a part of the school Governing Council and are included in the decision-making process. The expertise of families is recognised, and they share in decision making processes about children's learning and wellbeing.

# 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

Relationships between staff in the Preschool are prioritised and this promotes a team of workers who value their role in the Preschool and are keen to continue to support learning for preschoolers. Relationships between staff in the Family Centre – both the Preschool and Playgroup are encouraged to support and work with each other to benefit children and families.

Preschool staff are invited and encouraged to attend and participate in weekly Professional Learning and staff meetings. The staff are also supported by support services to ensure continued growth, development and understanding of staff for the development of all children.

All administration of the Preschool is completed by the Principal and Administration Officer of the school.

The school Principal is the line manager of the preschool teacher and educators. Staff participate in Performance Development discussions with the line manager twice a year.

Early Years has a place in the School Site Improvement plan and uses the PQIP to achieve continuous improvement. Staff are involved in the review cycle and development process of the School Site Improvement Plan and the PQIP.

Parents take responsibility for signing children in and out of the service.

New families and visitors are supported to understand the routines at Preschool.

When relievers are used in the Preschool, they are shown the school TRT folder, given a tour of the site and shown emergency procedures. Relievers are informed of expected roles and responsibilities at the site.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Mimili Anangu School

**Goal 1: To improve children’s ability to use oral language in Yankunytjatjara, Pitjantjatjara and English to communicate their needs, ideas, feelings confidently**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we provide emotional literacy environments and implement a culturally responsive pedagogy, we will promote children’s oral language development and increase their confidence in communicating with people around them confidently.

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

1. Children can use oral language (including Yankunytjatjara and Pitjantjatjara, English and Sign Language) to express their needs or get something
2. Children can use oral language to maintain social interactions and form relationships
3. Children can use oral language to make up stories and create a new world in pretend play



## STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
1. Use a floor book and videos to record and document and children’s ability to use language to communicate their ideas, needs and feelings	QA 1.2.1 QA 1.3.1 QA 1.3.2	Term 1-4	Preschool educators	iPad, floor book and other ICT tools
2. Empower AEs to lead learning with children such as leading group time and setting up learning experiences	AQ 4.1.1 AQ 4.2.1	Term 1- 4	Preschool educators	Picture books, big books, indoor and outdoor learning resources
3. Create our own learning stories every term with AEs and families	QA 6. 1.1 QA 6. 2.2 QA 6.2.3	Term 1- 4	Families, Preschool educators	Families & AEs Dan Bleby
4. Reflect on children’s oral language development every term with all the educators and family members	QA 1.3.1 QA 1.3.2 QA 6.1.2	Term 1-4	Families, preschool educators	Families & AEs Assessment resources shared by Kerry, speech pathologist

<b>5. PD in Term 1 for educators in the family centre</b>	QA 1.3 QA 4.2.2	Term 1 PD days Week 6	Educators	ELLECCT training
<b>6. Introduce Bush School to preschool to maximise opportunities for children's oral language development</b>	QA 1.1.3 QA 3.2.1 QA 6.2.3	Term 1- 4	Families, educators and communities	Local outdoor learning environments, family knowledge and sharing


**Goal 1: To improve children's ability to use oral language in Yankunytjatjara, Pitjantjatjara and English to communicate their needs, ideas, feelings confidently**



**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?

Actions	 On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<b>Use a floor book and videos to record and document and children's ability to use language to communicate their ideas, needs and feelings</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Empower AEs to lead learning with children such as leading group time and setting up learning experiences</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Create our own learning stories every term with AEs and families</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>PD in Term 1 for educators in the family centre</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 1: To improve children’s ability to use oral language in Yankunytjatjara, Pitjantjatjara and English to communicate their needs, ideas, feelings confidently**

 **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?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Learning Improvement Plan – Goal 2



## STEP 1 Analyse and Prioritise

Site name: Mimili Anangu School

**Goal 2:** Click or tap here to enter text.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.






## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 2:** Click or tap here to enter text.




**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><b>Actions</b></p>	 On track	<p><b>Evidence</b></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><b>What are our next steps? Potential adjustments?</b></p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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**Goal 2:** Click or tap here to enter text.

 **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?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.




## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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# 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 (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	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			
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

**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?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Tricia Coulthard
<b>Date</b> Monday, 6 March 2023

Signature: *Tricia Coulthard*

Endorsed by governing council chairperson

<b>Name</b> Debra Umala
<b>Date</b> Monday, 6 March 2023

Signature:

Endorsed by education director

<b>Name</b> Mark Ames
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education