



Service name

Flinders View Preschool

Service address

Chinnery Street, Port Augusta West SA 5700

Service approval number

SE-00010356

Acknowledgment of Country

We acknowledge the **Aboriginal** 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

Flinders View Preschool is a school-based preschool located in Port Augusta. Port Augusta is a small city with a location of approximately 15000, in South Australia, approximately 322, Kilometres North of Adelaide. Flinders View Preschool works in partnership with Flinders View Primary School, we participate in school events such as Sports Day, Family Night, Book Week and visit the school regularly to play on the playground or oval, collect canteen orders and undertake library visits or to familiarise children with the school environment. This regular interaction with the school community, in addition to 4 planned transition visits in term 2 and 4, supports the 4-year-old children as they prepare to enter reception.

Flinders View Preschool began the year with an enrolment cap of 30. We are open Tuesday to Thursday. Children in their eligible Preschool year attend 5 days a fortnight. For Aboriginal children and Children in Care, after their third birthday we offer early entry of 12 hours a week (2 days). Children with additional needs/or a disability are also considered for early entry. Our staffing for 2024 is currently (0.8 Coordinator (Lead Teacher), 1.0 Aboriginal Families Literacy Strategy Teacher (0.8 AFLS teacher, 0.2 NIT support in school), 2 SSO's working 1.0 and additional SSO staff employed throughout the year (for example fulfilling IESP funded hours). The school ACEO works closely with preschool staff to support families with attendance, completion of forms and communication with staff, whilst also spending time in the preschool 3 days a week to develop relationships with children. The preschool environment has been developed over recent years to include more open ended and sustainably resourced materials. These are set up so that children can easily access them to support the development of their play and theories. A new fence was installed around the sandpit to improve children's safety on the path and to support the retention of sand. Indoor plants were added to the environment along with an air filter, to support the filtration of air and improve the feel of the indoor space. In 2022,, the preschool vegetable garden project , which was funded by the Landcare Australia Grant and the Department of Education's, Parents in Education Grant was established, resulting in a dedicated garden space with three garden beds, two worm farms, a white board, a display board for displaying learning, and a potting bench for children to maximise the learning opportunities that come from growing their own fruits and vegetables. Additionally, the establishment of this garden will also support the inclusion of a regular cooking program. A display board was also added to the preschool main entry, to allow educators to easily share information about upcoming events and children's learning with families.

Flinders View Preschool also provide a playgroup program run by the school ACEO who is widely respected and well known in the community. Playgroup runs every Friday during school terms, from 10am until 12noon, and is open to families with children aged 0-5years. Approximately 30 families attend across the year, many with multiple children. The playgroup sessions are set up and run with the promotion of parent/child interactions in mind to support families to be active in their child/ren's learning journeys. Families which participate in Uniting Country's PassPoint Program are also eligible to receive points for supporting to pack up at the end of the session.

Across 2023 educators had an improvement cycle with a focus on improvements in children's active listening skills and reciprocal conversation skills and also to confidently count collections to 10 or beyond and subitise numbers up to 6.. This process involved attending various professional learning opportunities across the year and coming back to reflect upon these as a team. Educators also embedded changes in their practice, including using context specific vocabulary with children, high quality modelling of oral language structures and of number sense skills through daily routines and spontaneous learning opportunities and intentionally planning provocations to invite children to explore and play with number.

Statement of Philosophy



Flinders View Preschool Philosophy 2024

Our commitment to the children and families. We will:

Interact with children and families with respect, considering and fostering understanding of cultural diversity, the importance of first nation's history and culture, and recognizing varying learning needs and preferences.

Invite and value parent input about their children's needs/interests.

We will work to establish trust, connections and strong relationships with families and remain approachable to families who can be sure we will maintain confidentiality as needed.

Provide regular communication with families regarding the program, their child's progress, changes to the service and how we can support them with their child's learning and development.

Support children in their day-to-day routines and **friendly** interactions with their peers and others.

Listen to and value children's thoughts and ideas. Empower children to make choices using different communication styles.

Allow children to make mistakes in a **safe, happy** and supportive environment to support them to develop their ability to be reflective, build and extend their understandings and skills.

Collaborate with support services, where appropriate, with parent consent, to support children to meet their individual learning needs.

Celebrate children's and family's achievements both big and small.

Our commitment to the program

The program will be guided by the Early Years Learning Framework (EYLF) and Preschool Literacy and Numeracy Indicators (PLNI) as required by regulations. It will include intentional teaching moments, and, as young children learn best through play, it will provide opportunities for uninterrupted play.

We will involve children's voice in the program. Where possible we will incorporate children's interests to make the program is engaging, **exciting** and builds upon children's current knowledge and skills.

We will include and celebrate diversity of culture in the program, inviting families and children to share their culture with the centre.

We will be adaptable and flexible in our program to allow spontaneous learning to occur and be extended upon.

We will work together, undertaking relevant professional learning to develop our own skills and knowledge to ensure a consistent environment where educators use the same language, models and practices to support children's learning and development. This includes being intentional in our interactions with the aim of engaging children and stretching their thinking.

Collaborate with other services to communicate the importance of participating in early years education programs for children's long term learning success.

Our commitment to the learning environment

We will work and support children to treat all living and non-living things respectfully.

