

2023

Quality Improvement Plan for Bains Road Preschool

Site number:

3610



Service name

Bains Road Preschool

Service address

10 Gum Court, Morphett Vale, SA, 5162

Service approval number

SE - 00010150

Acknowledgment of Country

We acknowledge the Kurna 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

Bains Road Preschool is a stand-alone preschool 22 kilometres South of the GPO in Adelaide and in the Onkaparinga Council area.

In 2022 the preschool provided preschool sessions for up to 57 children, an Inclusive Preschool Program for up to 12 children and Occasional Care for up to 72 children per week.

In 2023 our preschool capacity has been increased to 66 children and we look forward to welcoming children in Term 3 for an additional mid-year intake.

The Preschool is a member of the Panalatinga Partnership. Leaders in our partnership meet twice a term to share practice, develop common understanding and build capacity within the partnership. Our site uses Reflect, Respect, Relate as a tool to reflect on educator practice and learning opportunities using the Active Learning Environment Scale. At Bains Road Preschool we are committed to a cycle of continuous improvement where children's learning outcomes and well-being are at the forefront of all that we do. Children's curiosity and their sense of wonder are fostered in an inquiry play based curriculum. Our goal is for each child to develop their potential, working in partnership with their family and the wider community. We report to families on their child's development and learning using the National Curriculum, Early Years Learning Framework - Belonging, Being and Becoming.

At Bains Road Preschool we have continued to use an inquiry approach to curriculum planning where the children's voice drives the learning. Children are supported to develop dispositions for learning and encouraged to follow their interests to further their understanding and learning. Children are given time to explore, solve the big ideas and problem solve together.

Our work is underpinned by our commitment to the following principles:

A culture of continuous improvement

An inquiry approach to teaching and learning

A planned play-based learning curriculum

Partnerships with educators, parents/caregivers and the community

Equity of access for all families

Safe, inclusive and ethical practice

Statement of Philosophy

Philosophy:

At Bains Road Preschool, we believe that each child is a respected individual with their own unique family life and culture. We aim to help each child to develop to their potential, by promoting inclusion and working in partnership with their family and the wider community. We report to families on their child's development and learning using the National Curriculum "Belonging, Being and Becoming". We strongly believe that children learn best through play. We strive to provide a safe secure learning environment with experiences (explicit and experiential) where children can develop a strong sense of belonging. The centre provides a rich and well-resourced learning environment that encourages children to explore and be challenged. Educators engage in continuous learning and reflection to support improved learning outcomes for all children in the centre.

Our Values:

Trust
Optimism
Honesty
Integrity
Inclusion
Respect

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

1. Practice is embedded in service operations:

- All educators have a comprehensive understanding of the approved learning framework, 'The Early Years Learning Framework, Belonging, Being and Becoming' (EYLF) and the 'Indicators of Preschools Literacy and Numeracy'. The EYLF underpins our curriculum planning and learning outcomes.
- Educators use the EYLF and Indicators of Preschool Literacy and Numeracy to support a play-based learning program and embed the outcomes, practices and principles when observing, documenting, evaluating, assessing, reporting and planning for future learning.
- The EYLF and Indicators for Preschool Literacy and Numeracy support strengthen our ability to design, implement and evaluate our high-quality educational program that has play-based approach to learning and consistently aligns with our Statement of Philosophy.
- Our site has a whole site approach to curriculum planning. All educators work collaboratively to consistently develop and implement a purposeful and responsive educational program, that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child.
- Our program is strengthened through educator's desire and ability to work in collaboration with one another and along-side families and children to observe, document, notice, and evaluate children's learning, interests and abilities.
- Educators use a planning cycle to ensure their pedagogical approach is intentional and purposeful. Our planning cycle consists of using observational grids, One Plan Goals, Traffic Light Literacy and Numeracy Indicator Assessment, photo/play pages, the floor book and annotated displays to document and record children's voices/ ideas/ interests and learning that occurs. Educators will use the EYLF and Literacy and Numeracy Indicators to analyse and evaluate the learning that has occurred. Throughout the fortnight, Educators will use the 'Reflection Grid' to critically reflect on pedagogical practice, the learning environment, routine, and identify common themes or patterns of learning. The information collected throughout the fortnight is used to inform the following fortnight's program.
- At the beginning of the year, Educators use the information collected from families to inform a 'Yearly Overview'. The Yearly Overview is shared with families and embedded within the program throughout the year. This ensures families are informed about important components of the program, such as when educators select primary care groups, set specific goals for children and document children's learning against the indicators for literacy and numeracy. It also informs families of important events they might like to be involved in throughout the year such as Reconciliation Week.
- Educators use a Term Overview to ensure EYLF, Indicators for Literacy and Numeracy, Child Protection Curriculum and key relevant themes that have been identified by the educators such as Inclusion and kindness, underpin pedagogical practice and the program throughout the term.
- At the end of the year, Teachers write a 'Statement of Learning' for every child in their primary care group. The statement of Learning is kept in the child's portfolio and given to the children and their families at the end of the year. A copy of the Statement of Learning is also provided to the children's reception teacher to support transition to school and ongoing learning and development.
- The preschool uses an inquiry approach to curriculum planning where children's curiosity drives the learning.
- We acknowledge families as the 'first' teacher and understand they're a critical element to supporting a child's learning and development. We also acknowledge children attend our site with having unique and diverse experiences, beliefs, ideas and cultural understandings. Therefore, families' values and

desires for their children and their cultural beliefs are initially identified in the 'Getting to Know You' document that is completed and returned to the site prior to commencing Preschool. This enables educators to gain a deep and holistic understanding of each child and provide a supportive learning environment.

- Child led self-directed play is the fundamental right of all children in our preschool. Learning opportunities are developmentally appropriate and support a constructivist approach to planning for the child. Relationships with each child and their family are paramount.
- Our Program and routine enable children to choose where their learning takes place and provides opportunities for prolonged learning experiences to support deeper and high order thinking.
- The Educators advocate for children and ensure they receive what they need for their individual development. Referrals at Department for Education (DfE) special services are made to support children with special rights. Speech programs are designed by a DfE Speech Pathologists for children who have been identified as needing intervention and then implemented daily by an Educator in correspondence with the DfE Speech Pathologist.
- One Plans are formulated and additional resources are put in place for children who identify as Aboriginal or Torres Strait Islander, who are under the Guardian of the Minister or have a diagnosed disability or have complex health needs. Educators collaborate with family members to create and review children's One Plans.
- We ensure each child's interests and choices are included, to develop active participation in social development/learning through develop strong relationships and understanding of each child, using open ended resources, the cycle of planning and having focus children allocated to each teacher.
- Children who have special rights, are under the Guardianship of the Minister, or identified cultural diversity, are supported by Educators, including Preschool Support Workers and Bilingual Support Workers to participate in the learning program. Our IPP educator to child ratio of 1:3 ensures children who access the program are supported to engage within the preschool program.
- Family members have access to multiple communication methods (emails, SMS, Facebook, displays, provocations) to connect with Educators and are encouraged to engage and contribute to the program. Families are updated weekly on the learning that has occurred through the Floor Book which is located next to the sign in sheet. Family members and children always have access to the children's portfolios and are regularly invited to view the learning displayed in them. Parent/Caregivers are also invited to Parent/Caregiver/ Teacher Chats in Term 2 with their child's primary care Teacher. This provides another opportunity for Educators and parents/caregivers to share information in regards to the child's learning and development, ask relevant questions, express concerns and strengthen their relationship with one another.
- Data on children's learning and development against the Indicators for Literacy and Numeracy is collected at the end of each term to ensure continuous improvement in children's learning and development is an ongoing embedded practice at the Preschool. Educators use a 'Traffic Light' system to record children's progress, identify areas of concern and to reflect on their current practice. The information collected through the 'Traffic Light' record is used to inform pedagogical practice and the environmental program.
- Children develop their own areas of inquiry. Educators focus on learning outcomes and support children to see themselves as learners, fostering their dispositions for learning.
- Children have the opportunity to share their learning with others and their families through a range of resources including the floor book, portfolios, wall displays, communicating at group time, persona doll books and throughout the day in play episodes.
- Equity is understood and we endeavour to support children to be able to communicate their needs and feelings in multiple ways through inclusive practices. Educators use a variety of visuals, schedules and first and then cards to support engagement within the program throughout the day.
- Educators use AUSLAN daily, in the Acknowledgement of Country, during group times to explain routines and in songs to help support all children's literacy development, participation and communication.
- To help support children's sensory needs, we minimise "visual clutter" in the indoor environment and utilise natural lighting in addition to warm fairy lights and lamps. Children's individual sensory needs are identified and are supported throughout the day through a variety of strategies including, accessing the Sensory Room, a variety of sensory swings, trampolines, wobble cushions and fidgets.

2. Practice is informed by critical reflection:

- All educators reflect daily, individually and with each other on the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program and opportunities to strengthen the educational program. This is documented in the reflection grid, observation grid, at staff meetings and teacher's meetings.
- Our practice and curriculum are informed by current recognised guidance. This is evident through Educator Professional Development:

In 2021:

- Bains Road Preschool has consulted with Thilan Legierse – Leadership & Team Coach since the beginning of 2021 as the site had many new educators begin. Thilan provided support for the new staff team to develop a positive culture, through identifying site values, standards and strategies for staff to take when individual pedagogical differences arise. Thilan's support and training has continued into 2022 and also into 2023. Her support has assisted educators to have the skills and confidence to have constructive conversations with each other. This has shown a significant increase in discussions around pedagogy and practice. All educators completed Introduction to Proloquo2Go professional learning sessions. This supported educator's ability at supporting children with communication devices.
- Three teachers attended Learn it, Live it, Teach it.....On Kaurna Land. This training enhanced educator's understanding and ability at embedding Aboriginal culture, beliefs, ideas, history and perspectives within the curriculum.
- All Educators attended Marte Meo Introduction Training. This training enhanced educators understanding of the Marte Meo Method and how to support children's development in everyday moments of interaction. Educators were asked to record themselves interacting with children and then as a team critically analyse the practice.
- Majority of the staff team attended a talk by Hugh Van Cuylenburg (The Resilience Project) which supported educators to reflect on their well being, resilience and gratitude and how these ideas can affect our pedagogical practice.

