

# Quality Improvement Plan for

2022

Service name

Service approval number

Acknowledgement of Country

We acknowledge the 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.

[Click to upload logo](#)

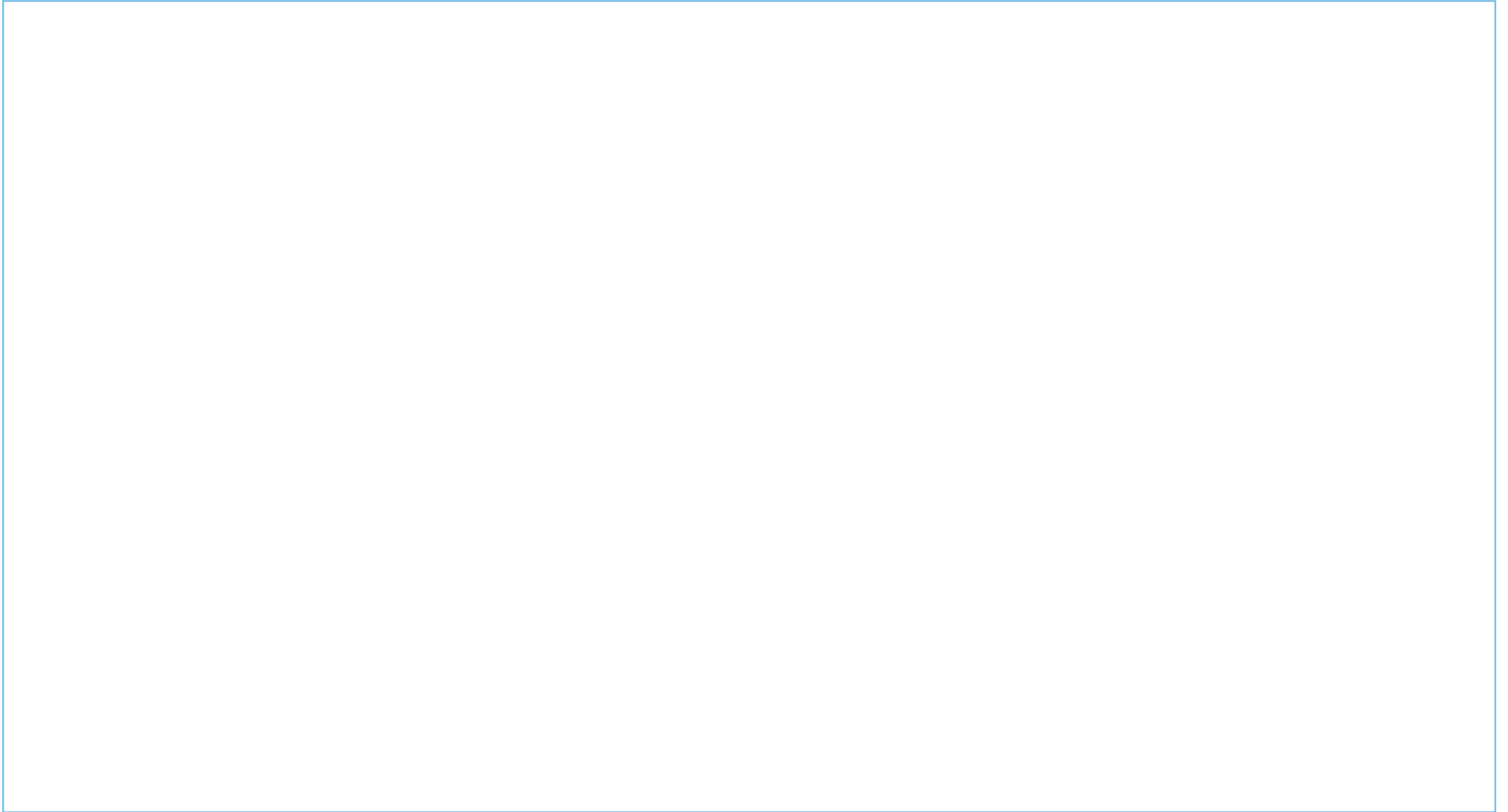


Government  
of South Australia

Department for Education

# Context

## Service Context



# Context

## Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab



### Flinders View Pre School - Philosophy Statement 2021

*"Learning together for a better future"*

#### **Our commitment to families and community**

We acknowledge and believe that children belong first to a family. The engagement and participation of families and the community is integral in providing quality Pre School Program. Families and the community contribute unique strengths, skills and interests and can provide knowledge and understanding about the children in our service.