We will actively listen to children's voices and ideas, incorporating them into the design of the environment.

We will provide an environment which allows the children to engage in risky play, challenge themselves and use their problem-solving skills while ultimately remaining safe.

We will be guided by procedures, policies and regulations to provide a safe and secure environment.

We will utilise the spaces both within the yard and the wider school environment to support nature play in the learning program.

We will provide opportunities, where appropriate, for children to become familiar with environments within the school to promote a smoother transition process.

We will undertake sustainable practices where practical and engage with appropriate programs and resources to develop the children's understanding about sustainability, recycling and caring our planet, plants and ocean.

Ratified by Governing Council, 21/2/2024

Strengths

Quality Area 1: Educational Program and Practice

- We develop, implement and document the educational program using the Early Years Learning Framework, the Numeracy and Literacy Indicators for DfE Preschools, the UN Rights of the Child and reflecting on Professional Development in relation to play, learning and development.
- Our program reflects the core values and of Reggio Emilia – with a particular focus on participation, learning as a process of construction, educational research and documentation, organisation, environment and spaces and evaluation.
- We provide opportunities for children to engage in play-based learning and recognise the importance of play in early childhood development.
- The program is tailored to the individual needs, interest and abilities of the children, and provide a variety of learning materials and resources that cater to different interests and abilities. For example, using visual aids throughout all aspects of the program to support our learners including children with Autism and children for whom English is an additional language or dialect, this supports children's participation, engagement and understanding especially during play and transitions.
- We ensure the program promotes learning across a range of developmental domains, including cognitive, social, emotional, and physical development, we plan for learning based on observation and analysis of children's learning and their needs. We utilise a well developed outside 'yard' space for the majority of each preschool session and children have access to a broad range of experiences including bike riding, sand and water play, mud kitchen, cubby house, climbing equipment, playground, dress ups, blocks and trains/cars, woodwork, painting and craft in the maker space etc. Educators support children to choose and use equipment and resources often transition between the indoors and outdoors as needed.
- Intentional teaching practices foster a love for learning and curiosity in children and we Foster a learning environment that encourages exploration, creativity, and problem-solving skills. In Term 3 & 4 2023 a focus on the natural world based on children's interest emerged after children showed an interest in searching for and finding bugs in the yard, this was extended through observing life cycles of butterflies and leaf insects, creating a nature shelf where children can add the items they find (such as shells, sticks, rocks) for others to explore, growing seeds and plants in our garden, harvesting and eating the various vegetables and both educators and children journaling the learning in the 'nature journal'.
- Families are involved in the program through the use of seesaw ap, the learning journal (floor book) and conversations, educators regularly seek their input and feedback and document conversations and interactions in the reflections book or within the program.
- We respect and celebrate the diverse cultural backgrounds of children and families attending the Preschool, we celebrate a range of special holidays and events throughout the year which reflect the cultural and religious backgrounds of our families as well as creating our own ways of celebrating throughout the year such as singing happy birthday or learning dances and songs from a range of cultures.
- We collaborate with families to ensure cultural continuity and relevance in the learning experiences provided. Through the enrolment process (about me form), Seesaw posts and daily conversations, families are invited to share with us any special information about their family including celebrations and traditions and these are included in the program.
- Incorporate cultural perspectives into the educational program to promote cultural competence and understanding, this is particularly demonstrated through our connection with the co-located primary school when celebrating Reconciliation Week, NAIDOC, Aboriginal Children's Day etc through participating in school wide events and visiting the bush tucker garden, as well as including games, toys and art experiences throughout the year.
- We create a safe, inclusive, and stimulating learning environment that supports children's well-being and engagement.
- We review and reflect on the effectiveness of the educational program including routines and transitions and make adjustments as needed, for example the routine changes throughout the year due to the weather, in the warmer months we begin our days outside and end the day inside due to the UV levels and the heat. In the cooler months the days are begin indoors and as they day progresses, we head outdoors. In Term 3 2023, we reflected on the number of transitions and 'wait time' children were required to do, upon reflection we moved to eating outdoors under the veranda (unless inclement weather), this has significantly reduced the boredom of children and associated behaviours, eating times are now calmer and more manageable as it allows children to return back to play once they have finished eating and for better supervision.
- We maintain a strong focus on continuous improvement in educational practices, at the end of 2023, we have worked with the DfE curriculum and Learning Division to redesign our approach the program cycle, to ensure we regularly assess and document each child's learning progress, and use this information to inform future planning. This will continue to be developed in to 2024 and beyond to ensure a consistent, whole site approach.