In 2022:

- All educators attended Circle of Security training, over 6 weeks, after hours. This helped all educators to understand attachment and how that impacts on a child's wellbeing as well as the attachment between child and educator.
- All teachers completed the four day, Berry Street Education Model Training. This training provided strategies that enable teachers to increase engagement of children with complex, unmet learning needs and to improve children's self-regulation, relationships, wellbeing, growth and academic achievement.
- Teachers and early childhood workers attended the South Australia ADHD conference – My Special Child. This enhanced educators awareness and understanding of ADHD and provided strategies for supporting children's well being, confidence, focus, organisational skills and engagement in the curriculum.
- Teachers and ECWs completed the 'Traffic Jam in my Brain', Genevieve Jereb' workshop. This workshop supported educators to better understand challenges associated with autism, ADHD, learning and behavioural differences.

In 2023:

- An Educator from the Briar's Preschool came to our site in week 2 to share their pedagogical practice and provide restrictive practice training. As a staff team, we critically reflected on and challenged our own practice and thinking.
- Five educators have commenced 'Traffic Jam in my Brain', Genevieve Jereb' workshop.

- Critical reflection is embedded in the learning and documentation of children's learning using the indicators.
- Our approach to curriculum decision-making is understood by all educators and implemented appropriately. Through weekly staff meetings, weekly teacher meetings and professional end of day conversations, the director organises and co-ordinates an opportunity for all educators to regularly discuss and reflect on

educator's pedagogical approach, daily routine and the evolving knowledge, strengths, ideas, cultures, abilities and interests of all children at our service. As a result, the quality of our educational program is strengthened and relevant to the unique children at our preschool.

- Educators ensure all learning experiences are accessible to all children. We acknowledge and understand excursions are sometimes not inclusive for all children. Therefore, educators often program for relevant and appropriate incursions to occur at our site.
- Opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander histories and cultures are of high priority and evident within the educational program. All educators have completed or are actively working towards completing 'Walking Together-Cultural Awareness' professional development training. All educators are a part of the site's Reconciliation Action Plan (RAP) working group and have prioritised working towards two RAP goals as a personal goal within their Professional Development Plan.
- At the beginning of the year, educators establish clear guidelines and expectations to enable robust debate, discussions and the potential for alternative practice approach to occur throughout the year. The guidelines and the respect that is established and maintained throughout the year, enable different and relevant theoretical and philosophical influences prioritised by educators to inform and influence practice. Marte Meo and Circle of Security are some of the recent approaches that have influenced educators after completing professional development trainings.
- Educators recognise children as unique individuals that require alternative practice approaches to maximise and support learning and developmental needs. This is supported through our philosophy, flexible routine, diverse learning environment, educator ratio and commitment to working along side support services.
- Data regarding children's learning is collected and analysed against the preschool literacy and numeracy indicators. This data is gathered at the end of every term. In terms one, two and three this data is used to inform children's future learning goals, curriculum planning and educator's pedagogical approach. The data is used to track learning growth and monitor areas of concern.
- Educator's pedagogical approach and educational program is guided by our Statement of Philosophy. We believe a philosophy needs to be regularly critically reflected on to ensure it meets the needs of our service and all stakeholders. Our philosophy is currently being reflected on to ensure it aligns with our current childrens', families' and educator's values, perspectives and practices.

3. Practice is shaped by meaningful engagement with families, and/or community

- Every morning, the Educators and Children pay their respects to the Kurna people through saying and signing our Acknowledgment of Country. We strive to embed Aboriginal history, culture, language and perspectives within daily practices and the environmental program.
- Our approach to planning and assessment welcomes, respects and draws on the voices, priorities and strengths of the children and families at our site. This is documented and recorded within the children's Observation Grids, learning stories/play pages, Statements of Learning and the 'confidential book of concerns'.
- Children's voices, perspectives and views are listened to and documented throughout the day, to inform planning and programming.
- Parent information nights and come and play sessions, occasional care, an educator supported playgroup and information from families provided on the 'Getting to know you document' are used to build relationships from the beginning of the enrolment process.
- Families are actively encouraged to support our curriculum by volunteering and spending time with their children at preschool. Educators make themselves available to family members, consistently meaningfully engage with families about their child's progress through respectful and culturally safe practices by allowing multiple opportunities. This includes Parent-Teacher conversations in Term 2, One Plan meetings, Family events such as Pancake Day, Family Picnic, Reconciliation Week, International Mud Day, Movie Night, the Cooking Program and the End of Year Celebration, offering multiple communication platforms (emails, phone calls, SMS, Facebook), floor book pages and through spontaneous conversations and meetings at the beginning and end of each day.
- One Plan meetings are held with the teacher, preschool director and the family to develop relationships, set clear goals and support schooling pathways. These meetings provide the opportunity for educators and families to collaborate and ensure families feel connected and have a voice about their child's learning needs and future pathways.

- Parent surveys and parent comments, for Statements of Learning, encourage feedback on the learning and engagement progress made throughout the year. This data is used for future planning.
- All educators draw inspiration from the unique geographical, cultural and community context of the service to enhance children's learning and development.
- Our Program reflects our strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments.
- All components of the program, including the Yearly Overview, Term Overview and fortnightly environmental Program are shared and available to families through the programming wall and Facebook Group.
- We support and value community engagement through visits from the City of Onkaparinga Library, the Salvation Army at Christmas time, inviting educators at other sites to engage in professional learning and sharing of practise. This year we will be participating in the Amanda Rishworth's Art Show where families can attend a local art venue to see our art on display.

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

1. Practice is embedded in service operations:

- Educators actively promote healthy eating in the delivery of the daily program and provide regular opportunities for explicit learning about health and well-being. All educators follow our sites Nutrition and Food Safety Policy. Filtered water is always available to the children and they are regularly encouraged to hydrate.
- Children are supported to feed our worm farm with their food scraps and maintain our vegetable garden. Children are supported with knowledge and practices that support lifelong healthy lifestyles. Children regularly use food harvested from our vegetable garden for the Cooking Program and are encouraged to explore the skills and knowledge needed for growing food. Educators connect with Onkaparinga Council to visit our Preschool in Term 1, to enhance children's understanding of caring for a worm farm, the process and the benefits of a worm farm.
- Healthy eating and physical activity are embedded in the Preschool Program and link to EYLF Outcomes. We implement aspects from the 'Eat a Rainbow program'. Children are explicitly taught the song 'I Can Sing a Rainbow' in AUSLAN. Educators and children discuss a variety of healthy foods relating to the colours of the rainbow. Pictures of children's healthy food is displayed in a rainbow on the wall. Pictures of healthy food continue to be added to the rainbow throughout the year. This program encourages children to notice what colours are in their lunch boxes.
- On enrolment, families are informed of the Preschool's Healthy Eating Policy, with copies available on the Preschool's website and in our 'Policies Folder' located in the 'Family and Community Information' area. We regularly provide our families with healthy eating handouts and information from the 'Australian Guide to Healthy Eating'. This information is freely accessible to our families and community.
- Healthy eating and sun safe practices are embedded in the culture of the centre, educators ensure they abide by the Preschools 'Sun Protection and Hot Weather Policy', talk daily with children about the UV levels and how we need to wear sunscreen when the UV is 3 or above. Sunscreen is also freely accessible to families and children and located next to the sign in sheet.
- All educators are aware of and act on their responsibilities for always ensuring children's safety, including in relation to child protection, and can articulate these responsibilities. All educators and visitors have an approved Working with Children Check and completed Responding to Risks of Harm, Abuse and Neglect-Education and Care (RRHAN-EC). All volunteers have completed the 'Volunteer General Induction' on Plink, all educators adhere by to the Protective Practice Guidelines and all teachers have are qualified to teach the Keeping Safe Child Protection curriculum.
- Children's information along with their photos and health care plans are on display in the medication and first aid cupboard. Medication is kept out of children's reach and in a locked cupboard. Each child's medication is clearly labelled with the child's photo in individual containers. Medication is stored and handled safely based on the requirements of NQS and DfE. Educators ensure medication is within the expiry date and families are notified in advance of medication expiry dates.
- A 'Medication Record Log' is an embedded protocol, which all Educators have a clear understanding of. The Medication Record Log is derived from the DfE Intranet, which consists of the following details: child's name, name of medication, dosage (how much and how often), time of administration, indication that the medication was administered, parent/caregivers signature and staff signatures.
- When administering medication, two Educators are present and follow the correct protocol. They check that they have the correct medication, labelled with the child's name, with the dosage amount clearly stated and that the medication is still within the use by date. This information must also be cross-referenced with

the child's medication authority /management plan (located in our Medical Record Folder). Once administered, both Educators must record and sign in the child's Medication Record Log. This must then be shown to the child's parents/caregivers for them to sign.