Because of this we will:

- Acknowledge the unique histories, knowledge and understandings of Aboriginal and Torres Strait Islanders
- Welcome families and community from all backgrounds and cultures
- Provide opportunities for families to share and engage with our program
- Treat families with respect and understanding
- Share information with families and provide them with information about the service, external agencies and the wider community
- Engage in regular verbal and non-verbal communication and conversations
- Provide advice, encouragement and resources to support families
- Encourage and support high attendance

#### **Our commitment to children**

We believe children are at the centre of the curriculum and that children are confident and capable learners with diverse strengths and abilities, interests, experiences and backgrounds.

Because of this we will:

- Maintain high expectations and support all children to engage and be active participants in their learning
- Provide an interesting, engaging and challenging learning environment
- Build children's emotional and social development
- Develop children's self-help and self-care skills to empower each child to approach situations with confidence, persistence and reflexivity
- Build on children's literacy and numeracy understandings through intentional teaching
- Provide children opportunities for inquiry to promote problem-solving, hypothesising and investigating

#### **Our commitment to the program**

We believe quality programs are developed through planned and unplanned interactions, experiences and routines that foster children's learning and development and builds on children's skills, knowledge and understanding. Pre School programs should be inclusive and support active participation of all children.

Because of this we will:

- Incorporate cultural activities and experiences, which reflect the backgrounds of our children
- Provide a wide range of loose parts, open-ended and natural resources and materials
- Include a balance of play-based and inquiry opportunities and intentional teaching which promote the development of a range of skills, abilities and dispositions
- Develop routines which provide predictability and continuity and support smooth transitions
- Embed indigenous perspectives into all aspects of the program
- Engage in the cycle of planning through observing, analysing, planning, implementing and reflecting and document experiences with reference to the Early Years Learning Framework and the Numeracy and Literacy Indicators

#### **Our commitment to the environment**

We believe the environment is the third teacher and can influence what and how the children learn.

Because of this we will:

- Provide thoughtful and inviting provocations and resources that provide a sense of ownership and belonging
- Ensure secure and supportive environment that promotes children's inclusion, development and learning
- Role modelling how to keep our environment clean and safe and supporting children to take responsibility for their environment
- Embed sustainable practices into the program and routines

We believe that our philosophy statement is an ever-changing document that evolves as new insights are gained and current practice is evaluated.

Last Updated: Term 1 17/02/2021  
Pre School Team: Bec, Cheryl, Maccicola, Geena and Sage

# 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



5

Review  
and evaluate

## Quality Area 1: Educational Program and Practice

# 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



5

Review  
and evaluate

## Quality Area 2: Children's Health and Safety

# 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



5

Review  
and evaluate

## Quality Area 3: Physical Environment

# 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



5

Review  
and evaluate

## Quality Area 4: Staffing Arrangements

# 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



5

Review  
and evaluate

## Quality Area 5: Relationships with Children



# 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



5

Review  
and evaluate

## Quality Area 6: Collaborative Partnerships with Families and Communities

# 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



5

Review  
and evaluate

## Quality Area 7: Governance and Leadership

# Quality Improvement Plan for

2022

## **Includes:**

- Learning Improvement goals
- National Quality Framework priorities

## How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

**For further information and advice contact your local education team.**

# Learning Improvement Plan



Goal 1:

Challenge of practice:	
Success criteria	

# Learning Improvement Plan

Goal 1 continued



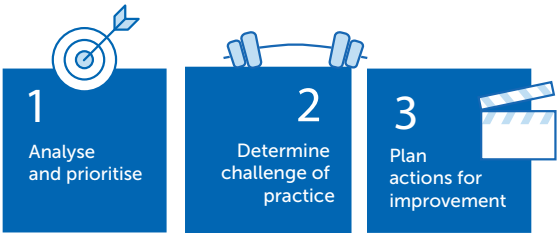
1 Analyse and prioritise

2 Determine challenge of practice

3 Plan actions for improvement

Actions	NQS links	Timeline	Roles and responsibilities	Resources

# Learning Improvement Plan



Goal 2:

Challenge of practice:	
Success criteria	

# Learning Improvement Plan

Goal 2 continued



1 Analyse and prioritise

2 Determine challenge of practice

3 Plan actions for improvement

Actions	NQS links	Timeline	Roles and responsibilities	Resources





# Endorsements



## Endorsed by director/principal

Name

Date

## Endorsed by governing council chairperson

Name

Date

## Endorsed by education director

Name

Date