Strengths

Quality Area 2: Children's Health and Safety

- We use Google Docs to store, track and regularly review and update policies, procedures and risk assessments to reflect current best practices and legislative requirements that address all aspects of the Preschool's operations, including hygiene practices, illness management, and emergency procedures.
- We monitor and promote the physical, emotional, and social well-being of each child in the Preschool through the Educational Program, we include education and procedures around being sun smart through learning opportunities and daily routines such as checking the UV with the children daily, applying sunscreen, wearing hats etc. We provide opportunities for rest and relaxation through providing quiet areas both inside and outside, we are responsive to the children's needs supporting and encouraging sleep and rest as needed as well as having a daily quiet time including meditation/mindfulness, yoga and quiet activities in the afternoon.
- Families provide the food for children's lunches, educators support families to provide healthy and nutritious food through creating displays on the notice board, sending home information and through conversation. We provide fresh fruit daily (through the school), this allows us to model trying new foods and promote healthy eating, we believe this is a vital part of the program as children are more open to trying new food and eating healthily when they see others (children and adults) doing it too. We also promote children to bring fruit from home, we often use the apple twirler when children bring apples in, by peeling and coring the apple in this manner, we find children are more likely to eat the entire apple (including peel) compared to a whole apple and we have less food waste. When we provide food through the program (i.e., cooking experiences) we select recipes that align with dietary guidelines, taking into account individual dietary requirements and cultural considerations.
- Encourage and support children in developing healthy lifestyle habits, including physical activity and personal hygiene. Children take increasing responsibility for their own health and hygiene as they attend Preschool, educators initially support children with hand washing, sunscreen application etc, however over time children gain confidence and ability to attend to these tasks with increasing independence and only require supervision. Handwashing is promoted when transitioning in the environment, at eating times, and after self-care (toileting, blowing nose etc).
- Children who require toileting support (such as nappy changes) have a continence care plan in place through conversations with families we also support children to begin using the toilet – we respect the rights and needs of the families and children.
- Conduct regular risk assessments of the indoor and outdoor environments to identify and address potential hazards and implement measures to prevent accidents and injuries, such as safe storage of hazardous materials and appropriate use of equipment. We set clear expectations for safe use of equipment and resources for example woodwork (hammers, saws etc), climbing equipment etc.
- We have developed and regularly practice emergency evacuation procedures, including evacuation and invacuation drills and other emergency scenarios (such as snakes), we practice 2x drills with the collocated school each term as well as practicing our own drills independently. We have well-equipped first aid kits readily accessible and ensure that staff are trained in first aid.
- Maintain open and transparent communication with families regarding health and safety practices and inform families about any incidents or accidents involving their children promptly and provide clear documentation through accident reports and conversations (over the phone and in person).
- We use the Keeping Safe: Child Protection Curriculum to explicitly teach emotions, personal safety, privacy (i.e., use of toilets/change facilities), risk taking etc.

Strengths

Quality Area 3: Physical Environment

- We regularly assess and ensure that the physical environment is safe, secure, and free from hazards, though morning yard checks documented daily. We implement measures to minimize risks, such as safe storage of equipment, furniture arrangement, and proper maintenance of facilities. The playground and yard are inspected by the ground's keeper, the grounds keeper blower vacs the yard weekly and on an as needs basis, and checks the levels of bark chips, tops up the sand and mows the grass. A playground check is conducted quarterly. Every afternoon a cleaner (through the school) wipes surfaces, vacuums and mops and cleans the toilets in the Preschool and shared areas. Educators mop up spills, cleans tables etc as required throughout the day. We have undertaken risk assessments of a variety of shared spaces and environments at the collocated site so we can access and use the library, gym, playground, bush tucker garden etc, this supports the Preschool to connect with and participate in the school community such as family night, sports day, library borrowing etc.
- We provide well-resourced and age-appropriate indoor and outdoor learning spaces that encourage exploration, creativity, and learning through play and ensure a variety of materials and resources are available to cater to different interests and developmental stages. Spaces are inclusive, educators provided a range of resources and equipment which are suitable for use and adequate in number, they create quiet and active spaces and support the flexible use of resources. The design the physical environment to be inclusive and accessible for all children, including those with diverse abilities and cultural backgrounds. We are currently supporting a child with Autism to access the Preschool program by working with the family to do what is best for them, for example, the child initial attended for 1 hour per day with the family remaining of site, once the child had developed relationships with educators and was comfortable and safe in the environment we increased his time at Preschool, he now attends for about 4 hours with the support of a 1:1 educator and modifications to the physical environment to ensure the space is safe and inclusive to his needs.
- We provide physical spaces at different heights and soft and hard surfaces as well as opportunities to sit, stand or move both inside and out. Resources in the home-corner space are from a range of cultures and includes real items such as teapots, cups, pots and pans etc. A string of fairy lights has been added to the indoor space which creates a calm feeling and provide soft lighting to counteract the glare and harshness of fluorescents, reducing eye strain and creating a more comfortable visual environment, this has created a comfortable and welcoming space that fosters a sense of belonging for children, families, and educators, the use colours, lighting, and furnishings that contribute to a positive and inviting atmosphere.
- We optimise the layout of indoor and outdoor spaces to support various activities and learning experiences and ensure that spaces are flexible and adaptable to accommodate different group sizes and activities. Loose parts and transient resources are incorporated in to the environment and uses in a variety of ways for example using rocks and sticks in the cubby as 'food', wooden blocks and cars can be used inside or make their way to the sandpit. We have a large range of loose parts outside which are used throughout the environment such as cable reels, plastic crates, PVC pipes, tyres etc. This supports us to integrate sustainable practices into the physical environment and incorporates opportunities for children to engage in environmentally sustainable activities and learn about the importance of caring for the environment.
- In 2023, we purchased 2 new tables (and 12 chairs), this decision was made to support the safe and effective use of the lino area in the Preschool. The tables are smaller and better fit the space allowing enough room for families with a pram to enter and navigate the room, and better flow of traffic upon pick up and drop off. The smaller tables also allow children to reach the middle of the table so they can access and use materials and resources with increasing independence. The natural look of the tables has also added to the overall feeling in room (removing brightly coloured tables) in keeping with our approach/pedagogy (Reggio Emilia inspired)
- In 2023, Educators successfully applied for and won a music grant (\$1500) following professional development about the importance of Music in education with an emphasis on wellbeing, communication and oral language development. This grant was utilised to restock and update the dwindling range of musical instruments. The new instruments were introduced to the children with educators supporting the appropriate use and care for both inside and outside access. The old instruments were then repurposed into the creation of an outdoor music wall to promote sustainability and recycling/upcycling.
- We frequently find lizards within our environment including skinks, geckos and breaded dragons. We support children to be safe through watching/observing, taking photos and doing observational drawings and then moving them on when required.
- Educators purchased leaf insects, this has resulted in children showing increasing care and respect for living things through creating hands-on experiences, fostering curiosity and wonder about nature. Observing life cycles has promoted, laying a life long appreciation for nature.