- Observed practice and discussions demonstrate a whole-of-service approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children.
- Children and educators are required to wear hats all year round taking away any confusion around sun safety and embedding this safe practice.
- All educators confidently organise and adapt spaces and resources as needed throughout the day, week, and month to ensure a consistently inclusive and flexible play-based learning environment for all children.
- Good hygiene practices are encouraged and embedded into our practice with the support of child centred posters and intentional teaching moments. Policies and procedures are in place to limit the spread of infectious diseases. All educators adhere to the South Australia Health Guidelines and parents are informed if there is an exposure risk to an infectious disease.
- If a child is injured and requires first aid, Educators follow the first aid procedure. The injury is also assessed, and appropriate treatment is carried out. The first aid cupboard is in full supply. First aid kits are maintained throughout the site. Our First Aid kits are restocked and updated biannually by Saint Jones Ambulance Australia SA Inc. We also have spare asthma kits and a spare EpiPen if an emergency arises.
- Playground safe inspections are undertaken quarterly by someone who has completed Kidsafe SA 'Playground Inspection and Maintenance Training'. All educators ensure children are always supervised effectively. Risk management procedures and daily yard inspections and are regularly undertaken to ensure a safe learning environment. All risks and potential risks are discussed at staff meetings and acted on appropriately. The centre adheres to all requirements relating to the management and reporting of accidents and critical incidents.
- Invacuation and Evacuation Procedures are known by all children, visitors and educators and practice drills are completed twice a term for each group of children. The director has completed Warden Training through PLINK.
- Encouraging and supporting children to become independent is an embedded practice at the Preschool. Children are encouraged to be independent in toileting, and educators will support if necessary. A continence plan is developed in consultation with parents/caregivers and other support agencies if necessary. We also have a nappy changing facility and children who are in nappies are regularly checked throughout the day and changed when required.
- Cleaning procedure and record sheet for cleaning the bathroom is located within the children's bathroom. The bathroom is cleaned in the middle and end of the day.
- Educators support children to change out of wet clothes. This is done in the Preschool bathroom or in the change room. Educators ensure water play experiences are turned off 30 minutes prior to middle of the day and end of day group time to allow adequate time in supporting children to get changed into dry clothes if necessary.
- Educators record toileting accidents and soiled clothes are kept in the 'Soiled Container' in the changing room and Occasional Care Bathroom.
- Parents are informed of toileting accidents and nappy changes.

2. Practice is informed by critical reflection:

- Bains Road Preschool has developed policies, practices and procedures to promote each child's health, safety and well-being. These are reviewed regularly so that we maintain a high quality and safe learning environment that reflect current NQS guidelines and DfE regulations.
- Educators have current and appropriate training to address specific health issues. All educators are inducted on children's health conditions, have a current First Aid Certificate and in 2022, 10 educators completed a two-hour session on Epilepsy Awareness and a stimulated demonstration of Intranasal/Buccal Midazolam Administration through The Epilepsy Centre South Australia and Northern Territory.

- Educators systematically and regularly reflect on opportunities to enhance each child's health outcomes. Educators reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and developmental outcomes.
- Families are responsible for providing children's snacks and lunches, educators encourage children to eat a 'healthy snack first' at snack time. The service's approach to supporting and promoting children's health and physical activity, including nutrition, is informed by current recognised guidelines and up-to-date information.
- Educators understand each family is different. Children and their families are never shamed for the food children bring to preschool, a healthy and happy child is a fed child. We are committed to implementing the healthy eating key messages outlines in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
- In 2022, educators reflected on the safety of children under twelve months in occasional care, it was voted on by educators and Governing Council members that the age of children should be raised to twelve months.
- Due to increased enrolments of children with high support needs in the mainstream program the Director realised the need for an additional teacher with a Bachelor of Inclusive and Specialised Education in Early Childhood. The site self-funded this teacher to work with the Wattle group and the impact on the children was profound.
- Educators are informed by current recognised guidelines and up-to date information that support and promote children's health and physical activity, including safe sleep. Educators adhere to the sites Sleep and Rest Policy.
- In February 2023, after the new director completed the Warden Training, all educators collectively critically analysed the sites current Invacuation and Evacuation Procedure and decided to make appropriate changes based on relevant and up-to date knowledge.
- In 2022 all Emergency Evacuation maps were updated.
- In February 2023, 10 educators attended Restrictive Practice Training by the Briars. This training supported educators to identify restrictive practices and provided safe and appropriate practices for behaviour support.

3. Practice is shaped by meaningful engagement with families, and/or community:

- Educators pro-actively promote children's health and physical activity with families and the community, incorporate children's changing health and activity needs, interests, preferences and strengths into the design and delivery of the educational program.
- Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.
- Educators work in partnership with families, from the start of the enrolment process, to ensure families are aware of the thinking behind the Sun Safe and Healthy Eating Policies.
- Educators work in partnership with families to ensure each child's needs are met. Examples include: - Health Care Plans, Negotiated Education Plans, Sensory Overviews, One Plans and Risk Assessments.
- Educators work closely with Access Assistants and Allied Health professionals to promote equity and inclusion for all children. The needs of children with additional health requirements are discussed with their family, documented and communicated within the educator team, including relief educators.
- Foods prepared at the centre by the educators and children are always healthy and recipes shared with families. Educators are proactive in promoting children's health and wellbeing with families. Families are encouraged to engage in our Cooking Program and support children to cook an educator approved healthy recipe.
- The service collaborates with family and/or community partners to foster an inclusive, welcoming and flexible play-based learning environment. Due to the increased attendance of grandparents and visitors to the site, educators reflected on the need for a defibrillator at the site. This was purchased and installed in 2021 and can be accessed by all during an emergency.

- Our site engages with families about their concerns and priorities for their children's safety. In Term 2, 2023 our site will be providing Circle of Security, an 8 Week Parenting Program for 8 to 10 parents on a weeknight. Our site has organised an approved facilitator to provide this training and educators will be volunteering their time to support the training.

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 3: Physical Environment

1. Practice is embedded in service operations:

- All outdoor and indoor space, buildings, fixtures and fittings support the access and full participation of every child, promotes and positively support children's interaction with space, materials and each other, contribute to a flexible and stimulating environment that enhances each child's development and learning and are safe, clean and well maintained.
- Both our outdoor and indoor learning spaces, the preschool building, fixtures, and fittings are suitable for the purpose, including supporting the access for every child. They are aimed at providing a stimulating learning and care environment for the children. The indoor and outdoor learning environments have been specifically designed in such a way to ensure that all children can engage, play, and learn within them.
- The indoor space provides opportunities for educators to adapt and change the environment, as a tool to ensure opportunities for the children are maximised. A natural play space in the outdoor environment supports children in engaging in purposeful ways based on the individual or in a group – with a combination of both natural and artificial fittings.
- Learning areas are appropriately spaced allowing the children to play freely.
- We have a wide variety of resources both indoors and outdoors which encourage exploration, learning, shared thinking, and collaborative learning.
- Bains Road Preschool is a purpose-built site opened in 1993. The preschool offers sessional preschool, an inclusive preschool program and occasional care for children from twelve months to 5 years. The site has funded and developed a sensory room to cater for the sensory needs of children throughout the day supporting their sensory needs. The building provides a light filled, open space that offers flexibility for the educators to design and arrange a variety of open-ended learning experiences. The floor plan encourages spaces for large and small group experiences, as well as the creation of quiet areas for individual and shared learning. The outdoor space offers a variety of areas that enable educators to cater for different learning experiences and styles. The pathways are wide and support children in wheelchairs and walking devices.
- Experiences are planned in order to support, extend, challenge and follow the interests of the children. There is space for both active and quiet play and exploration.
- Fixed features include a mud kitchen, Bali hut, amphitheatre, sandpit, swings and a manmade creek that educator can turn on. There is ample shade in the outdoor areas.
- Children are encouraged to access both the indoor and outdoor environments independently and they can access all areas freely throughout most of the day.
- Educators actively and continually monitor the safety of the learning environment. Potential hazards are documented (through daily yard checks and quarterly playground safe inspections). WHS concerns are communicated with all staff at staff meetings. Responsibility to resolve the concern is documented and delegated to the appropriate staff member for action.
- Educators understand and adhere to our sites toy cleaning policy and bathroom cleaning policy.
- We have appropriate areas for food preparation, bathroom facilities, office administration, educator programming time, quiet areas for resting and sleeping and adequate and accessible toilet, nappy changes and hand washing facilities.

- Sustainable practices are embedded in the culture and programs of the site, such as recycling, being water wise, caring for our worm farm, vegetable garden, compost bin and fruit trees. In 2021 we introduced a sustainability cart for children and families to recycle items such as toothbrushes, bread tags, used pens and much more.
- Children together with educators cover the sandpit every night and educators rake the sandpit and blower vac the sand off the paths every morning.

2. Practice is informed by critical reflection:

- Educators are attuned to changes to the physical environment and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children. All furniture and play materials are purposefully provided within the environment to accommodate each individual child. Educators organise and borrow furniture and equipment from SERU- Special Education Resource Unit when required. Educators collaborate with Special Educators, OT's and other relevant professions to submit a Disability Access Provision (DAP) when required.
- The Preschool approach to design and maintenance of the physical environment reflects discussion and opportunities for input by all educators and is informed by critical reflection and past incidents to create an inclusive, safe, physical environment that strengthens children's learning, developmental outcomes and enhances participation in the program. Educators have an opportunity during staff meetings and programming meetings to discuss the physical environment and make appropriate changes based on the needs and learning opportunities of the children. In 2021, educators critically analysed the learning environment and decided to use soft lighting inside of fluorescent lights, create more space for learning to occur on the floor and change the routine to allow children more time to explore and learn in the outdoor environment. The physical environment is programmed for fortnightly.
- Any change to the service's approach to design and maintenance of the physical environment is understood by all and implemented appropriately.
- Educators critically assess materials, furniture and equipment and ensure all resources are appropriate and safe for everyone to use. Any broken or unsafe items are notified to the director or Responsible Person and then removed from the learning environment and appropriately discarded.
- Educators are reflective of the design of the physical environment and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes. At the start of 2023 highly, visible lines were painted on multiple areas of the outdoor environment to indicate surface changes on the ground. This occurred to accommodate the physical wellbeing of a child who had suffered a stroke and had other health conditions. The preschool also purchased a new mud kitchen and relocated the old, still in good condition, mud kitchen to the sandpit. This decision was made after educator observations of the learning and play that occurred within these spaces. Educators decided a different type of mud kitchen that included a sink would enhance the play opportunities in the mud kitchen and bench space would support the learning that occurred in the sandpit.
- OH&W audit is conducted every year.
- Soft fall is regularly checked and top ups are ordered when necessary. A marker on the swing frame indicates when soft fall is low in this area. This is checked each morning during set up and bark is raked back underneath the swings.
- Educators regularly reflect during staff meetings and programming meetings on making the outdoor environment a child focussed environment that fosters imagination and curiosity. The Preschool organises Glenn the Nature Play and Mobile Junk Man to attend the preschool during Term 1, to enhance the children's and educator's interest, understanding and capabilities to use and explore with natural materials outside. The Preschool and educators collect and purchase a variety of open-end loose part materials and resources that children can resource, move and utilise during their play, for example: logs, tyres, materials, rocks, sticks, barrels, climbing equipment etc. This increases children's sense of agency and choice within their learning environment. Educators critically reflect and are always mindful of further developing our play spaces.
- Children's interests/ideas are recorded in the Observation Grids and children's Portfolios. Educators support children to extend and resource their own learning or supply resources/information to aid children's interests/ideas in the moment. Interests/ideas are also programmed into the learning environment as part of the planning cycle. Children's voices are heard and responded to (i.e. interests are extended and resources provided, children ask for materials/resources to use in their play). Children are also invited to add resources in the environment and are asked during group times what they would like to play with?