Strengths

Quality Area 4: Staffing Arrangements

- Staff rosters ensure that the Preschool maintains appropriate educator-to-child ratios at all times, as specified in the National Regulations and additional staff are employed as needed taking in to consideration the age and developmental needs of the children in determining suitable ratios. The coordinator and Principal regularly review staffing arrangements and practices to identify areas for enhancement.
- The Coordinator and Teacher are employed fulltime and both have a full day of admin on Fridays to support the shared development of the program, planning, policies and procedures, etc. The current (temporary) Coordinator has previously worked within the Preschool (2021) and the coordinator (currently on leave) will return in 2024. One educator (SSO) is employed for 4 days per week with additional hours provided for admin and staff meetings and is their 8th year within the Preschool. The small staff team allows for continuity and consistent approaches as it allows for effective collaboration and communication.
- The coordinator is appointed as the educational leader who is responsible for leading the development and implementation of the educational program, they foster a collaborative approach to educational leadership that involves all educators through daily reflections, weekly staff meetings, observations and feedback, PDPs, providing information and professional readings and facilitating professional development.
- Educators are provided ongoing professional development opportunities to enhance educators' knowledge, skills, and understanding of current pedagogical practices and fosters a culture of continuous improvement by encouraging educators to reflect on their practice and engage in professional learning. through multiple pupil free days yearly (1 per term) and additional PD provided through staff meetings and out of school hours. In 2023, this involved learning about Reggio Emilia, play schemas, music education, first aid and more.
- Lunch covers are provided by Early Childhood teachers and leaders from the collocated school. This supports the development of relationships and continuity for children as they transition in to their foundation year of schooling.
- We utilise the passions, strengths, abilities etc of staff within the program, for example the SSO is interested in Art and mark making, so she organises and plans experiences which support and promote this, whereas the teacher has a passion for music and movement so she embeds this within the program in response to children's interests and needs.
- All educators encourage open and collaborative communication between Preschool and families to share information about children's learning and wellbeing and involve families in decision-making processes related to the educational program and their child's development.
- Staff wellbeing is promoted by addressing workload, stress, and other factors that may impact job satisfaction. Educators are encouraged to access supports such as the Employee Assistance Program (EAP) to support them with work-related and/or personal problems which may impact them. Educators are recognised and celebrated for their contributions through the school, educators may receive an 'apple' on the tree to recognise their efforts, the Preschool also celebrates Early Childhood Educators Day, World Teachers Day, SSO Week etc. The Preschool team also meet outside of work hours for a casual dinner or coffee which fosters a sense of community.

Strengths

Quality Area 5: Relationships with Children

- Encourage educators to engage in responsive interactions with children, demonstrating warmth, respect, and genuine interest in their perspectives. They recognise and respect the autonomy of each child, allowing them to make choices and decisions within appropriate boundaries and provide opportunities for children to engage in self-directed play and learning experiences. Educators support children to have a sense of agency and independence as well as collaboration to learn from each other. Children are encouraging to take responsibility for their belongings, unpacking their bags, putting lunch in fridge and drink on the trolley. They help with routines and transitions and help each other through play such as pushing the drink trolley outside, getting the lunch boxes out, pushing each other on the swings, helping to put smocks on. Educator's role model asking for help, using appropriate language etc and support children in expressing their thoughts, ideas, and feelings through open-ended conversations.
- Consistency in staffing arrangements to promote stability and a sense of belonging for children and fosters secure attachments by providing continuity of care, allowing children to form strong and trusting relationships with their educators. Educators use their knowledge of the circle of security and attachment theory to be a secure base and safe haven for children, supporting exploration, watching over, enjoying and delighting in children, providing comfort and supporting children with organising their feelings. Educators listen to and respond to children's needs (i.e., tired, hungry), they use holistic approaches and communication to ensure consistency in methods, expectations and decision making. They adapt the routines to suit the needs for the children – for example providing a relaxing and calming room for children when children came to preschool after their transition session at school as they recognised that children were tired or taking a group outside to run around when educators recognise their need to expel energy.
- • We have established clear and positive communication practices between educators, children, and families and communicate regularly with families to share information about children's experiences, achievements, and well-being. Actively involve families in the educational program by seeking their input, sharing information, and respecting their cultural and individual perspectives. Educators create opportunities for families to contribute to decision-making processes and participate in the Preschool community. Conversations with families re toileting, need for rest, sunscreen application, additional supports, family circumstances and events and how they can be supported/catered for at Preschool occur regularly. Educators work in partnership with families to Support smooth transitions for children, particularly during entry to the service, changes in groupings, or transitions to school, they communicate effectively with families to ensure they are informed and involved in transition processes through conversations, notes home, seesaw posts and phone calls.
- The dignity and rights of children are protected ensuring their needs are met i.e., supporting with toileting, provision of emergency lunches and spare water bottles and through respectful interactions
- Educators use a range of verbal and nonverbal communication to meet the needs of children, through AAC/PODD, aided language boards, lanyard visuals, stop signs on doors/cupboards this supports language development. Participation in the program, routines and transitions.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

- Educators actively involve families in the development, review, and evaluation of the educational program and seek input from families on their children's interests, strengths, and cultural background to inform learning experiences. They use observation and documentation techniques to capture and reflect on children's interests, strengths, and areas for development, they share observations with families to promote understanding and collaboration in supporting each child's learning journey. Through the individual and group learning journals, learning stories etc.
- We establish clear and effective communication channels with families, providing regular updates on children's progress, activities, and important events and use a variety of communication methods, such as displays, newsletters, Seesaw, phone calls and meetings, to ensure information is accessible to all families.
- We recognize and respect the diverse cultural backgrounds, values, and traditions of families within the community and create an inclusive environment that welcomes and celebrates the diversity of all children and families through the provision of authentic resources and experiences and encouraging families to share their culture, knowledge and skills within the program.
- In 2023, families have been encouraged to be part of the program by providing loose parts such as tyres, help with gardening and watering plants, donating recyclables for art and craft, fixing or making resources such as the mud kitchen and supporting their child with transitions such as applying sunscreen or unpacking their bags.
- We actively engage with the local community to enhance the Preschool's understanding of community needs and resources through collaborating with community organizations, services, and businesses to enrich the educational program and provide additional support when needed. The Preschool is involved with many of the school and community events which the collocated school runs throughout the year including sports day, family night etc. SA Police regularly visit the site to engage with the children. In term 4, children created Christmas murals for the council to display on the planter boxes around the main street for the Christmas pageant.
- We have developed partnerships with relevant support services, such as health professionals, speech therapists, and early intervention services, to meet the individual needs of children and share information with families about available support services and facilitate connections when necessary. We have speech and OT from Country Health Connect visit our site to deliver support for children who access this outside of Preschool, this allows us to ensure a consistent approach between home and school and meet the needs of the children. We also work with support services such as AFSS and HIPPY.
- Team around the child (TAC) meetings with leaders, educators, DfE speech or special educator, families and external providers are used to support children with additional needs to access and participate fully in Preschool.
- The Preschool collaborates with local schools, particularly the collocated school to facilitate a smooth transition for children entering formal schooling. We share information with schools about each child's strengths, interests, and areas for development to support continuity in learning through transition meeting and the statement of learning.
- We run 4x transitions sessions for children beginning Preschool in the term prior to beginning preschool, in term 1 and 3 we run three-way interviews/learning conversations and in terms 2 and 4 we provide written reports to families.
- We offer flexible service delivery options that cater to the diverse needs of families, such as extended hours, family-friendly policies, and culturally sensitive practices. Provide support for families facing challenges, including financial difficulties or language barriers including accessing interpreters when needed or providing emergency lunches and water for children. We do home visits for children to follow up attendance or reach out to families/offer support.

Strengths

Quality Area 7: Governance and Leadership

- We have an establish and effective governing council with the collocated school that supports the ongoing operation and improvement of the Preschool. The governing council has clearly defined roles and responsibilities and it operates in accordance with relevant legislation and regulations.
- The Preschool has an appointed qualified and experienced leader (the school principal) who is responsible for the overall operation of the Preschool. The preschool has also appointed a B-1 Leader in the role of coordinator who reports directly to the principal. The site fosters a culture of leadership that promotes professionalism, collaboration, and a commitment to continuous improvement.
- We implement effective risk management processes to identify, assess, and mitigate risks to the well-being of children, staff, and the overall operation of the Preschool. Risk management strategies are reviewed and updated yearly and on an as needs basis for specific experiences or activities.
- We develop, review, and regularly update policies and procedures that guide the operation of the Preschool, ensuring that policies cover key areas such as health and safety, educational program, governance, and interactions with children and families. Policies are scheduled to be updated every 3 years and the philosophy is updated yearly, these are ratified by the governing council.
- The leaders stay informed about and ensure compliance with relevant national and state legislation and regulations. And regularly review practices to ensure alignment with legislative requirements, they keep educators up to date and share relevant information and changes through staff meetings.
- The Preschool team develops a comprehensive quality improvement plan that addresses key areas identified through self-assessment, assessment and rating processes, and feedback from stakeholders yearly. They monitor and evaluate progress toward quality improvement goals regularly at staff meetings.
- We have an establish sound financial management practices to ensure the Preschool's financial sustainability, the Finance officer and the principal ensure they maintain accurate and transparent financial records and budgets.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Flinders View Preschool

Goal 1: Build Children's Communication Skills through Verbal and Non-Verbal Strategies



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators develop a consistent approach to communication which is inclusive of all children's communication needs then children's confidence and ability to communicate will improve.