- The large outdoor learning environment currently has a balance of bark chip soft fall, grass, mud kitchen, vegetable garden, a Bali hut, platform and a sandpit which is covered by a pergola and covered every night, surrounded by large rocks, and has access to two wooden storage boxes for sandpit tools. There is also a creek that can be turned on to allow water to flow to the sandpit. Our IPP Space, has rubber soft fall covered by a pergola, grass and a sandpit that is also covered by a pergola.
- Critical reflection on our resources and appropriate budgeting ensures we purchase inclusive resources every year that caters for all our children, for example, new home corner kitchen pieces for both the preschool and Occasional Care space, puzzles for different levels, new materials with multiple uses and games. Resources are used consistently in a variety of ways, for example, resources are programmed for 2 weeks or more to allow all children to access them and practise, develop and refine skills.
- There is a variety of learning experiences for children to explore – such as sensory, physical, social, creative, imaginative and dramatic play experiences. Activities are presented and offered at different arrangements (i.e., tall/small tables, small chairs/stools/cushions/couch, mat, rug, out under the veranda, on the lawn, at the large and small painting easels). This enables the environment to be responsive to each individual disposition/need. Educators provide a variety of activities, resources and choice which ensure that children have opportunities to build on existing knowledge and develop new skills and experiences.
- We have a Sensory Room to support children’s sensory needs throughout the day. After the ‘Traffic Jam in my Brain training’, Educator’s felt more confident and knowledgeable about how to use this space effectively to either bring children’s arousal levels up or down, depending on what the child needs at that time.
- All furniture, materials and equipment are age appropriate and are regularly checked for safety, wear and tear.

3. Practice is shaped by meaningful engagement with families, and/or community:

- The design of the physical environment welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the centre. Families are welcomed and encouraged to engage in play experiences with their children in the morning and at the end of the day. Families are also invited to engage with their child in the preschool environment during family specific events, including, Pancake Day, Family Picnic, Reconciliation Fire Day, Mud Day, Cooking Program and Movie Night. These family specific events, support families and children to gain a sense of belonging and ownership of the Preschool. It allows educators to develop strong and respectful relationships with family members, where educators and family members can converse and share relevant information about children’s wellbeing and development.
- We believe the Preschool is the children’s house. The environment is designed and maintained to ensure children feel a sense of ownership over where their learning takes place and safe, secure and supported to learn and explore all aspects of the indoor and outdoor environment. Children have the option to sign themselves in alongside their family member upon arrival. They then are encouraged to independently find their name tag and choose a locker for their bag. They place their drink bottles in the drink trolley. Children have access to all their belongings throughout the day. Children also have access to a visual daily routine. Children take ownership over daily schedule and can independently move the visuals to the finish line to show the completion of daily events.
- Information is communicated to parents through their family pockets and communication white board both of which are located along the preschool wall outside both in the mainstream preschool and IPP. Children can also access these pockets throughout the day to send their family members special drawings/ notes/ letters etc. Relevant information for families, including the Preschool’s QIP, Yearly, Termly and Fortnightly Program, Literacy and Numeracy Indicators, Responsible Person for the day are on display inside the Preschool.
- Families are often asked to provide feedback to the Preschool in relation to relevant themes, such as to The Preschool’s Philosophy and Yard Improvements. Their ideas and voices are recorded on a piece of paper at the sign in sheet and put in a jar, or on Our Vision Board.
- Numeracy provocations are also regularly provided to families near the sign in sheet to encourage families to engage in numeracy with their children. Examples of this include, guess how many bread tags we have collected.

- Our physical environment shows that the service works creatively within the limitations of the physical setting. We are having some rails installed, visible line marks on surface changes and purchased four core chairs to assist one child in 2023, this way the child is not singled out and can invite their peers to sit in the same type of chair.
- A children's clothing swap rack has also been introduced, allowing parents to bring in clothing that no longer fits their child and take items that may suit their family's needs.
- Playgroup utilises the Occasional Care indoor space (Gumnut Room) and the whole outdoor environment adjacent to the mainstream Preschool program. Playgroup is offered on Friday mornings 9:15am -10:45am. Playgroup time was changed from 1:00pm - 2:30pm at the beginning of 2023 to support families with children who sleep in the middle of the day to attend. Preschool on Friday doesn't start until 11am, therefore, families with preschool children and future preschool children are encouraged to attend playgroup and engage with and feel comfortable with the learning environment and educators. The ECW who works in IPP and Occasional Care organises and implements playgroup and other educators and the director often introduce themselves to families of future children.
- Future families are invited to attend playgroup when first contacting the preschool and after viewing the virtual tour that is located on our website. On this visit they are welcome to take an Expression of Interest Form and encouraged to ask questions they might have. We offer Director Tours 4 times a year (one tour per term). The Director Tour times are located on the website and communicated to parents when they inquire.
- The Preschool collaborates with family and community members, including the Metropolitan Fire Department, SAPOL, Woodcroft Library and Onkaparinga Council throughout the year to promote dispositions such as discovery and exploration.
- Family willingness to engage with the Preschool is identified on children's 'Getting to Know You' form and then acted on by the director and educators. This includes family members who are willing to share their profession with the children, such as Police Officers, Paramedics, Council workers etc.

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 4: Staffing Arrangements

1. Practice is embedded in service operations:

- All educators including, permanent, contracted and relief staff are inducted to the site by the Director or Responsible Person. The director or responsible person ensures all educators have the relevant documentation required by the DfE and NQS. All documentation is stored in individual files or relief file. All contract and permanent educators record relevant certificates (e.g., CPR, First Aid, Teachers Registration) and the expiry dates on a spreadsheet. This spreadsheet is regularly reviewed by the director and stored in the director's office. Educators are reminded, prior to the expiry date when they are needed to update their qualifications.
- Educator-to-child ratios and qualifications at the preschool meet the National Quality Standards requirements in order to meet the needs of the children in our centre. The educator to child ratio is 1:11 in our mainstream program, 1:3 in our IPP and 1:4 for children under 2 and 1:8 for over 2's in our Occasional Care space.
- The educators enjoy a professional, friendly and supportive working atmosphere with each other and have strong bonds built over many years of support and experiences together. The continuity of educators at the Preschool is a priority.
- Our educator team have a high level of collaboration. Communication is face to face or relayed through our diary, educator teams chats, staff meetings where minutes are sent via email and Teacher meetings. Educators are constantly communicating throughout the day to support and learn from one another and to continually improve their skills. Educators are professional and have respectful relationships in working with each other, children, families and the professional community.
- Educators use each other's strengths and support each other in difficult situations, such as when supporting children with challenging behaviours. All educators utilise the knowledge and skills obtained by the Special Educators on site and regularly discuss strategies and ideas to support individual children. The result is a positive and calm atmosphere where educators have common expectations and consistent practices, and children feel they 'belong'. This is further supported by using regular relief educators that are familiar with the children and the Preschool routines. (Elements: 4.1.2; 4.2.2)
- Embedded into our practice is a roster system for all Educators to follow, in order to provide efficient supervision of children inside and outside the Preschool. The teacher who is rostered for outside supervision in the morning are then rostered for inside supervision in the afternoon and vice versa. The ECW's follow most children and provide extra support/supervision in all areas of the Preschool.
- The roster system is negotiated with all Educators and always maintains fairness and flexibility. As a team, we critically reflect on the effectiveness of the roster system and make changes when needed.
- All educators who work more than 5 hours receive a 30-minute lunch break, unless negotiated with the Director. An Individual Educator has chosen to receive a paid 20-minute paid lunch break. The lunch roster is known by all educators and located on the staff fridge. Lunch breaks are covered by a consistent ECW, this ensures the Preschool maintains the Educator to child ratio.
- The Preschool roster is clearly displayed on the fridge and available to all Educators, including relievers.