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

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STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Implement Daily Communication Activities</p> <p>For example: Oral Language Project, Listening Pack, Vocabulary Games, Speech Sound Activities, Songs, Rhymes and Stories with visual aids, Individual Speech Programs etc.)</p>	<p>1.1.2 Child centred 1.1.3 Program learning opportunities 1.2.1 Intentional Teaching 1.2.2 Responsive Teaching & Scaffolding 1.3.2 Critical Reflection 4.2.1 Professional collaboration 5.1.1 Positive educator to child interactions 6.2.2 Access and participation 7.2.2 Educational leadership</p>	<p>Daily as whole group, small group or individuals.</p>	<p>Educators: Plan and facilitate daily communication activities. Participate in professional development sessions on communication development.</p> <p>Coordinator: Oversee the implementation and provide necessary resources. Liaise with Speech Pathologists to ensure activities align with children's specific needs Provide ongoing professional development opportunities for educators.</p> <p>DfE Speech Therapists/Special Educator: Provide expertise and guidance. Provide additional support and expertise in implementing strategies. Provide individual speech programs and small group intervention strategies/ideas</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Communication activity templates. • Visual aids and props for activities. • Assessment tools for tracking communication development.

<p>Create a Communication-Rich Environment</p>	<p>3.2.1 Inclusive Environment 6.2.2 Access and participation</p>	<p>As required</p>	<p>Educators:</p> <ul style="list-style-type: none"> Design and maintain communication-rich environments. <p>Coordinator:</p> <ul style="list-style-type: none"> Allocate resources and provide ongoing support. <p>DfE Speech Therapists/Special Educator:</p> <ul style="list-style-type: none"> Provide expertise and guidance. 	<ul style="list-style-type: none"> Labels and visual aids throughout learning spaces (stop signs, aided language boards) iPad (purchase ProLo application or other communication application) Age-appropriate books and reading materials.
<p>Integrate Non-Verbal Communication Strategies</p>	<p>1.1.2 Child Centred 1.3.3 Information for families 3.2.1 Inclusive Environment 3.2.2 Resources support play based learning 4.2.1 Professional collaboration 5.1.1 Positive educator to child interactions 5.1.2 Dignity and rights of the child 6.1.3 Families are supported 6.2.2 Access and participation</p>	<p>Always, From week 1, Term 1</p>	<p>Educators:</p> <ul style="list-style-type: none"> Plan and facilitate non-verbal communication activities. Create and send home resources for children/families to use at home Collaborate on assessing the effectiveness of communication strategies. <p>Coordinator:</p> <ul style="list-style-type: none"> Conduct regular reviews of communication strategies and adjust based on feedback. <p>DfE Speech Therapists/Special Educator:</p> <ul style="list-style-type: none"> Provide expertise and guidance. Provide additional support and expertise in implementing strategies. 	<ul style="list-style-type: none"> Non-verbal communication resources (lanyards, aided language boards, PDD, iPad etc.) Mark making materials and dramatic play/small world props, story tables etc. Training resources on non-verbal communication.
<p>Involve Families and External Providers in Communication Practices</p>	<p>1.3.3 Information for families 6.1.1 Engagement with the service 6.1.3 Families are supported 6.2.2 Access and participation 6.2.3 Community Engagement</p>	<p>Daily/weekly though conversation, seesaw and other methods, termly through information session</p>	<p>Educators:</p> <ul style="list-style-type: none"> Organize family workshops and communication initiatives. Provide information on types of communication to families Create and send home resources for children/families to use at home <p>Coordinator:</p> <ul style="list-style-type: none"> Support and allocate resources for family engagement. 	<ul style="list-style-type: none"> Workshop materials and presentation guides. Communication tip sheets for families. Collaboration platforms or apps for communication with families.

			<ul style="list-style-type: none">● Engage with external provider such as Country Health Connect (for children accessing services outside of Preschool) <p>Families:</p> <ul style="list-style-type: none">● Share feedback on the impact of communication strategies.● Actively participate in workshops and events focused on communication.	
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Goal 1: Build Children's Communication Skills through Verbal and Non-Verbal Strategies

 **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>Actions</p>	 On track	<p>Evidence</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>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
<p>Implement Daily Communication Activities</p> <p>For example: Oral Language Project, Listening Pack, Vocabulary Games, Speech Sound Activities, Songs, Rhymes and Stories with visual aids, Individual Speech Programs etc.)</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> Observational notes highlighting improved communication skills. Samples of children's work or projects showcasing communication development 	<p>Steps:</p> <ol style="list-style-type: none"> Introduce daily activities that promote communication (e.g., show-and-tell, group discussions). Provide a variety of topics and materials to encourage verbal expression. Document and assess children's participation and communication skills regularly. <p>Adjustments:</p> <ul style="list-style-type: none"> Tailor activities based on children's interests and developmental levels. Provide additional support or differentiated activities for children with diverse communication needs.
<p>Create a Communication-Rich Environment</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> Photographs or videos of interactive learning spaces. Samples of children's art or creations reflecting communication skills. 	<p>Steps:</p> <ol style="list-style-type: none"> Arrange learning spaces to facilitate communication and interaction. Label and display visual aids to support language development. Integrate communication-enhancing materials (e.g., books, storytelling props) into the environment. <p>Adjustments:</p> <ul style="list-style-type: none"> Regularly update and rotate communication materials.

			<ul style="list-style-type: none"> ● Seek feedback from educators and children on the effectiveness of the environment.
<p>Integrate Non-Verbal Communication Strategies</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Video documentation showing non-verbal communication cues (for video self-modelling and data collection) ● Children's drawings or expressions highlighting non-verbal communication. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Incorporate non-verbal communication activities (e.g., expressive arts, role-playing). 2. Teach and encourage the use of gestures, facial expressions, and body language. 3. Provide opportunities for children to express themselves through different creative mediums. <p>Adjustments:</p> <ul style="list-style-type: none"> ● Adapt activities based on individual preferences and comfort levels. ● Offer additional support for children who may need encouragement in using non-verbal communication.
<p>Involve Families and External Providers in Communication Practices</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Family participation in communication-related events or workshops. ● Examples of communication strategies shared with families. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Organize workshops or information sessions on supporting children's communication at home. 2. Share regular updates and tips on communication development through newsletters or communication apps. 3. Encourage families to contribute to children's communication goals. <p>Adjustments:</p> <ul style="list-style-type: none"> ● Tailor information to suit diverse family backgrounds and preferences. ● Seek feedback from families on the effectiveness of communication strategies.

Goal 1: Build Children's Communication Skills through Verbal and Non-Verbal Strategies



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: Flinders View Preschool

Goal 2: Facilitate and Extend Children's Voice and Agency within the Preschool Program



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators respond to children's ideas and allow them to make choices and decisions then each child's learning will be maximised.

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
<p>Implement Child-Led Learning Experiences</p>	<p>1,1,2 Child centred 1.1.3 program learning opportunities 1.2.2 responsive teaching and scaffolding 1.2.3 child directed 1.3.1 assessment and planning cycle 3.2.2 resources support play based learning 4.2.1 professional collaboration 5.1.1 positive educator to child interactions 5.2.1 collaborative learning 6.2.1 access and participation</p>	<p>Begin Term 1, Daily through emergent curriculum, weekly/fortnightly as part of program/planning cycle</p>	<p>Educators:</p> <ul style="list-style-type: none"> Observe and identify children's interests. Create flexible daily schedules. Document and display children's work. Engage in responsive interactions. Attend professional development sessions. <p>Coordinator:</p> <ul style="list-style-type: none"> Provide ongoing support and professional development opportunities. 	<p>Resources:</p> <ul style="list-style-type: none"> Observation tools Display boards for showcasing children's work. Professional development resources on child-led and play-based learning.

	<p>7.2.2 educational leadership 7.2.3 Development as professionals</p>			
<p>Design Learning Environments that Encourage Choice and Exploration</p>	<p>1.1.2 child centred 1.2.3 program learning opportunities 1.2.3 child directed learning 1.3.2 critical reflection 2.1.1 wellbeing and comfort 3.1.1. fit for purpose 3.1.2 upkeep 3.2.1 inclusive environment 3.2.2 resources support play based learning 3.2.3 environmentally responsible 4.2.1 professional collaboration 5.2.1 collaborative learning 5.2.2 self-regulation 6.2.2 access and participation 7.1.3 roles and responsibilities</p>	<p>Set up from Week 0, adjust in line with program.</p>	<p>Educators:</p> <ul style="list-style-type: none"> • Arrange learning spaces to allow for easy access. • Provide a variety of materials. • Rotate and refresh learning materials. • Create quiet corners or cosy spaces. 	<p>Resources:</p> <ul style="list-style-type: none"> • Room layout plans. • Visual inventory of materials and resources for children to select resources. • Book for recording children’s reflections and ideas.
<p>Incorporate Reflection and Goal-Setting with children into Daily Routine</p>	<p>1.1.1 approved learning framework 1.1.2 Child centred 1.1.3 Program learning opportunities 1.2.3 child directed learning 1.3.1 assessment and planning cycle 1.3.2 critical reflection 1.3.3 information for families 3.2.2 resources support play based learning 4.2.1 professional collaboration</p>	<p>Mid Term 1, once relationships with children and children’s needs are known</p>	<p>Educators:</p> <ul style="list-style-type: none"> • Continuously observe and gather feedback. • Collaborate with families and other educators for insights. • Introduce reflection as a routine. • Guide children in setting goals. • Document reflections and goals. • Celebrate achievements. <p>Families:</p> <ul style="list-style-type: none"> • Provide feedback on the program • Engage in collaborative decision-making processes. 	<p>Resources:</p> <ul style="list-style-type: none"> • Staff reflection journal • Learning Journal/Floor book, photos and textas • Goal-setting board or display for each child (including photo of child, interests, goals etc.) • Regular review and reflection templates.