- All Teachers have a Bachelor of Early Childhood Education Degree or equivalent. This also includes two teachers who have a Special Education Degree, both of which work in IPP and one who works in IPP and in the mainstream Preschool. All Teachers are registered with the Teachers Registration Board of South Australia and approved to deliver the Preschool program. We also have two teachers who have level 5 certificates in AUSLAN, 1 teacher who has a level 1 certificate in AUSLAN and one teacher who taught at Klemzig Primary School, which is a bilingual school, which means learning opportunities are offered by two teachers simultaneously in both spoken English and Auslan.
- All ECW's have a Certificate 3 or Diploma in Children's Services and approved to work for the DfE.
- All Educators have the relevant and up to date training. Including First Aid Certificates approved for an education and care setting, CPR training, Responding to abuse and Neglect and a History Screening Check.
- Photos and names of all Educators are on display near all sign in sheets, entrance points and individual name tags are at child level next to children's name tags.
- The nominated supervisor and Responsible Person in Charge is clearly identified next to the main preschool entrance.
- Educators read the diary every day at the start of their shift to ensure all educators are up to date on the organisation and events for the day. All staff absences are recorded in the diary and educator sign in sheet. All Educators are encouraged to communicate important information in the diary.
- Staff meetings are held weekly on a day when most educators can attend. Staff meeting minutes are recorded and emailed out to all educators. Educators who were absent from the staff meeting confirm through email when they have read the minutes. This ensure all educators are kept up to date on relevant information.
- The team is supportive of each other's experience, strengths and knowledge, drawing on this to enhance and develop the learning.
- Educators are encouraged to share practice and expertise and engage in professional reading and discussion in order to be up to date with current research and practice.
- All Educators are committed to being life-long learners who consistently seek new and informed information to improve practice. All staff engage in regular performance management planning and review sessions. The Director has Professional Developmental Plan (PDP) Meetings with all Educators three times a year. During these meetings, site focus goals and personal professional short-term and long-term goals are discussed and agreed upon. The Director and Educator commit to the goals and expectations stated in the PDP.
- Educators are committed to equity and inclusion for all children and families.

2. Practice is informed by critical reflection:

- Adequate Educator to child ratio is always maintained to ensure children's needs are supported and their learning is facilitated.
- Staff have developed shared values, a code of conduct and have clear goals and responsibilities. This was discussed and documented in Week 0 with the support and guidance from Thilan Legierse (Leadership Coach and Mediator).
- Educators use many methods to critically reflect on their roles and responsibilities as educators. We participate in weekly staff meetings and find time at the end of each day to reflect. We reflect after professional learning opportunities and parent meetings when required.
- Our reflections are recorded in our programming book.
- Educator's discussions and notes demonstrate self-awareness of the professional standards underpinning their own practice.
- All educators have Professional Development Plans that focus on site and personal goals
- In 2022 we had many families wanting to enrol their child in the Inclusive Preschool Program. As the program is only physically able to enrol twelve children, we decided to site fund an additional teacher on Wednesday and Thursday. This additional teacher was a huge support to children with additional needs and as they have both early childhood and disability qualifications.
- All educators are inducted to the site at the beginning of each year or prior to starting, to ensure all educators are informed about current policies, procedures, philosophy, expectations and programming cycle.

- The induction folder for relief staff is updated yearly to ensure information is current and relevant. It currently includes; Induction Checklist, Completed Induction Checklists, Daily Routine, Philosophy, Preschool Contest Statement, Emergency and Evacuation Policy and Procedure, Volunteer Policy, Work Health and Safety Policy, Code of Ethics, Protective Practices, Positive Behaviour Policy and Employee Mental Health and Wellbeing Procedure.
- This year, educators recognised and responded to the developmental and physical needs of 3 children by obtaining IESP funding to support these children with a 1:1 educator to child ratio. As a result of educators critical and reflective thinking, these children receive the following ECW hours of support: Child A receives 10 hrs per week/ child B receives 12hrs per week/ child C receives 12hrs per week. The educators recognise and believe child C requires 15hrs per week support and therefore, use the Preschool budget to fund the additional 3hrs per week.
- After critical reflection and discussion from educators at staff meeting, all educator's decided closing the Mud Kitchen and eliminating the use of water (e.g., from the creek, taps) at 11:30am until after lunch and again at 2:00pm would support supervision while educator's lunch breaks commenced.
- The Preschool has been intentional in developing safe personal work and meeting spaces for educators and visitors.
- Educators regularly attend conferences and professional learning and are encouraged to share their new learning at weekly staff meetings.
- Educators engage in daily reflection to reflect on successes and challenges, growth points, needs, and directions for our centre.
- Fortnightly planning sessions involve all stakeholders and enable educators to use this knowledge to collaboratively plan the learning.
- Educators consistently demonstrate a high level of collaboration, affirming and safe opportunities to challenge one another. The observed and discussed approach to professional collaboration and standards consistently aligns with the services' philosophy, policies and procedures.

3. Practice is shaped by meaningful engagement with families, and/or community:

- Families are informed of educator news, information or any other relevant information about the centre of staff that we feel needs to be shared with families. Confidentially is always kept and maintained.
- The approach to professional collaboration and standards reflects the unique cultural and community context of the service. We welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service. The educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and culture. All educators consistently identify and implement culturally sensitive ways to communicate, support and engage with families.
- Inclusion and belonging are key components of our philosophy and embedded within the Preschool program and educator's pedagogical practice. Families, children, volunteers and visitors are all recognised as unique individuals who have different ways of being and the right to be respected, acknowledged and listened to.

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

1. Practice is embedded in service operations:

- The rights and dignity of the child are paramount. We value play as the child's right. We value child initiated and self-directed play and believe this is vital in supporting children's social emotional, cognitive, linguistic, physical, kinaesthetic development. Developing relationships with children and families is central in all our interactions with children.
- Each educator's practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child. At all times, interactions between the educators and children across the service support each child to feel secure, confident, included and maintain each child's dignity and rights.
- Educators regularly have discussions about inclusive and equitable practices for all children in the preschool. Educators discuss how experiences can be adapted to meet the needs of all children. All children who access Occasional Care, Preschool Program or IPP have a locker or hook with their name on it to keep their bag throughout the day. Children also have a name tag with their name and photo on it, a place for their drink bottle in the trolley, an individual hat pocket with their name and picture on it and a family notes pocket. Children can access all their belongings throughout the day.
- Children are offered an opportunity to eat during morning healthy snack time and lunch time, however, children are able and supported to eat throughout the day if they choose to. Educators ensure children are highly supervised and their safety and wellbeing is maintained.
- All educators can explain how their relationships with children are guided by the EYLF and an understanding of and commitment to building trusting relationships which engage and support each child to feel secure, confident and included. Educators understand that when children feel accepted, develop attachments and trust educators, they develop a sense of belonging. Therefore, the preschool values regular and consistent educators, including relievers.
- Educators are sure to foster relationships with children as soon as they enter the preschool, this might be through playgroup sessions, Occasional Care, preschool tours, transition visits or on their first day. Our Occasional Care Program and Playgroup supports educator's ability to develop and maintain strong relationships with children prior to starting Preschool. Families are encouraged to bring their child to playgroup prior to commencing preschool to support the child's sense of belonging at the site. Occasional Care and Playgroup are also valuable opportunities for younger siblings of preschool children to develop their sense of belonging within preschool. We have found, children who attend these programs are able to engage deeply with the preschool program soon after starting preschool.
- Educators encourage families to bring their child to a preschool tour, to support their relationship with the child and the family. Close family members are also encouraged to stay and play for the child's first Occasional care session and the preschool children's transition visits. Educators also often suggest shorter days for new children both within the Preschool program and the Occasional Care program if the child perhaps hasn't been in care before or become too distressed to engage with the program. All educators believe when children feel safe, secure and supported, they grow confidence to explore and learn.
- Respecting the dignity and worth of each child and protecting and ensuring children's rights is an important practice all educators adhere to. Weekly meeting structures enable educators to reflect on relationships with children and the strategies that may be used to create and maintain compassionate and respectful relationships that maintain the rights and dignity of each child.
- Relationships with children are based on respect and compassion as an embedded expectation through the site's philosophy.

- Educators are invested in developing warm and reciprocally engaging relationships with children and their families.
- Each child is viewed as an individual through a strengths-based lens. A sense of security and belonging is supported, as we believe that children need to feel safe and confident in a learning environment before learning can occur. Educators are sensitive to each child's individual strengths, needs and interests. This is reflected in their observations and the learning program.
- Children are supported by the adults in our centre to engage in the preschool program through predictable and consistent routines and opportunities for active and quiet play, small and whole group gatherings.
- Educators position themselves in the morning to greet and welcome the children and their families. Educators are completely accessible to the families and children, allowing for information, stories, important news and/or family history and facts to be shared. This also shows children that their educators have strong relationships with their family members and that both educators and family members value and want to support the child. Educators can use the information gathered in the mornings to allow children opportunities to share during group times. Special events such as birthdays, family holidays and the addition of new family members are always celebrated and shared at group times if the child chooses to.
- Educators always support children to engage in the program and will connect with family members through a phone call or end of day conversation and inform them of their child's wellbeing if separating in the morning was challenging. Educators also use this opportunity to connect with family members and check in on their own wellbeing. Information and contact details to support the family member can be shared during this time.
- Primary Care groups are decided by educators during Term 1 based on the strength of the relationships educators, children and their families have established.
- Children's interests and developmental needs are programmed for and a variety of resources are readily accessible to foster knowledge, independence, interest and agency. Educators support spontaneous play by supporting children to access and ask for inaccessible resources that are in the storeroom or shed.
- All children can be the 'Special Helper' for the day. This involves playing the group time/pack up song, leading our Acknowledgement of Country and supporting the educators with special jobs throughout the day. Children also have the opportunity to look after a persona doll for a week at home and then share their experience together with the group.

2. Practice is informed by critical reflection:

- The services approach to relationships between educators and children reflects discussion and opportunities for input by all educators and is informed by critical reflection and past incidents. It is also informed by current recognised guidance from the EYLF.
- Any change to the service's approach to relationships between educators and children are understood by all and implemented appropriately.
- All educators systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world. The service reflects together to challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness. We engage in debate and discussion in which personal, professional and organisational values that influence relationships between educators and children are identified and discussed. Educators engaged in Circle of Security with an educator/child focus on attachment after work hours for six weeks in 2022.
- Children are encouraged to share their expertise, ideas and wondering with their family, peers and educators.
- Critical reflection at educator meetings includes considerations of social justice. Perceptions of children's behaviour are considered from a Circle of Security perspective that endeavours to understand the underpinning message a child is conveying.
- Children are encouraged to move freely between Occasional Care, Preschool room and the IPP space. All educators position themselves within the environment to support all children and the environment they choose to learn in. This supports children's sense of belonging, as they can be supported by educators who they have strong relationships with.

- This year, many children who attended Occasional Care in 2022 transitioned to the Preschool. To support this transition and the children's sense of belonging, one of the Occasional Care ECWs began working in the preschool on a day when most of these children attend. This has had a significant impact on children's ability to engage and access the preschool program, supported families and their sense of belonging within the preschool and strengthened the other preschool educators relationships with those children.
- In 2022, Educators recognised that some children and family members were struggling to say goodbye and engage in the preschool program. They decided to offer a 'Magic Window' where family members and children could have their final goodbye. The Magic Window has proven to be a useful tool for allowing children to develop autonomy and control over how they choose to say goodbye to their family members.
- Educators are informed and actively use current and relevant practices, including Circle of Security and Marte Meo, to support children's sense of belonging. Belonging is also a key aspect embedded within our philosophy.
- Educators use a range of strategies, including active listening, being responsive to needs/questions and suppling provocation to support children to construct their own learning and development. Educators work along-side children to co-construct meaning.
- In 2022, all educators were involved in 'Story Table' training by Amanda Bartram. After the training and observation sessions, Amanda supplied the educators with glowing feedback on educator's ability to engage children, implement developmentally appropriate and child led provocations and conversations and their ability to create an inclusive environment throughout the day for all children and their individual needs. She also provided ideas and suggestions for increasing children's language through using Tier 2 words. Since then, Educators have put a prompt of Tier 2 words within different spaces, to remind and encourage educators to use Tier 2 words while engaging with children.
- This year, Amanda has been supporting educators to achieve the Preschool QIP goal; 'Children will increasingly be able to meaningfully communicate with other children and educators'. Once a week, she has been exploring 'Book Making' as a tool for communication.
- Educators use open ended questions to prompt children and their thinking skills.
- The environment supports children's social and emotional wellbeing. We have a mixture of natural and soft lighting throughout the preschool, including the bathrooms, that creates a calm, warm and inviting environment. We create nooks and cubbies for children to regulate in, rest and engage in quiet learning experiences. We use a variety of tools and materials to support children's sensory needs. This includes offering visits to the IPP space where children can engage in a quieter and smaller space that is often calming for children. We also have a sensory room where children can engage in crash and bash play into the ball pit and into soft crash mats. This play is then followed by more calming experiences such as, exploring different textures through blankets, pillows as well as other materials, looking at a variety of lights, playing with fidget toys and watching oil drippers. Educators also support children to calm and regulate their bodies through deep breathing and storytelling before leaving the sensory room.
- This year, Educators are also critically analysing the Preschool's Statement of Philosophy. The Educators and Director believe the philosophy should reflect the perspective, voice and values of the children and their families. Therefore, families and children have been asked to contribute to the new Statement of Philosophy that will be updated this year.

3. Practice is shaped by meaningful engagement with families, and/or community:

- The Preschool's approach to building and maintaining respectful and equitable relationships with each child reflects the unique cultural and community context of the Preschool.
- The Preschool welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
- Educator's value meaningful relationships with families and the community. This is strengthened through the preschool culture of inclusiveness and sense of belonging for children and families

- Parents are welcomed and encouraged to chat with educators at any time and are offered multiple times throughout the day and year to communicate with educators. This includes during drop off and pick up times, family events such as Special Person's Day and Family Picnics and during parent/caregiver and Teacher chats.
- We understand all families are different and unique and treat them as such. We now have many children in care enrolled due to our strong connections with Department for Child Protection. All family's cultures are respected and celebrated, we saw our enrolment of Aboriginal families increase from 2% in 2021 to 20% in 2022.
- The educators work with families, SERU and allied health professionals to support all children to be able to access the curriculum.
- Practice is shaped by meaningful engagement with families and/or the community.
- Educators acknowledge and respect the family as the child's first teacher and draw upon their expertise to collaborate in learning outcomes for each child.
- Educators work in collaboration with families to develop holistic understandings of the children in their home, community and preschool contexts.
- Educators collaborate with families to ensure strategies used to support the child's learning, behaviour and development are consistent for the child across the home and Preschool environment. Families are constantly updated regarding their child's learning and development observed at Preschool and consulted if educators believe specific individual strategies will support engagement with the program. This might include children sitting on a wobble cushion or holding a fidget toy to support engagement during group time.

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 6: Collaborative Partnerships with Families and Communities

1. Practice is embedded in service operations:

- Bains Road Preschool has an effective enrolment and orientation process based on active communication, consultation and collaboration that supports all families. We warmly welcome families in our educator supported Playgroup, Occasional Care and Preschool Programs.
- We invite families to visit the site to become familiar with the educators, environment and routines. The child's parent can observe the routines, the feeling of the service and how the educators interact and engage with the children. This helps the child and their family to feel at ease when it comes to leaving their child in our care for the first time. Families are encouraged to call the centre to check in with educators to ensure peace of mind.
- We often receive feedback from families that our orientation process was a deciding factor on which preschool they chose to send their child, particularly during 2021 and 2022 when Covid-19 significantly restricted family involvement in many educational settings. The COVID-19 safety precautions and practices implemented, ensured families could still access preschool tours, Playgroup and see firsthand the preschool environment and program.
- Families usually call the Preschool to enquire about the enrolment process. Educators refer families to the Preschools Website and virtual tour, they also recommend attending a playgroup session held on Fridays 9:15am - 10:45am, they also inform families of the dates of the Directors Tour held once a term. If families are unable to attend a Directors Tour or a Playgroup session the Educators arrange a suitable time for an individual tour. During these moments, families can ask all their questions about Preschool processes and practices, meet the educators and see the whole preschool environment/facilitates and everything it has to offer to foster learning and development.
- This will be the first year the preschool offers a mid-year intake for children who turn four between the 1st of May and the 31st of October 2023. Children who were 4 before the 1st of May were eligible to start Preschool at the Beginning of the year and children who turn 4 after the 31st of October are eligible to start Preschool at the beginning of 2024. Children who are Aboriginal &/or Torres Strait Islander or who are/have been in care are eligible to access preschool as soon as they turn 3. Educators ensure all families are aware of the enrolment process at the initial engagement with the Preschool.
- Families who wish to enrol their child in the Mainstream Preschool Program are asked to complete and hand in a 'Preschool Registration of Interest Form'. This ensures families who live within the Preschool catchment area, are Aboriginal &/or Torres Strait Islander, are or have been in care are prioritised in accordance with the DfE Preschool Priority of Access Enrolment Procedure. Offers of attendance are communicated to eligible families in Term 1 for Mid-Year Intake and Term 3 for the beginning of the following year. Families are then sent an 'Enrolment Pack' with a DfE Enrolment Form which they are asked to return to the preschool, along with a current up to date Immunisation Record and proof of age document. Within the Enrolment Pack is a 'Getting to Know You' document, 'Communication Form' and 'Permissions Form' families are asked to complete and return to the Preschool. Children with allergies, disabilities and/or health care concerns are identified and required to complete additional form in accordance with DfE 'Managing Student Medical Conditions' requirements and 'Medical Management Procedure'.
- Families can request their desired days of attendance for their child and the Director always does her utmost to accommodate individual family situations.

- Families who would like to apply for IPP arrange a time with one of the Special Education Teachers to complete a referral. The Director and Special Education Teachers support the families in collecting diagnostic assessment, therapy reports and other supporting documents as evidence of their child's individual developmental needs and abilities. The panel consists of the Director, the Preschool Special Educator, the Senior Special Educator and a psychologist from DfE. The panel assesses all applications to determine which children meet the IPP criteria and then assess who would benefit most from the program.
- Families are informed of the Parent Handbook located on the Preschool's Website and asked to attend a Parent Information Night. During the Parent Information Night, Educators provide relevant information about the Preschool's Philosophy, Program and facilities, the Educators Pedagogical Practices and events and opportunities for families to be involved with the Preschool, such as by joining the Governing Council or volunteering their time in the Cooking Program. Families are also given adequate time to have all their questions answered by the Director and Educators. This includes offering time during the large group scenario and after for one-on-one confidential conversations. Families are also asked during this session to join the specific Facebook Group for their child's preschool year.
- Children who are accessing their four-year-old Preschool Year are eligible to attend Preschool for 15 hours a week. This includes two full days and every second Friday for half the day. Children who are accessing Preschool as a three-year-old are eligible for 12 hours a week and can attend Preschool for two full days. We currently have 4 children who are accessing Preschool as a three-year-old.
- Families are encouraged to contact the Preschool via phone or through the Directors email. The Preschool Website includes relevant information for families. The following information is located on the Website: The Preschool Philosophy, Family Handbook, The QIP, information regarding IPP, Playgroup, Preschool Program, Disability support information, messages from DfE, communication methods used, session times, Tour times, information regarding additional support services, Child and Family Health Services information, Sun Smart Policy, Healthy Food Policy, Allergy and Anaphylaxis Policy, National Quality Standard Rating and Report, Context Statement, Annual Report, contact details and an opportunity for Feedback.
- Important dates and information are displayed on the communication whiteboards, pamphlets are often put into parent pockets and relevant information is kept and updated in the Parent Information Book.
- Families are encouraged to connect with their child's learning through their child's portfolio, which are always accessible for families to view and contribute to, through learning that is displayed throughout the preschool and the floor book.
- Bilingual Support Educators are available through the DfE Bilingual program. In 2021, a Bilingual support Educator was employed to support communication with a child and their family.
- Educators ensure engagement is always respectful with families and partnerships are formed to provide consistent practices for the child's home environment and in the centre. Families cultural preferences, values, concerns and their suggestions are valued and informs daily centre operational decisions and/or plans. We ensure families are encouraged and given many opportunities and ways to be involved in centre operations, decision making and program planning.
- Parent/caregivers receive their child's Statement of Learning at the end of their Preschool year. A copy is also sent to the child's future school with the parent/caregivers consent.
- A local Child Care centre provides drop off and pick up services for several children and their families. Educators have strong relationships with the educators from the childcare and ensure relevant information is passed on to families either through a note put into the child's bag or a phone call to the family at the end of the day.

2. Practice is informed by critical reflection:

- Educators ensure interactions with families are consistently reflected on for future improvement, as a whole staff team. Educators initiate challenging discussions with families. Their reflections on the outcomes of the situations and sharing information with colleagues are the basis of ongoing professional development and their own experience and confidence building.

- Educators are aware of and able to discuss how the Preschool's approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework and the centre's policies and procedures.
- Educators regularly reflect on how to increase family engagement with the preschool and children's learning within the preschool. Educators are currently analysing their current digital communication methods and questioning if their methods are supporting family engagement. Educators have been asked to read three articles relating to digital wellbeing and children's documentation and in term 2, Educators will critically discuss the articles in relation to their own current practices.
- This year, the Director has introduced text messages as a communication tool for informing families about relevant information and upcoming events.
- All parent/caregivers of children who attend IPP, Mainstream Preschool and/or Occasional Care are invited to join and attend the AGM and Governing Council Meetings twice a term. This provides parents/caregivers the opportunity to contribute their ideas and be a part of the decision-making processes that occur throughout the year.
- During 2022, the Educator's acknowledged the busy modern family and the lack of time many families face in their day to day lives. The educators arranged a virtual tour of the whole preschool and all the programs available for families to access from a phone or computer. The virtual tour is easily accessible on the Preschool's website and supports families in their research for finding a suitable Preschool or Occasional Care for their child that aligns with their own values and principals.
- Educators engage and collaborate with other educators from different sites. In 2022, 2 regular relief Educators and a director from a different DfE sites were invited to join Circle of Security Training at Bains Rd Preschool. Each year, the Educators sign up to be a part of the Early Childhood Learning Forum (ECLF). This includes 3 professional learning and development trainings that are held throughout the year. The Director also attends partnership and portfolio meetings 4 times per year, where she engages with other leaders from within the Partnership and Portfolio.

3. Practice is shaped by meaningful engagement with families, and/or community:

- The centre's practices are shaped, adapted and guided by our families. Through these practices, our policies are produced. Many families have provided us with comments and feedback via phone, email, face to face and these have been followed up and any required changes made. We have several parents on our Governing Council who have also helped to shape and guide our daily practices.
- Community partnerships contribute to a culture of inclusiveness and sense of belonging at the preschool.
- Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Parents are invited to stand for election of Governing Council at each AGM. Families contribute to our meetings and make decisions on issues concerning the service. Our policies and procedures are available to families and feedback on these policies is encouraged.
- During 2020 and 2021 our efforts to run social and fundraising events were thwarted by the impact of the COVID-19 pandemic. During this time, we had an extra educator outside the gate to greet families and placed quizzes, guessing games, surveys and feedback forms outside the gate for families to contribute and feel involved. Luckily after first term in 2022 we were able to have families onsite and in a volunteering capacity. We have also had movie and pizza nights, family BBQ, teddy bears picnic, pyjama day, preschool disco, Glenn the Nature Education and Junk Man, Puppet shows, visits from SAPOL, MFS, Library visits, Onkaparinga Council visits, hosted 3 student teachers, 2 occupational therapy students, 3 high school work experience students, a certificate 3 student, parent information nights, transition visits, parent/teacher chats and started a play connect playgroup for parents/carers and children with a disability.
- This year we have already had 'Specials Persons Pancake Day', Glenn the Nature Education and Junk Man, planning our Family Picnic to be held in Week 8 of Term 1 and started supporting a 3rd and 4th year placement student.
- The Preschool and Educators acknowledge that families are diverse and unique. Therefore, opportunities for family engagement are inclusive of all families. Children are always offered the opportunity and resources to celebrate special cultural events such as Easter, Father's Day, Mother's Day, Holi, Christmas, Diwali

etc. However, children are never forced to engage in activities in celebration of such events, educators are sensitive to the differing family dynamics of all children.

- In Term 4, 2022 there was a waiting list for families wanting to access Occasional Care. The expertise of families is actively sought and valued. We support consistency between home and the centre environment, ensuring routines are consistent, family values and expectations are catered for and information is shared daily on the well-being of all children.
- Discussions with families can be arranged at any time with educators. Conversations occur daily at drop off times, collection times and throughout the day via visits, meetings, phone calls and emails.
- Information is shared with families through Facebook, emails, text messages, our website, noticeboards, family events, informal and formal conversations.
- We actively promote other services, resources and community events to support families in their parenting roles. Educators access a range of services to enhance children's learning and development opportunities. These services include speech pathologists, occupational therapists, Autism S.A., dentists, the Child Development Unit, C.A.F.H.S., child psychologists, Flinders Child Assessment Team and C.A.M.H.S.
- When concerns or topics are raised with the Director, she supports families to find resources and access information that is suited to their needs. Links with relevant community and support agencies are well established and maintained consistently and information about these services are available are shared with our families.
- An Inclusive Playgroup is offered on Friday Mornings 9:15am - 10:45am. The Director understands the importance of playgroup for families to socialise and seek parenting advice and guidance. Therefore, the Preschool pays an ECW 2 to organise and run the Playgroup sessions. Playgroup is held in the Occasional Care space and main outside environment. Families are welcome to explore both spaces during this time and then come together at the end of the session for a small group time run by the ECW.
- Parents/caregivers from Occasional Care, IPP and Mainstream Preschool have been offered the chance to attend an 8 Week Circle of Security Training held after hours at the Preschool in Term 2. An Educator from the Preschool will volunteer their time to facilitate the session that will be organised and presented by a Circle of Security Facilitator. The Preschool will potentially organise another opportunity for Parents/caregivers to attend this training in Term 3 if there is enough interest from the families to do so. The Preschool is offering this training at an extremely discounted price of \$50 per person which can be paid in full or instalments. This is to support families to do the training regardless of their financial situation.
- The Preschool connects with the local library and Council and organises two library visits and two Onkaparinga Council visits per year. This year the council will be presenting their 'Mad About Worms' presentation in Term 1 and 'Not Just Rubbish' Presentation in Term 2. The Woodcroft Library is attending the Preschool every term with a specific Preschool curriculum focus. For example, during Book Week they will introduce, read and talk about some of the short listed and award-winning Books and during NADIOC week they will be reading stories that highlight Aboriginal perspective, culture, history and language.
- At the end of the year, with Parent/caregiver permission, Preschool Teachers connect with children's future school and Reception Teachers. The Teachers discuss the child/children's learning and development that has occurred throughout the year and the Reception Teachers are offered the opportunity to visit the child during their Preschool session.
- All Educators are advocates for children and their families. Educators connect with DfE Special Educators, Speech Pathologists and Physiologists, CAFHS nurses and a variety of Occupational Therapists, Physiotherapists, Behavioural Therapists, Health Support Officers and Neurologists.
- Parent/Caregivers with children who require a One Plan are actively involved in the process and learning intentions.
- A CAFHS nurse attends the Preschool once a term to offer 4-year-old health checks to 8 children per term. Families are also provided with information about what services they can access through CAFHS.
- Several children attend the preschool who are in care and under the Guardianship of the Minister. Educators work closely with children and family Social Workers to support the needs, wellbeing and development of the child.
- In 2021, Educators started exploring and researching the process for creating a Reconciliation Action Plan (RAP). Since then, educators are part of the Preschool's working group and have started working towards several goals and action. At the end of 2022, Families with Aboriginal children were asked if they

would like to join the Working Group for the sites RAP. Two family members were very excited to have this opportunity and decided to join. This year, several Educators have decided they would like to actively focus on the Preschool's RAP to support embedding Aboriginal culture, perspective, history and language within the Preschool. The RAP Working Group is planning to have their first Working Group Meeting later this year.

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

1. Practice is embedded in service operations:

- Bains Road Preschool is managed by a Governing Council and has well established governance arrangements, which are regularly reviewed and contribute to the effective management of our service. Governing Council members elect members to form the committee including educators and parents/carers who utilise the preschool. Quality and improvement are valued by all educators and the Governing Council and is key in planning, decision making and operating our service.
- We have an accountant who visits the preschool fortnightly who assists us with our financial planning. The Director reports to the committee twice per term about the day to day running of the preschool.
- All decisions regarding policies and procedures are done in consultation with the Governing Council.
- Our philosophy statement underpins every aspect of the preschool operations. Our philosophy statement is a collaboration of children, families and educator's values, ideas and perspectives. This was updated in 2023 to ensure our current children and families views are respected, valued and embedded within our site. The philosophy is on display in each room and is accessible to all families, students and the community via our website. The philosophy outlines the purpose and principles under which the centre operates. It reflects the guiding principles of the National Quality Framework and the Early Years Learning Framework.
- Effective processes are in place to consistently achieve continuity of educators resulting in the establishment and maintenance of secure relationships with children. Risk assessments are conducted prior to incursions and changes to our environment.
- Rostering of educators reflects the importance of continuity of care. Due to our centre's atmosphere, the relationships formed over many years with each other, the relationships we have with families and children, and the high quality of service we provide, contributes to our staff team being very stable. Having the consistent team every day provides children with security, families with trust and staff with continued support.
- All Educators are inducted to the Preschool at the start of commencing their first shift or annually. This ensures all Educators are up to date and informed on current policies, procedures, practices, Routine, children's health information, behaviour strategies used and systems that are in place. All relief Educators are provided with a whistle and keys to the entrance and emergency exit gate.
- The written consent to the Responsible Person's role is included in the ECT's contract/role description. Responsible Persons are asked to read and sign that they have read the DfE Expectations for Responsible Person and declare they are suitable for the position by filling out Compliance History Statement for a person to be in day-to-day charge form.
- Goals and expectations for teaching and learning are discussed in individual appraisals, professional development sessions and during meeting times. The performance of Educators is evaluated, and individual development plans/goals are set at appraisal times. Educator appraisals are conducted biannually. The appraisal process can be informal or formal and is always documented. The Director's appraisal is conducted through four termly site visits and completed by the Education Director.
- Systems and operations are in place and used to support the management of the Preschool. This includes:
 - STAR Manager System to delegate operational and WHS tasks

- Incident and Response Management System (IRMS) to record and document incidents and accidents
 - Education Management system (EMS) to record and manage enrolment and attendance data for IPP and Preschool
 - Early Years System (EYS) to record and manage enrolment and attendance data for Occasional Care
 - Financial Analysis and Budgeting System (FABSNET) to develop and manage budgetary and financial requirements
 - Panaroma to manage and request maintenance through Ventia
 - Human Resources (HR) system to manage staffing requirements
 - Vacancies and Selection and Placement (VSP) to record and manage staffing
 - The Preschool Director manages all Bonafides, BAS, SASIF accounts, Resource Entitlement Statement (RES) and DfE online financial statement.
- All Educator's qualification certificates are filed and stored in the Director's office.
 - The Preschool stores and maintains confidentiality in accordance with NQS.
 - All Educators can be contacted through their DfE email address. The Director is also responsible for communication through the Preschool's email address. Educators can use their DfE email address to access information through 'EDI' on information regarding DfE Preschools.
 - All contractors complete a 'Contractor Induction' given to them by an Educator or Director on their first visit. They must be inducted every three years. All contractors, volunteers and visitors must sign in and out every time they visit the Preschool.
 - The Director is provided with additional admin time which they can use throughout the year to support the overall management of the Preschool.
 - To fulfill their roles and responsibilities, all teachers are provided with Non-Instructional time based on their face-to-face time with the children. A teacher must not exceed 24hours of face-to-face time a week.
 - IPP educators are provided with \$500 a year for professional training and development.
 - All Educators have access to a computer or iPad to full fill the requirements of their role.

2. Practice is informed by critical reflection:

- Critical reflection through discussions, informal discussions, formal meetings, parent feedback, documentation, valuations, risk assessments, communication between children, parents, community stakeholders and educators are regular and ongoing.
- Evaluations and critical reflections are conducted after an emergency practice, incursion, or an incident, ensure practices are always improved to manage future risks better than before.
- Educators have quality conditions that ensure their mental well-being and stress levels are supported. Following incidents of extreme severity, the Director has accessed a critical incident response to provide psychological support for staff.
- Training and development are funded by the Preschool to ensure educators have any support that they wish to access.
- Educators reflect at the beginning of each year on the Preschool's Statement of Philosophy to ensure it aligns with their values, priorities and pedagogical practice. This year, several educators have returned to the educator team after some time away or are joining the team for the first time. At the beginning of the year, after research and critical reflection, Educators decided the current Statement of Philosophy should be updated to ensure all of the values, voice and priorities of the children and families were reflected in addition to the whole educating team.
- Every year, families are asked to complete an Opinion Survey on the quality of all aspects of the Preschool. The results are included within the Annual Report and presented at the AGM.
- Educators regularly discuss and critically reflect on the QIP goals and NQS during formal staff meetings, teacher meetings and informal conversations at the end of each day. During these times, Educators also reflect on professional training, individual children, work health and safety, the Preschool's RAP, policies,

procedures, expectations, routine and any other relevant topics. All Educators are encouraged to add items and attend staff meetings. Educators who do not work on Wednesday afternoons must confirm when they have read the Staff meeting minutes that is sent out via email. The Director follows up with any Educators that haven't read the minutes, to ensure everyone is informed and up to date with relevant information.

- All Educators are involved in decisions regarding the Preschool's Quality Improvement Plan (QIP). The Preschools QIP is accessible to all stakeholders, educators and the wider community on the Preschools Website. The QIP goals, Challenge of Practice, Success Criteria and National Quality Framework Priorities are displayed along with evidence inside the Preschool on the NQS display wall.
- The NQS are on display in mainstream Preschool and Occasional Care to inform families and encourage educator reflection. Educators and Director have decided not to display the NQS on the wall inside the Banksia room to ensure the environment isn't over stimulating for the children. Instead, the NQS is displayed in the Family Information folder for families to access.
- All Educators engage in Professional Development Plan Meetings with the Director three times a year, to organise and discuss Preschool focused goals, short term and long-term goals and practices that the educator and director can do to support the accomplishments of these goals. The Director critically discusses their goals and practice with the Educational Director once a term.
- All policies and procedures were reviewed at the beginning of 2023 and we reviewed and signed off by the Governing Council. Reviewing site specific policies every two years is an embedded practice at the Preschool.

3. Practice is shaped by meaningful engagement with families, and/or community:

- Families ultimately operate the Preschool alongside the educator team. Families shape and leave a mark on our centre every year, bringing new ideas, knowledge, skills, and assistance to continue to improve all aspects of centre operations. The relationships we have with places and organisations in our local community add so much more opportunity for learning, enriching the children's interests, and programs.
- The Preschool supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.
- The Governing Council made up of family members, educators and the Director, ensure family views, values and perspectives are considered and guide the vision for the Preschool.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Bains Road Preschool

Goal 1: Children will increasingly be able to meaningfully communicate with other children and educators.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide multiple communication tools and use a range of intentional pedagogical strategies, then we will see improved communication outcomes for all children.

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

Through ongoing analysis of our pedagogical documentation, we will see children.

- Using communication tools such as visuals.
- Communicating their thinking with others.
- Engaging in dialogue in multiple ways including movement, dance, visual arts, verbal and non-verbal and mark making.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Use agreed visual communication tools implemented as part of the daily routine and teachable moments.	1.1 The educational program enhances each child's learning	Throughout 2023.	Director to observe practice, provide feedback and monitor use. Director to ensure PDP goals of educators are reflective of Learning Improvement Goals. Director to provide opportunities for educators to share practice and ensure accountability. All educators working collaboratively to implement the visual aids in their day-to-day practice.	Educators, board maker.


Educators engage in Professional Learning with Amanda Bartram, the focus being Mark making and Communication. Educators use this information to inform their practice.	1.2 Child centred	Term 2 closure day continuing throughout 2023.	Educators to use their developing understandings embedded within their pedagogical practice.	Amanda Bartram, on-site professional learning. Amanda will return to the site to observe educators put their learning into practice and teachers will be released to have 1:1 coaching session with Amanda.
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Goal 1: Children will increasingly be able to meaningfully communicate with other children and educators.

 **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		
Use agreed visual communication tools implemented as part of the daily routine and teachable moments.	 Not on track		
Educators engage in Professional Learning with Amanda Bartram, the focus being Mark making and Communication. Educators use this information to inform their practice.	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.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: Children will increasingly be able to meaningfully communicate with other children and educators.

 **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: Bains Road
Preschool

Goal 2: To increase children's capacity to compare, notice and be users of pattern.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we support children to recognise patterns in their environment, then we will see children creating and responding to patterns.

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

Through ongoing analysis of our pedagogical documentation, we will see children.

- Identifying patterns in the environment e.g., seeing routines and weather as a pattern.
- Recognising patterns e.g. songs, rhymes, materials, resources and movement.
- Recognising attributes of objects e.g., size, shape, colour.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will develop numeracy kits with a pattern focus and encourage children to borrow from our community library.	6.2 Effective partnerships support children's access, inclusion and participation in the program.	Term 1 continuing throughout 2023	Educators will encourage children and families to borrow Numeracy kits and share their learning with others at the preschool. Child can continue the numeracy learning at home.	Budget to include a numeracy line to purchase more materials as required for kits.
Model and encourage children to observe and describe in their learning patterns e.g., cooking program.	6.2 Effective partnerships support children's access, inclusion	Term 1 continuing throughout 2023	Director will enable patterning opportunities. Educators will collaborate with children.	Money to buy ingredients, recipes from children and educators.

	and participation in the program.			
Engage children and families in small interactive provocations, for example how many buttons in a jar? Educators to engage in conversations with the child and adult about how many, I wonder, less/more, did you notice? can you see a pattern? etc.	6.1 Engagement with the service	Term 1 continuing throughout 2023	Through provocations educators will collect information to inform planning.	Table, pens, paper, clip board, provocation.


Goal 2: To increase children's capacity to compare, notice and be users of pattern.

 **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		
Educators will develop numeracy kits with a pattern focus and encourage children to borrow from our community library.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Model and encourage children to observe and describe in their learning patterns e.g., cooking program.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>Engage children and families in small interactive provocations, for example how many buttons in a jar? Educators to engage in conversations with the child and adult about how many, I wonder, less/more, did you notice? can you see a pattern? etc.</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: To increase children's capacity to compare, notice and be users of pattern.

 **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
Develop a greater range of opportunities and spaces for small and individual play in the outdoor learning area	6.1.1 Engage with the service	Add provocations e.g., recipe cards, natural resources to the mud kitchen, sand pit and Bali hut	Throughout 2023	Recipe cards, natural resources, educator observations and evaluations.	Director to lead educators to develop a greater range of opportunities for the outdoor learning area. Director to support educators to critically reflect and evaluate their pedagogical practice.
Develop and enact culturally responsive teaching practices in line with the preschool's Reconciliation Action Plan	6.2.2 Access and participation 6.2.3 Community engagement Exceeding theme 2: practice is informed by critical reflection	Click or tap here to enter text.	Throughout 2023	Inviting Aboriginal families to be part of our RAP working group. Sophie Rogers, Education officer, Green Adelaide.	Director to delegate responsibilities within educator team. Action plan

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			
Develop a greater range of opportunities and spaces for small and individual play in the outdoor learning area	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Develop and enact culturally responsive teaching practices in line with the preschool's Reconciliation Action 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.	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 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 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 Pip Fisher
Date Sunday, 11 December 2022

Signature:

Endorsed by governing council chairperson

Name Danae Colliver
Date Sunday, 11 December 2022

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education