	6.1.1 engagement with the service 6.1.2 parents' views are respected 6.1.3 families are supported 6.2 access and participation 7.2.1 continuous improvement			
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Goal 2: Facilitate and Extend Children's Voice and Agency within the Preschool Program

 **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	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan			
Implement Child-Led Learning Experiences	Click or tap here to enter text.	Evidence: <ul style="list-style-type: none"> Documentation of child-initiated activities and projects. Anecdotal records highlighting instances where children made choices in their learning. 	Steps: <ol style="list-style-type: none"> Observe and identify children's interests through ongoing observations and conversations. Create flexible daily schedules allowing time for child-led activities. Document and display children's work to showcase their contributions. Encourage educators to engage in responsive interactions, asking open-ended questions to extend children's thinking. Adjustments:

			<ul style="list-style-type: none"> ● Regularly review and update the routine and program based on emerging interests. ● Provide professional development opportunities for educators on child-led learning.
<p>Design Learning Environments that Encourage Choice and Exploration</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Photographs or videos showcasing children engaging in various learning areas. ● Observational notes on how different learning environments support agency. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Arrange learning spaces to allow for easy access and navigation by children. 2. Provide a variety of materials and resources to cater to diverse interests. 3. Rotate and refresh learning materials based on children's feedback and evolving interests. 4. Create quiet corners or cosy spaces where children can retreat for self-regulation <p>Adjustments:</p> <ul style="list-style-type: none"> ● Regularly survey children and observe their preferences to adjust learning environments accordingly. ● Involve children in the process of choosing materials and rearranging spaces.
<p>Incorporate Reflection and Goal-Setting with children into Daily Routine</p>	<p>Click or tap here to enter text.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Reflection journals or documentation showcasing children's reflections. ● Goal-setting boards or displays within the Preschool. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Introduce reflection as a routine, encouraging children to discuss their experiences and learning. 2. Guide children in setting short-term goals related to their interests or skills. 3. Document reflections and goals in a visible and accessible format. 4. Celebrate achievements and revisit goals regularly. <p>Adjustments:</p> <ul style="list-style-type: none"> ● Use children's feedback to adapt the reflection and goal-setting process. ● Provide additional support for children who may need assistance in articulating their reflections or setting goals.

Goal 2: Facilitate and Extend Children's Voice and Agency within the Preschool Program

 **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
<p>Embedding Sustainability</p> <p>Incorporating sustainability and environmental care into the educational program is crucial for teaching children about the importance of protecting our planet.</p>	<p>3.1.1 Fit for purpose 3.1.2 Upkeep 3.2.3 Environmentally responsible</p>	<p>Working bees Asking for donations Nature walks Nature shelf Recycling and waste management Gardening and composting Keeping Animals (i.e., Stick Insects or Butterflies) Nature based arts and crafts Environmental literature</p>	<p>Throughout 2024 as part of the program/planning cycle</p>	<p>Resources: Natural and recycled materials Plants and animals Books</p>	<p>Educators: Establish and maintain garden, compost/worm farm etc. Regular rubbish clean ups</p> <p>Families: Working bees to aid with weeding, gardening etc to maintain the outdoor environment Encourage donation of recycled materials for loose parts and art/craft</p>
<p>Engaging Families in Learning</p> <p>Engaging families in their child's learning is crucial for fostering a strong home-school connection and supporting children's development.</p>	<p>6.1.1 Engagement with the service 6.1.2 Parents views are respected 6.1.3 Families are supported</p>	<p>Send about me forms home with families to gain information to include in the program Family helpers to share stories, cook or do craft Home challenges shared on Seesaw to get families engaged with children at home Host a family night (or day) where children and families are invited to stay and play together. Incorporate cultural celebrations in to the program</p>	<p>About me sent home in 2023/early 2025, Family contributions and special events rostered termly and sent out to families</p>	<p>Resources: Calendar Seesaw About me form</p>	<p>Educators: Invite families to come in a share their interests/ culture/traditions etc Create a roster/calendar of events</p> <p>Families: Attend on rostered day/date to do activity/experience</p>
<p>Sharing Learning and Program with Families</p> <p>Sharing the learning and educational program with families is essential for keeping them informed and involved in their child's education.</p>	<p>1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 1.3.3 Information for families</p>	<p>Provide information to families about the EYLF and NQS and the planning cycle so they understand the purpose of preschool Open night at beginning of the year Learning journals/portfolios of children's time at preschool Termly newsletters to families</p>	<p>As needed across the year</p>	<p>Resources: Fact sheets Observations Portfolios Reports Program/Planning</p>	<p>Educators: Share learning portfolios regularly and have conversations on drop off/pick up, record conversations in reflections book and use these to inform program Create a roster/calendar of events</p> <p>Families:</p>

		Digital platform (seesaw) used daily to keep families informed as groups and individuals Learning conversations 2x year, and as needed/requested Learning showcase at the end of the year Parent workshops (per PQIP goals) Home learning packs in the event of closures. Collaborative projects extending beyond preschool			Attend workshops
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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			
Embedding Sustainability Incorporating sustainability and environmental care into the educational program is crucial for teaching children about the importance of protecting our planet.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Engaging Families in Learning Engaging families in their child's learning is crucial for fostering a strong home-school connection and supporting children's development.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Sharing Learning and Program with Families Sharing the learning and educational program with families is essential for keeping them informed and involved in their child's education.	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

Name Anna Nayda.
Date 14/05/2024

Signature:

Endorsed by governing council chairperson

Name Tracy Laughton
Date 14/05/2024

Signature:

Endorsed by education director

Name Deb O'Neill
Date 14/05/2024

Signature: