



NORTH INGLE PRESCHOOL

QUALITY IMPROVEMENT PLAN

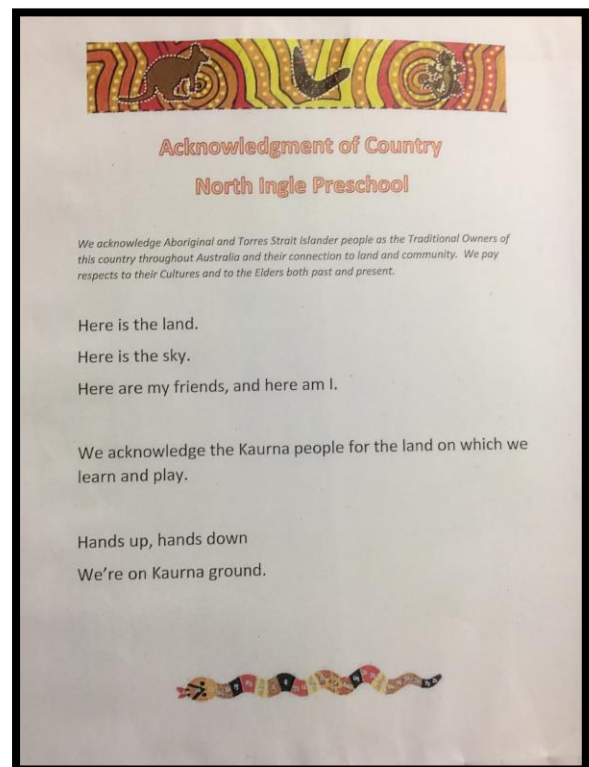
NATIONAL QUALITY STANDARD

2025

UPDATED MARCH 2025



We acknowledge the Kurna people as the traditional custodians of the lands and waters where our preschool is located at North Ingle and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.



North Ingle Preschool

Service approval number

SE-00010725

Primary contact at service

Dina Zunis

Physical location of service

Street

7 Rothwell Avenue

Suburb

Ingle Farm

State/territory

South Australia

Postcode

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Physical location contact details

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Approved Provider

Department for Education

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Nominated Supervisor

Dina Zunis

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Educational leader

Dina Zunis

OPERATING HOURS

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.45 am	8.45 am	8.45 am	8.45 am	8.45 am
Closing time	14.45pm	14.45pm	11.45 am	14.45pm	14.45pm

ADDITIONAL INFORMATION

North Ingle Preschool is a school-based preschool nestled within the North Ingle School community. School holidays align with the South Australian school term dates.

At North Ingle Preschool we value each child's strengths, interests and abilities by providing a play based preschool education program responsive to children's needs that fosters wellbeing and enhances development. We acknowledge the learning environment as the third teacher and strive to provide our students with a stimulating, inclusive and intentional learning environment that promotes the development of relationships, oral language, literacy, numeracy and physical and emotional wellbeing. All educators at North Ingle Preschool understand the importance of life-long learning and are continually reflecting on and strengthening our teaching practice.

The North Ingle Preschool community consists of many cultural backgrounds, and we have a high percentage of learners with English as an additional language/ dialect, with an 8% Indigenous population. Our families share a strong connection with the school and our students utilise the school facilities such as visiting the library, canteen and early years learning environments. Our educators work in collaboration with the school staff, ensuring a high level of continuity in curriculum planning and professional practice. The preschool's Pupil Free Days and School Closure Days operate in conjunction with the school to support shared thinking and professional development opportunities for teachers. There is an on-site OSHC program ran by Happy Haven offering before and after school care to preschool and school children. Playgroup operates in the Preschool on Mondays between 9:00am-10:30 am which provides a platform for families to network and form connections with the preschool environment, educators and other children and their families in the community.

In 2025 the leadership team consists of a Principal (Nominated Site Leader/Educational Leader), and Deputy Principal. The preschool staff consists of two teachers and 2 School Service Officers who all play an integral role in providing a relevant, challenging and purposeful learning environment for children

Mission statement...

At North Ingle Preschool we strive to provide every child with a preschool education where they can access high quality teaching and learning in a purposeful and stimulating play-based learning environment. Wellbeing underpins our decision making and daily practice, helping us to foster meaningful interactions with children and their families to enhance children's oral language skills, literacy, numeracy and physical wellbeing. – Reviewed November 2024

We believe children are powerful and curious learners. We foster this by responding to the unique set of skills and interests that each child possesses and by providing an inquiry rich play-based learning environment. We provide play-based learning experiences rich in meaningful multi-modal literacies and numeracy to strengthen children's development across all domains. The pedagogical practices of educators promote children's sense of agency and a positive disposition for learning. We provide children with a combination of explicit, intentional teaching and child directed experiences. In the spirit of Reconciliation North Ingle Preschool acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We welcome and respect the individuality of each child and their family, culture, language, beliefs and customs including Aboriginal learners and Kurna culture. We believe families are the primary and most influential educators and therefore work together to build trusting relationships which provide opportunities for communication and encourages family participation. We welcome families to share and celebrate their culture and family values and value each families identity and culture. We collaborate with families to establish realistic and responsive learning goals and encourage their input into the curriculum through conversations, formal parent teacher conferences at the end of the first preschool term, digital communication using Seesaw, our social media platform 'North Ingle Preschool Facebook Page' and through sharing our SWAY floorbook and children's hard copy learning folders.

Parent Statements...

What do you value most about your child's preschool experience?

Meliha 2024 "I appreciated that all educators would always make time to have a chat about my child. Out of 25 children I felt like we were all heard and valued equally. The Preschool felt like a family for us and not just a preschool."

Emma 2024 "There are too many to choose from! We loved the hands-on learning through cooking, painting and arts and crafts. I know my child enjoyed when the police, Bunnings & Fire Fighters came out. The educators are very welcoming and caring. My child has made a lot of friends and has enjoyed every day at preschool, so thankyou."

Sara 2018-2024 "We love the positive learning environment and the caring welcoming staff. Everyday there is a variety of engaging activities set up for the children."

Leighton 2023 "Encouraging students to read and write their own names from the beginning of the year is a great initiative to prepare them for Reception next year".

Staff response ... At North Ingle Preschool we will endeavor to scaffold each child's learning to allow them to reach their 'zone of proximal development'. We will promote a play-based learning environment where children are given the opportunity to observe and are encouraged to be involved in hands on experiences. We aim to provide children with a program that assists them with building a positive foundation when transitioning to school, helping to build their confidence and sense of belonging in their world. We plan in accordance with the Early Years Learning Framework (2022) which allows us to assist children in regards to 'Being', 'Belonging' and 'Becoming' and underpin our explicit teaching pedagogy with the 'Department for Education Literacy and Numeracy Indicators for Preschool'. We plan targeted and explicit learning experiences in line with current and up to date research & leading advice from the Department for Education. We advocate for children's rights through modelling and maintaining positive relationships and explicit teaching of the Child Protection Curriculum. We foster a strong sense of community by establishing partnerships with families and accessing support within our local area. Staff network in early years staff meetings within the school and local partnership to foster school readiness and enhance the continuity of learning across the site. Ongoing critical reflection allows us to assess the effectiveness of our practice and adjust accordingly to meet children's needs. This is complimented by implementing current evidence-based research such as the Preschool Curriculum Resources to enhance and foster children's social, emotional, language & physical development. Educators embrace the Reggio Emilia approach to learning and incorporate the environment as the third teacher, combined with high expectations and a strong focus on developing positive relationships.

Quality Improvement Plan for Quality Area 1

Standard 1.1 Program: The educational program enhances each child's learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<p>The Early Years Learning Framework guides the development of the curriculum at North Ingle Preschool and supports curriculum decisions made through an ongoing cycle of planning. Educators view children as active participants and decision-makers. Educators draw on their pedagogy, understanding of each child, and contributions from families to observe and document each child's learning and development. Educators have implemented a range of strategies to get to know each child's knowledge, strengths, interests, ideas and culture through the information provided by their families through questionnaires at the beginning of the year, during everyday conversations and conferencing and through formal and informal anecdotal jottings which are available to all staff to contribute to on the preschool whiteboard, with each child's photo being displayed. A predictable visual routine (with flexibility) is displayed and referred to as an embedded part of our group times to "check in" at different points in the day and provide predictability. The day has been planned to give children a range of uninterrupted play experiences, where teachers facilitate and support children's learning.</p>
2. Practice is informed by critical reflection	<p>The program includes intended EYLF outcomes and intentional teaching opportunities. This is informed by critical reflection, student voice, evaluations of programmed individual and group experiences and up and coming events relevant to our children and their families such as Harmony Day, Book Week, Diwali and Reconciliation Week. All educators support children to 'become strong in their social, emotional & mental wellbeing' (EYLF 2022) and prioritise this in our daily decision making. We regularly seek and organise planned community involvement such as performances, author visits, whole school activities and incursions from the local businesses in our community and utilise family connections where possible.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Upon enrolling at North Ingle Preschool, families are invited on a personal tour with our site leader (Principal) where they meet and are welcomed by the entire preschool team. Preschool educators also support family tours with potential families. Families are encouraged to ask questions and communicate at their convenience. The early years team provides a face-to-face information session during transition visits in the preschool to induct families into the community and begin building the relationship. This session invites families to learn about the preschool philosophy, planning cycle, the planning cycle and routine information.</p>

Standard 1.2 – Practice: Educators facilitate and extend each child's learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<p>We provide explicit teaching experiences and allocated resting time to care for children's physical and emotional wellbeing. Five-minute warnings with visuals and a bell are given by the star of the day before group and mealtimes and children are encouraged to place 'CAUTION WORK IN PROGRESS' signs on work and ideas they want to continue with. Children can share their learning with their peers to encourage a sense of ownership, oral language development and an opportunity for children to explain and articulate their thoughts, reasoning and ideas. Educators are responsive to children's ideas, extending children's learning through open-ended questions, meaningful interactions, play provocations and explicit and tailored formal and informal feedback. Educators try to not ask questions they already know the answer to and value children's dispositions and abilities. Educators make use of spontaneous 'teachable moments' to extend children's learning by voicing additional ideas, encouraging children to have a go at collecting resources and materials to extend learning and assisting children to organise their thinking. This is documented on the program in a 'spontaneous experiences' box.</p> <p>Group times are normally derived from an idea a child or group of children has had that day or an interest the group is continuing to have, ensuring relevance and a high level of engagement. For example, a child asked a question about a butterfly that was found outside. This then led to a whole group investigation using the IWB, brainstorming questions with educator scribing and looking at the life cycle of butterflies. This then turned into a unit on The Hungry Caterpillar. Group time also includes talking explicitly about early literacy concepts, such as rhyme, the beats in words and patterns in speech when sharing stories and songs. Educators implement a book-based learning approach aligning with children's interests utilising story books as a basis for oral language programming. This develops children's early literacy such as exploring the sounds of language, letter-sound relationships, concepts of print and the ways texts are structured. For example, our focus text in term 2 of 2024 was 'Brown Bread and Honey' as the children were interested in cooking experiences. We then explored the text & explicitly monitored the teaching of 10 tier 2 words from the book and embedded the learning environment with opportunities for rich oral language development such as cooking on the playdough table, reader's theatre with props, problematised situations on the numeracy table, real life cooking and tasting of different textures and exploring senses. The PROP focus encourages children to understand concepts of print, and educators encourage children's inner dialogue. As a preschool, we have constructed many texts as a group and children have enjoyed sharing, acting out and illustrating our story. Educators respond to children's learning dispositions by commenting on them for example 'You are thinking like an author'</p>
2. Practice is informed by critical reflection	<p>The critical reflection is completed as a team and drives improvement in the program as staff reflect on their individual and team practices and work collaboratively to make improvements where needed and reflects on children's wellbeing, engagement and achievement of goals. This document is completed in Microsoft Word and emailed to all preschool staff, making it accessible to all</p>

	educators to add to, including our site leader. A physical copy is also kept in the 'Critical Reflections and Staff Meetings' folder in the preschool office.
3. Practice is shaped by meaningful engagement with families, and/or community	The preschool floor book is shared fortnightly with families via an online platform called SWAY, enabling easy electronic access. Families are encouraged to contribute their ideas throughout the year through seesaw and surveys.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	Educators conduct small intervention groups to give tailored and additional support to children who are at risk or below developmental milestones. Observations and learning stories are completed on each child per term which are based on the child's individual goals which are developed in consultation with families, drawing on developmental data. The observations include snapshots of a child's learning and development and evaluations against the EYLF outcomes & Department Literacy & Numeracy indicators for Preschool, with documented next steps to stretch the child to reach their 'Zone of Proximal Development' (Vygotsky 1934). The Program plans are completed fortnightly by the educators in consultation with the Educational Leader. The program showcases an emergent curriculum, providing play-based experiences which have derived from the children's current interests and ideas, incorporating a range of ideas, natural and man-made materials, multisensory experiences and rich oral language. To ensure all children are being programmed for throughout the term, educators track and check off individual children once they have been included in the program, using this to observe, evaluate and reflect and underpin our planning cycle.
2. Practice is informed by critical reflection	The critical reflection encompasses learning opportunities staff have observed, ideas and cultural needs families have discussed with staff, concepts and ideas that have been created during group inquiry discussions, play based ideas the children spontaneously develop and considers the circumstances and rights of every child. During this time, all educators contribute to deep thinking & reflection, assessing the successfulness of the program and adjusting accordingly. The program is a working document which is often hand written on as changes are made to ensure all staff are being responsive to the children's needs and engagement
3. Practice is shaped by meaningful engagement with families, and/or community	To support children with additional needs, educators develop one plan documents in consultation with children's families, and collate relevant data and evidence to submit requests for additional funding to the Department IESP Board. Speech and Language screeners are completed on those children felt to be at risk and appropriate referrals are made to the sites Department for Education speech pathologists where extra support programs are put in place and speech packs send home to families. Summative assessments are written at the end of each year and are based upon the EYLF outcomes and the Preschool indicators of literacy and numeracy, to provide a snapshot of each child's learning journey from the beginning to the end of their preschool year. These summative assessments are then used as a focus when staff are meeting with reception teachers to ensure a smooth transition to school. In addition to this, the early years teachers have regular duties and visits in term 4 to familiarise the preschool. Educators spend

	<p>time with families in term two to discuss their child's progress through discussion and looking at evidence of their child's learning and development. These goals are monitored on a wall in the office where educators will refer to regularly and use this information to drive planning for continuous improvement. Educators work in partnership with CAFHS and families to ensure children are meeting developmental milestones, opening up conversations with families and making referrals to outside support services where needed.</p>
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Key improvements sought for Quality Area 1

Issue identified during self-assessment

How can we improve the frequency of documenting each child's current knowledge, strengths, ideas, culture, abilities and interest?

How can we ensure EVERY child's voice is captured and included in the program?

After meeting with our educational leader and after our self-assessment we thought that we were efficient in responding to children's interests, strengths and ideas. However, we felt we were lacking in the documentation. We also questioned whether we really include children's voice enough and how could we perhaps improve in this area. We want children's voice to be at the center of the program and we also want this to be shared with families. We want to develop and embed a team approach that is consistent and includes ALL children.

In previous years we have used an ideas book but it has been lost over the past few years due to time constraints. Educators are planning on working out ways to embed this process back into the planning cycle. We are wanting to work on this process and we are excited to lead this in a new direction with our new staff team in 2025.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Child Centered 1.1.2	That each child's voice and ideas are documented and reflected upon in the program more frequently. Child ideas are documented consistently	Reintroduce the Child Voice and Idea Book Each child will have a photo on the big white board with documenting of their emerging ideas. Educational Leader will audit this wall and regularly check in to ensure all children are documented. Educators are to have regular check ins with children and document these conversations. Daily reflections of children's idea will occur, and we will reintroduce the 'ideas book' all educators will have access to this and it will be used every day as a trial period. Weekly floor book will contain documentation of children's quotes and ideas that have spontaneously occurred and also occurred during group times. Educators will embed recording these daily
Priority (L/M/H)	Success Measures	By When
H	Student Voice will be recorded and drive the program. Floor Book will reflect children's voice with their actual words and ideas documented.	Ongoing reflection

Issue identified during self-assessment

How can we get families to engage and more and have more of a voice in the program?

We also felt that since covid-19 we have lost family connections. We reflected and know that families are busy and are time poor so we want to come up with efficient strategies in sharing the program and get

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Information for families 1.3.3	<p>Families regularly commentating on the program and sharing their thoughts and ideas through See Saw and Microsoft 365.</p> <p>Families are actively commenting on the program and responding to child's development.</p>	<p>Educators will use sway and forms as a way of questioning families and encouraging them to provide feedback when appropriate to them.</p> <p>Educators are to digitally send learning stories and observations through See Saw to families with an opportunity for them to provide feedback.</p>
Priority (L/M/H)	Success Measures	By When
H	At least 70% of families at some point throughout the year will have a turn at voicing their feedback on the program.	End of 2025

Standard 2.1 – Health: Each child's health and physical activity is supported and promoted

Exceeding themes	
<p>2. Practice is embedded in service operations</p>	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation. Educators follow the preschools Rest and Sleep Procedure. Restful areas are provided inside and outside such as the reading nook with cushions, puzzles, blankets and calming materials. Our family nook contains a soft lounge. Soft furnishing, blankets and cushions are washed regularly by the preschool team. A mattress with clean bedding is stored hygienically in the storeroom for easy access if children are requesting a sleep or rest, with the bedding being washed after each individual use. We provide quiet mindfulness group time experiences through progressive relaxation breathing activities, yoga and story times, along with individualised quiet spaces for children experiencing sensory overload or dysregulation. Educators are mindful of children's sensory needs and dim the lights and put on a lamp. Children have easy access to physical equipment such as soccer balls, footballs, tennis, t-ball and climbing blocks if they choose to participate.</p> <p>Routines and hygiene practices for eating times are explicitly modelled and taught by staff. This is embedded into our daily routines by using regularly updated visual cues which are displayed in the toilet and handwashing areas at children's eye level. Children are taught how to sing the handwashing song and count to ten & supported by educators throughout hand washing experiences to ensure thoroughness and safety using cleaning products/ hand dryers. Sun safe practices are guided by our Sun Protection Policy and modelled and embedded by checking the UV levels with the children daily and recorded as a part of our morning routine. If UV is 3 or over staff and children wear hats outside and sunscreen is applied twenty minutes before going outside, which has now been embedded in our pre-lunch hand washing routine. A sunscreen station is situated on entry with a mirror for children to rub their own sunscreen in. Children with sunscreen sensitivities 12epee12zed12ed sunscreen is labelled and kept in children's bags, with educators ensuring correct sunscreen is applied. Staff ensure that all areas are maintained and clean at all times, and eating tables are 12epee12zed before and after eating times with colour coded cloth, sweeping the floors before during and after preschool. Cleaning products are securely stored under the sink out of reach of children with clear labels and instructions and appropriate MSD sheets. Staff regularly monitor the toilet area and during lunchtime wipe down toilets and mop if needed. For example, if a child has a spill or toileting accident. Bathroom and yard checks are done daily and recorded on checklist kept in the office. Children are encouraged to be involved in setting up and cleaning up of meal times. Flexible seating options are provided at tables for children to eat their lunch, under the verandah, encouraging children to have a choice in who they sit next to, promoting connection, discussion about healthy diverse foods and mindful eating. Lunch boxes during the cooler months are stored outside in children cubbies and during the warmer months they are stored inside. Mini colour coded bins are provided for children to be responsible for their own waste and take ownership in deciding how it is treated. This is explicitly taught during group</p>

	<p>time looking at the "Wipe out Waste" resources. This gives children an insight into their impact on the environment and fosters children to be responsible in reducing their carbon footprint. To further this, we encourage and have developed a healthy eating policy at our preschool which is given to families in welcome packs, shown and discussed during transition presentation and displayed in our foyer. This includes the Right Bite Healthy Foods and Drinks Supply Strategy. Educators model and embed this into daily routines, group time discussion and displays for families. Educators also provide cooking experiences regularly for children where they can learn safe food handling practices and experiment with tasting different healthy foods from a range of cultures and sources, teaching fundamental life skills embedded with rich vocabulary, literacy and numeracy. Children are involved in hygiene and healthy eating discussions daily where staff discuss the rainbow of fruits the children are eating. During morning tea all children are encouraged to eat a healthy snack before eating other food items from their lunch. Healthy eating is promoted on site by our fruit and vegetable gardens which children share responsibility for. This promotes awareness of how foods are grown, prepared and eaten.</p>
2. Practice is informed by critical reflection	<p>All staff have up to date First Aid, Asthma and Anaphylaxis training and follow the centre's policies and National Quality Standard and Department for Education guidelines with regards to managing injury, illness and the administration of medication. These children are identified and displayed in the office and on the first aid cabinet. All children with an identified health issue have a Health Support Agreement Plan, Safety and Risk Management and Medication Agreement (if required) and are completed by staff, families and the correct health care professionals. A list of medical conditions is kept in the TRT folder and staff are inducted on arrival. If a child receives a bump to the head the child's family are immediately notified by phone call and staff work with parents to determine if the child needs to be collected or if staff will monitor their child at preschool. A First Aid record is entered by filling out the appropriate First Aid form and this is then sighted and signed by families at departure and a copy is stored in the first aid folder. In case of a critical incident requiring medical attention, a report is made in collaboration with the Site Supervisor (Principal), staff member(s) involved to the Department's Incident Response Management System (IRMS) and the regulatory authority (ACEQUA) is notified automatically. Follow up actions are completed and monitored.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Educators actively seek Bilingual Support Educators (3 hours/ week for 1 term per language) to support children and families who speak English as a second language. Various BSSO's have been acquired through networking with local preschools or online education platforms. BSSO's play a crucial role in building relationships with families who speak limited/ no English and assists in supporting the child to feel supported and their culture valued. The BSSO's role helps educators to connect with families despite the language barrier, communicate daily messages and explain health and safety policies. This year we had a SSO share traditional clothes and foods for Diwali and share their culture with the children. The daily routine balances long periods of uninterrupted play which is planned with both active and quiet experiences and short group times. All families are required to provide a copy of their child's Immunisation History Statement before commencing preschool and birth certificate. In the case of an infectious disease on site educators follow the Departments 'Protecting children against vaccine preventable diseases' procedures in accordance with the SA Health exclusion period guidelines. If an outbreak occurs, staff display fact sheet on door and also post information for families as a preventative measure. Staff also refer to 'Staying Healthy in Childcare' guidelines for other infectious diseases,</p>

	notifying the community when recommended and following exclusion requirements respectfully.
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Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
2. Practice is embedded in service operations	Appropriate Department and local policies and procedures are implemented and followed correctly. All policies, codes and procedures are easily accessible, and staff/ visitors are shown where the folder is kept during site induction. Children are taught the protocols and routines of emergency procedures regarding lockdowns and evacuations and this is practiced twice a term and with the school where possible. This is recorded/ critically reflected upon in a folder kept in the office. We maintain staff to child ratios at all times and ensure adequate supervision of children at any given time both indoors and outdoors. Visual cues are used to reinforce safety in relevant areas by using red flags, stop signs and red tape in no go areas such as the staff kitchen and office. These are regularly discussed with children and explicitly taught when introducing routines and expectations. Children are explicitly taught safety protocols and routines such as not going outside until the green go sign is turned over by a supervising staff member, and staff are evenly dispersed in accordance with ratio requirements, with children in direct line of vision at all times.
2. Practice is informed by critical reflection	Visual inspections of preschool equipment indoors and outdoors occur daily and documented and any unsafe items of equipment are removed until correct maintenance procedures are conducted. Verbal risk assessments are discussed when needed and kept in the group time folder for any areas needing extra caution, for example the yarning circle and 14epee. Risk assessments are completed by staff along with children in areas where children may have access to porcelain, cutlery or glass jars during science themes, a staff member scribes these conversations and a record is kept in the group time folder to regularly discuss at group time. Staff support children to have a go at risky play and are proactive, responsive and flexible in using professional judgments to prevent injury from occurring, for example when we celebrate International Mud Day. All staff are trained in Reporting Abuse and Neglect (RAN) and are aware of roles, responsibilities and procedures to follow when needed. When making a report to the Department Child Protection, staff's line manager (Principal/ Site Supervisor) is notified, and a form is filled out at preschool. Staff will call 000 for a tier 1 emergency, or call the DCP hotline directly for urgent but not life-threatening matters. For less critical yet concerning notifications staff can access the ECARL online reporting system. Staff accreditations and certificates are stored in the office and relief staff are required to show their RAAN-EC, WWCC and other relevant documents to administration staff. Site Supervisor conducts yearly checks on all preschool staff member's Working with Children Checks, requesting a certificate of interrogation through the WWCC portal to ensure all checks are still current.
3. Practice is shaped by meaningful engagement with families, and/or community	Staff educate families on the benefits of risky play through articles and visual displays in the foyer. Staff refer to the Department of Education Risk Assessment Scales and follow appropriate actions when needed for example when preschool is going on an excursion or when an incursion occurs such as a visit from the Fire Brigade for when children are walking near the car park. These are stored in a risk assessment folder in the office and are reviewed regularly and signed off by Site Supervisor. Practices are in place to ensure the safety of

	<p>children throughout the day in a range of ways for example children are dismissed one by one at the end of the session and are required to wait for a staff member to say goodbye once they have sighted their caregiver. Attendance is kept in a folder on the bench and recorded daily and any unexplained absences are followed up either through face-to-face conversations, seesaw messages, email or phone calls and recorded in EMDS. Educators monitor and count the number of children after transitions such as going to the school library or walking to the nature play, and the number of children is recorded daily on a display in conjunction with the children. Educators implement the Child Protection Curriculum across the whole year, with each term focusing on a different topic as per the curriculum guidelines to help children keep themselves safe and identify abuse and neglect. A clip board is available near the entrance to record any changes to pick-ups or families can let staff know in person, via phone or seesaw. Staff are to site ID before a new person can collect a child to ensure the safety of students, e.g. when a child is being picked up by another family member/friend or going to OSHC</p>
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Key improvements sought for Quality Area 2

Issue identified during self-assessment

Some children are still not bringing a healthy option to preschool or are reluctant to try new foods and vegetables.

Educators are finding that even with the information provided to families at the beginning of the year and with discussions with children we are still having families send unhealthy lunchboxes or we are finding some children are still reluctant to eat healthy options first. Parents have commented in cooking experiences that children have tried foods they normally don't do at home. We are hoping that by encouraging all children to try new fruits and vegetables this will help children broaden their taste buds and then we can inform families on new foods children enjoy.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	
Healthy Lifestyle 2.1.3	Encouraging all children trying new fruits and vegetables to broaden their healthy options.	<p>On Wednesday's families will be asked to provide a piece of fruit or vegetable for a 'shared healthy option platter'</p> <p>Children will have the opportunity to use tongs to serve their own fruits and vegetables.</p>	
Priority (L/M/H)	Success Measures		By When
H	All children will try new fruits and vegetables		Term 3 2025

Quality Improvement Plan for Quality Area 3

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
3. Practice is embedded in service operations	Our Preschool building was redeveloped during 2017 and meets NQS safety standards with adequate indoor floor space, carpeted and vinyl flooring. Child and disabled/adult toilets are located inside the Preschool with windows to maintain adequate supervision and safety. Our yard fencing has been replaced by higher fences and higher latches to ensure the safety of children at all times. We have access to an outdoor undercover area with both fans, heating panels and café blinds for adequate and suitable use all year round. Both indoor and outdoor environments are aesthetically pleasing and inviting with a home like feel. Our preschool is located on the North Ingle Primary School campus. We have the opportunity to share facilities and resources such as the library, hall, playground, oval and learning materials.
2. Practice is informed by critical reflection	We have an adequate sized yard for children to access and explore which incorporates both hard, soft fall areas and climbing frames. The level of the bark is kept to standard and topped up when needed by the school grounds keeper, along with bushes and grass trimmed and mowed regularly. We have a large shade covering a large portion of our outdoor area. Children have safe access to a tap outdoors for water play with a removable handle which educators store safely up high. An undercover sand pit is used throughout the year. Sandpit is swept weekly and sandpit toys washed termly.
4. Practice is shaped by meaningful engagement with families, and/or community	Educators often bring in natural resources from their time away from preschool or families donate/ bring in items to share (for example, in term 4 a family brought in a bird nest they found, another family donated odd socks for sock puppet making, a third family donated clay and tools to support their child's interest in making clay objects.

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
5. Practice is embedded in service operations	Children are involved in daily sustainability practices using colour designated recycling, food and waste bins. All food scraps are reused as chicken feed for one of our cleaners to take home. Staff and children regularly engage in discussions regarding sustainability practices and are actively involved in reducing waste and saving power by turning off lights when not needed, drawing on both sides of paper, recycling food packaging and reducing the amount of waste by using boxes for the making table. Pictures and documentation of the children engaging in sustainable 17epee17ces can be found next to the store room. Staff encourage families to bring 'nude food lunchboxes' to limit amount of waste and support children to access the correct bin which is on display with pictures in the preschool and taken outside when eating outside. Educators model food safe practices and encourage children to

	question where their food comes from, with explicit teaching around the paddock to plate process.
2. Practice is informed by critical reflection	<p>The setting up of the outdoor learning environment is varied and carefully planned by staff. Preschool staff consider children's creative ideas and interests, skill development, dramatic and imaginary play. Our philosophy incorporates Reggio Emilia practices and educators' value and utilise the natural play environment when designing the learning environment for children. Educators have sourced a mud kitchen from a local business called "The Men's Shed" where children can experiment with building, pretend cooking and sensory play. Educators are in the process of developing a loose part area where children can use materials such as wooden planks, tree stumps, plumbing pipes and logs to create cubbies and car tracks. The Preschool has recently had a yarning circle and 18pee built through a Department grant. In 2024, educators will plant a yarning circle to further extend children's knowledge about sustainability and Indigenous culture. Children have access to our garden beds where they can water the plants, turn the soil and watch the plants/seeds grow. The inside environment is deliberately planned to foster children's play-based learning based on emerging interests of every child to enable them to demonstrate curiosity. Children are supported to take on challenges and try new activities. Areas are created using a range of equipment and resources to develop coordination, balance and strength. Educators provide a range of sensory experiences on a daily basis to foster exploration and self-regulation (such as a calming swing for children seeking movement or a sensory tub with rice and objects for children seeking to calm down). A range of natural and man-made materials are available for children to use to support critical thinking and learning through play. Aspects of the indoor area are created to foster the environment as the third teacher as well as flexible areas for staff to respond to children's spontaneous interests. Materials and resources can be easily accessed by children and staff and are presented in an organised and inviting way. The play provocations set out intentional and work in conjunction with the inquiry-based learning explored during group times based on the program. Children are encouraged to express themselves in all physical areas of the preschool environment as they are open and foster communication. For example, providing interesting experiences for the children to discuss, group activities such as blocks or the sandpit and playdough or scaffolding group turn taking experiences such as cooking. Children have the space to take time out and rest when needing some down time. Children can sit or lay down and access tools to support self-regulation such as sensory toys, soft teddies, emotions books and the 'Zones of Regulation' visuals. Educators recognise children as active learners and competent decision makers by providing areas where children can extend their creative, social and cognitive skills through easel paintings, playdough, puzzles, construction and role plays.</p>
6. Practice is shaped by meaningful engagement with families, and/or community	<p>As we begin to develop our community pantry in 2024, we are hoping to put this produce into the community pantry for access to our families of preschool and playgroup. Children are involved in the process of planting in the garden and harvesting fruits and vegetables they eat and share with their families.</p>

Key improvements sought for Quality Area 3

Issue identified during self-assessment

How can we improve our undercover outdoor eating area?
The floor is hard to sweep everyday due to cracks in concrete.
How can we make it more sanitary?

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	
Fit for purpose 3.1.1	Ensure the flooring in the outdoor under cover eating area is more inviting and sanitary	Cover the existing concrete with epoxy flooring Staff members to organise a quote and inquire around getting the job completed.	
Priority (L/M/H)	Success Measures		By When
H	The flooring will be completed in 2025		Term 3 2025
	This has been completed in the January holidays. The floor space looks fantastic and it is very welcoming and calming for children. It is also a lot easier to clean the floor after children have eaten on it.		

Quality Improvement Plan for Quality Area 4

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children's learning and development.

Exceeding themes	
3. Practice is embedded in service operations	<p>Staff to child ratios are met at all times, as are qualification requirements such as Teacher Registration, Department for Education clearances and relevant training checks. Additional staffing is targeted to children with additional needs, either determined by Leadership on a need's basis utilising the RES funding budget or through IESP funding. Support and intervention are tracked and monitored against funding and is reported to site supervisor and funding board authorities. Preschool staff work closely with additional SSO's and BSSO's – Bilingual School Services Officers to implement negotiated educational and individual learning plans. Preschool support funding is allocated every term for children with additional needs for example speech and language, behavioural, trauma and disability. Staff are guided by the Teacher Registration Board and the AITSL Professional Standards for Teachers and the SA Government Code of Ethics which is accessible to all staff in the office. Staff are positioned in a way throughout the day that provides adequate supervision of children both inside and outside. The preschool team is comprised of a permanent teacher and 2 permanent S.S.Os with one additional teacher contracted for the year to allow children to experience continuity of educators. In the instance of relief workers every effort is made to employ regular TRT's familiar to families and children with early years' experience and accreditation. Relief staff are given a warm welcome, an induction and are required to review policies & procedures in induction folder. The preschool also keep a copy of the relief teacher's teacher registration, WWCC, DfE Authority to Work Letter and First Aid Clearance, along with emergency contacts in case of an emergency. They are shown the school office to sign in upon arrival and exiting the site.</p>
2. Practice is informed by critical reflection	<p>All staff have access to professional development learning opportunities to continually improve practice and develop new skills. Staff work collaboratively with other Preschool staff within our partnership to engage in ongoing professional learning. Educators use critical reflection to drive site improvement and professional learning content. For example, over the years we feel our speech and language program has been overlooked due to time restraints. In 2025 our QIP goal is to focus on this as a group with a SSO delegated to this role. Our sites department for Education Speech Pathologist is going to mentor this process. We communicate with other preschools in the partnership with similar goals and engage in information sharing, exchanging emails or phone calls to share resources or network at Portfolio Masterclass days. During 2024 the staff team attended a Music Education Strategy professional development. As part of our QIP focus we are eager to implement and embed this into our daily practices.</p>
4. Practice is shaped by meaningful engagement with families, and/or community	<p>Children's wellbeing, learning and development is at the centre of all we do. We have adapted a vision statement and philosophy collaboratively with children, families and the Governing Council. This is reflected in the way we build relationships with children by getting to know them through conversations and observations. We build a strong foundation with our families at the beginning of the year and continue to maintain this relationship through discussions, newsletters, emails, SWAY floorbook and through inviting families into the preschool for special events such as the School & Preschools 50th celebration, parent teacher interviews</p>

	or Acquaintance Night. Educators make themselves easily approachable during drop off and pick up times and make an effort to speak with each family to make connections, discuss day to day routines or to organise a meeting. Families are able to make a time to have a meeting with one of the teachers in a private space to discuss any concerns they may have and leadership is always available to support these meetings where needed.
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Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	Administration and programming time occur Wednesday afternoons once children have departed to ensure all staff are working with children at the time they are attending. All staff are available to facilitate effective communication with families at drop off and pick up times.
2. Practice is informed by critical reflection	The preschool team pride ourselves on the way we work as a team in a culture of respect, compassion, empathy, staff cohesion, communication and shared understanding to provide quality teaching and learning for children. The team share responsibility, celebrate strengths and successes and the correct conflict resolution procedures are in place if needed. A flow chart for grievance procedures is displayed for all staff to easily refer to in the preschool office. The Preschool team are given the autonomy to lead the programming and critical reflections however the Educational Leader oversees and provides feedback to the learning program, observations, data collection and assessment of children. Preschool staff have a designated staff meeting time each week. Minutes and agendas are recorded, and appropriate follow up action is taken. Preschool staff meet with Principal approximately twice per term for 'Quality Area 7 Meetings' where minutes are documented and the ECL is sometimes present. Staff strive for continuous improvement and work together to implement agreed changes when necessary
5. Practice is shaped by meaningful engagement with families, and/or community	Decision-making and problem-solving in regard to ethical issues that emerge within the preschool environment are informed by the voices of families, leadership staff and the community. The curriculum reflects and draws on the voices, priorities and strengths of the children and families. Educators consult with children to find out what they are interested in learning about and use this information when planning and programming to ensure the voice of each child is being incorporated. Children demonstrate their trust and comfort with educators by happily responding to them, having conversations and initiating interactions with them and seeking their company during play. For children who are building their confidence, educators talk 1:1 in a quiet space or encourage picture drawing to communicate ideas, in conjunction with giving two closed options to choose from. Educators also speak with families daily to get input into the children's lives and interests and use this when engaging in the planning cycle. All educators have access to the information they need for example Early Years Learning Framework, Educator Guide, philosophy statements, policies and QIP. These are located in the office drawers which are labelled and easy to find. All relevant policies, family information, current QIP and community notices are displayed on the parent shelf and wall outside near lockers. This is updated regularly and staff have access to Parent Easy guides if parents raise a concern when educators require additional support to assist the family. The program is formally updated fortnightly however this is a working document and is highly driven by interests of children. Anecdotal observations, conferencing and jottings help educators to shape the delivery of

	<p>the program and tailor it to the needs of children. This is available in an easy to read manner for families displayed in the foyer. All staff can access a copy of the critical reflection on Microsoft 365 and are encouraged to read it and contribute any feedback or ideas. This is also read by our site leader and Deputy Principal as they are visible in the preschool environment throughout the week. Early Years Teacher cover staff lunches from the school so children moving into the school the following year have an opportunity to become familiar with potential future teaches.</p>
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Key improvements sought for Quality Area 4

Issue identified during self-assessment

How can we improve our speech and language program to target those children presenting with speech and language difficulties?

Over the last few years we have felt our speech and language program has been somewhat lost and not made a priority. We want to focus on this process and improve this as we are finding that we have had an increase in children enrolling with speech and language delays and also with a higher percentage of EALD learners. After reflection and discussion with our department speech pathologist we have delegated a permanent SSO to this role with the support of teachers. The SSO and teachers will be trained on language and speech screener early in 2025 to create a program. More planning time will also be implemented to the educators to make this a priority. Small speech and language sessions will be planned and implemented.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Organisation of educators 4.1.1	<p>We want to improve our speech and language program to more effectively provide intervention to children and families.</p> <p>Our permanent SSO and permanent will lead this program together to learn how to conduct speech and language assessments as well as be informed on the Yakka Tracker screener.</p>	<p>Our department Speech Pathologist has agreed to mentor and work closely alongside staff to get this program created. This will begin in week 2 term 1.</p> <p>SSO will be given time to plan and screen children speech and language and implement programs in consultation with our speech pathologist.</p>
Priority (L/M/H)	Success Measures	By When
H	A speech or language will be planned and implemented to those children needing additional support.	Ongoing

Issue identified during self-assessment

Music education promotes regulation of the body and mind and builds musical begins for life.

How can we embed music education into our planning cycle?

Research studies have now found the connection between musical learning and language acquisition is possibly due to the overlapping of brain regions recruited during music and language processing. Patel, A D (2008). Music, language, and the brain. New York: Oxford University Press.

How can we embed music education into our literacy program?

The staff team have been thinking about how we can improve our music education over the last few years. Lots of conversations were had. The staff team were involved in a one-day training during a pupil free day in term 3 2024. The team thoroughly enjoyed this and was inspire to embed this learning into the preschool program. We are wanting to undertake more training and focus on this area. Staff now have more of an understanding of the connection between music, rhythm and beat in early literacy.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Professional collaboration 4.2.1	Embed music education into our planning cycle and have this consistent across all educators. Connecting music and early literacy to assist children's ability to understand spoken and written language.	Staff team to attend additional training on music education strategy in 2025. Staff team to develop a relationship with the preschools partnership Music Education Coach to borrow resources and gain further knowledge. Educators to plan and document music and movement on the program fortnightly and reflect on this. Staff to critically reflect and embed daily practices into the routine. For example, signing 'Good morning and how do you do?' at group times. Learning the Kaurna Welcome through song. Changing of transitions of routines through song.
Priority (L/M/H)	Success Measures	By When
H	The music and movement will drive the daily routines of the preschool through transitions, routines and group times. Every child will have the opportunity to improve language learning and literacy as well as numeracy processing. Music education will also increase executive functioning, social skills and wellbeing. This will be observed and tracked through observations and learning documentation on every child throughout the year.	Ongoing

Quality Area 5: Relationships with children

Quality Improvement Plan for Quality Area 5

Exceeding themes	
1. Practice is embedded in service operations	Staff are responsive and meaningful in their interactions with children to build trusting relationships which engage and support each child to feel safe, secure and supported. To begin with when children enter, they all have their own cubby to place their bag and belongings. As children enter they are welcomed into a safe environment which has a calming and homelike feel. Educators greet each child individually and spend time getting to know them through conversations and questioning. Educators gauge those children that need extra support to separate at arrival and that educator will provide comfort and help them engage with an activity, often tailoring their response to the individual child and their specific needs. For example, if the educator knows the child is overwhelmed by large crowds and sounds, they might take them in the office to choose a quiet rhyming game. The educator spends time with the child and the child's family to get to know their interests and we encourage families to bring a familiar security belonging from home such as teddy bear or family photograph the child is able to hold on to. If children take to certain objects or enjoy certain activities that educator ensures they have the object or activity ready to go as the child enters. If a child is very distraught once their family leaves then we are able to call for extra support from leadership to ensure that child has one on one attention from educators. Once the child has settled into the environment and builds confidence the rest of the staff team slowly begin to form a relationship with the child once they feel comfortable. Educators respect children's rights and notice when a child needs space or doesn't want to communicate when experiencing big emotions. Educators are emotionally available at all times and regularly scan the room to monitor the involvement of all children and assist those who need supporting by starting conversations and checking in. The preschool provides security and stability to foster children's confidence and resilience through our carefully informed program and familiar routines and transitions. Staff are responsive to children's play ideas and participate in children's play episodes by taking on role plays, reading stories, assisting in building with materials such as blocks and questioning children to help them reach their zone of proximal development whilst ensuring safety and supervision.
2. Practice is informed by critical reflection	Group times are used to promote the 'preschool expectations agreement' which is explicitly taught from the beginning of the year and ensures all children have a right to learn and be safe. This agreement is composed using children's voice and all children and staff put their finger print to indicate they agree. This agreement is displayed near the group time area and referred to when needed.
3. Practice is shaped by meaningful engagement with families, and/or community	Early on in the term we encourage children to bring in family photos to be displayed on our family tree to develop a sense of belonging. Families are encouraged to complete a questionnaire at the start of the year to give educators an insight into family structures and values. During transition visits families are invited into the preschool to get to know educators and the environment.

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>Staff explicitly teach the language of negotiating and turn taking, modelling and encouraging skills and strategies for self-regulation through group and individual discussion. Two puppets are often used at group time which includes a Friendly Frog and Cross Croc. Children are encouraged to act as Friendly Frog and not a Cross Croc, educators use these puppets for 'teachable moments'. The children are involved in role plays and questioning to discuss how they would feel or respond in certain social situations. A calming corner has been created with a 5-point regulation zone to assist children in recognising their emotions and to help children reset and re-regulate their emotions to re-enter the group. A Way to A social story is used for children to assist in identifying safe and un safe choices. These are sent home to encourage families to use consistent language and modelled during group times. Educators have developed social scripts to support children with complex needs, helping them to feel safe, secure and supported and explicitly teaching regulation. For example, one script was called "Johnny Feels Safe at Preschool". Children are encouraged and supported to develop self-help skills and independence such as looking after their belongings, toileting, hygiene and building confidence to communicate to staff and peers to get their needs met. Staff consider the backgrounds of children and adapt and change the environment and resources when needed. Staff are aware of cultural beliefs held by children and families and ensure relationships foster respect towards each individual's religious beliefs. This is supported through educators actively seeking members of our local community to come in. For example, an Indigenous parent coming in to make biscuits for Reconciliation Week, or inviting Indigenous artist 'Scott Rathman' and his team to create an Indigneous Mural in the yard of the Preschool to ensure the environment reflects cultural values. During Diwali, educators set up authentic diyas and co-created Rangoli artwork on the ground using flower petals from the local environment. This was facilitated by our BSSO who we invited to share about her traditions during this celebration and she was able to make and share a traditional Indian dessert with the preschool children & staff.</p> <p>Educators use appropriate techniques, such as sign language and other resources and tools such a picture cards, Proloquo2go speaking devices and ipad apps to support communication with all children. Educators respond promptly to children's disruptive behaviour by acknowledging and validating their feelings, spending time with them and suggesting alternative ways of responding, helping to co-regulate their behaviour. Educators are patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger. If a child is demonstrating disruptive behaviour on a regular basis educators engage with families to have conversations to find out if the child has had any changes to home life and work together with the child's family to implement strategies to connect preschool to home and support the child to feeling settled at preschool. These strategies are regularly reviewed with progress reported to families through conversations and observations. Staff assist children to regulate their behaviour by providing a calming down area which contains a basket full of sensory items, a teepee is in place for children who are having difficulty regulating their emotions and body with comfortable cushions and books. First and Then charts are created to support children to be involved in routines successfully such as group times and meal times by giving them the choice of the FIRST activity, after this is completed the THEN activity encourages children to negotiate the next move whether it be helping to pack up or joining in for a short group time. If a child is choosing not to participate in group activities, then an educator is always available to either read with the children or be involved in a small group activity which better suits the needs of the child. Educators use their professional judgement as to when a child</p>

	needs a break from group time and may take them outside for some physical activity / a movement break to help regulate their body. When trying to teach a specific social skill, educators create tailored social scripts to support children to feel safe, secure and supported and reinforce this by reading it regularly and giving
2. Practice is informed by critical reflection	In our critical reflections, we discuss any children struggling with behaviours and as a team come up with evidence-based strategies to support student learning and engagement, seeking advice and feedback from student support services and the local LET team where possible. The preschool directly consults with families and communicate issues to families regularly, having meetings with leadership present where needed.
3. Practice is shaped by meaningful engagement with families, and/or community	Each child is allocated a key educator which helps families to feel comfortable to develop a relationship and share information. We invite local community groups into the preschool to help foster children's relationships with the outside community. For example, we had the Holden Hill Police Station visit us and children enjoyed asking them questions and applying their learning from the Child Protection Curriculum.

Key improvements sought for Quality Area 5

Issue identified during self-assessment

How can we improve how we teach self-regulation to children effectively and consistently?

After discussing self-regulating we also want to be more consistent in our approach and with the new staff team we want to plan for a process in teaching self-regulation. Educators will need to have early discussions and respond to children's needs. We really liked the zones and colours of regulation the reception class introduced during a school assembly. We are wanting to find out more about this and teach it to the children.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Self-Regulation 5.2.2	<p>Children to develop skills in negotiating, sharing, turn taking and conflict resolution.</p> <p>Staff will explicitly teach, model and reinforce sharing negotiating, turn taking and conflict resolution through discussions, games and role play in individual, small and whole group situations.</p> <p>Children will learn skills and strategies to self-regulate. Children will develop skill to recognize when they are in the red zone and implement strategies to calm.</p>	<p>Staff will intentionally teach, model and reinforce children to share their feelings and emotions and discuss this with one another.</p> <p>Educators will teach children the zones and colours of regulation practices and teach language for children to express their feelings and emotions.</p> <p>Visuals, social stories and the zones of regulations will be used to further support children.</p>
Priority (L/M/H)	Success Measures	By When
H	<p>Children will become confident and able to resolve conflict and interact positively with peers</p> <p>Less conflict as children learn to manage their own behaviours through developing skills and strategies to self-regulate.</p> <p>Each child will have their own way to help redirect back into the 'green zone'</p>	Ongoing

Quality Improvement Plan for Quality Area 6

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	Staff are guided by our co-developed philosophy and believe families are the primary educator in their children's lives. Families have contributed to the preschool's philosophy and a copy of the QIP is located outside for parents to view and make notes if they wish. Staff are aware families often have strong beliefs and values regarding the education and care of their children. Staff collaborate and build respectful and reciprocal relationships with children and their families through an effective enrolment and orientation process. Families initially meet and are greeted, by our Principal where a guided tour showcases and highlights the warm and friendly environment of the preschool. A copy of the philosophy is provided to families with a welcome pack containing preschool information which details how much we value family input. Staff liaise with families to contribute to service decisions by speaking to staff and encourage families to complete online parent surveys or provide feedback on the weekly floorbook documentation online. Detailed information about the preschool is also provided online through the school website, and through the Parent Information Handbook. When new families join our preschool, we direct them to our family tree and family displays. In our reading corner, we have photos of siblings in the school with our preschool children.
2. Practice is informed by critical reflection	Open, respectful and non-judgmental communication occurs between educators and families. Staff are respectful in their conversations with families and maintain confidentiality when families disclose information. Staff encourage families to attend playgroup on Wednesday mornings where they can meet and develop relationships with other families at the service and access information about their child's development. If a family expresses or makes requests or concerns staff are prompt to follow the appropriate action and have conversations with leadership to find a resolution. See Saw was also introduced into the Preschool as another form of communication with parents which has allowed them to see experiences planned and communicate with staff how we can further these experiences to assist the children's learning.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. Children with specific or additional needs are noted on enrolment and discussed with families as needed. Families are welcomed to come in and share their culture through activities such as cooking, crafts, arts, music and cultural celebrations. Parents also make regular donations towards the Preschool such as plants and garden hoses and loose parts. The North Ingle ACEO worker liaises with the preschool to develop our own Acknowledgment of country. The pre-schoolers say this every morning at group time when we first meet and sometimes practice this in our new Yarning Circle</p> <p>We have an extensive transition and relationship with our adjoining school which support children and their families. Children are involved in an intensive transition</p>

	<p>program and participate in school visits during the end of the year where a member of the preschool staff assists while the children are transitioning. If children are noted to need extra support staff, make time to formally meet with reception staff to discuss the current needs and strategies that have been successful in the preschool environment. If children are enrolled in schools outside of North Ingle staff provide reception teachers with a summative report which indicates the distance of the child travelled over the preschool year and often have a phone conversation to share information and ensure a smooth transition for children and families. Staff fill in school questionnaires and are available to communicate via phone or email to outside schools. The Preschool often has older students come in to volunteer and enjoys being read stories and listening to talks from Primary Indigenous students. We are involved in activities with the school such as Assembly, Book Week and Reconciliation Week activities. This ensures a smooth transition once starting school as our children become familiar with school students, classroom/school spaces and school teaching staff and this process is reviewed each year to ensure it is supporting successful transition.</p>
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Exceeding themes	
1. Practice is embedded in service operations	<p>We formally seek family feedback by using the Department for Education preschool opinion survey to provide staff with further information/suggestions to enhance the program and identify areas for improvement. To ensure regular and open communication, clear and consistent information is given to families about preschool services offered as well as regular newsletters, notes sent home and information displayed on the family/community notice boards. Important reminders for important events, school closure dates and early finishes are sent via the school Whisp app where each family receives a text message. Staff communicate with parents and families daily regarding their child and their learning. Staff are approachable and friendly, and are available to families through informal chats, scheduled meetings, and via email, phone or seesaw. Families are encouraged to write on our program board to assist staff with planning experiences that cater the needs of their child or further their child's learning in various areas. Families are encouraged to engage in an activity with their child at drop off times such as reading a story in our book nook or doing a painting together. We have designated spaces such as the 'Family Nook' and 'Reading Nook' areas to foster a sense of belonging and connectedness with children's trust networks. Children's learning portfolios are available at any time to have a look at with their child or to take home and are given as a part of their graduation keepsake. Children's learning is available for families to view on SWAY and program is always displayed and easily accessible in the foyer. These are collated in the 'Programs' folder in the preschool office</p>
2. Practice is informed by critical reflection	<p>Staff refer families to local support services and our school chaplain when needed if they are under times of stress. The preschool promotes awareness of our site through a Facebook page for past and present families. It is regularly updated with pictures and evidence of practice and receives engagement from the local community. This along with new housing development in the area has improved enrolment numbers and playgroup interest, growing our site from part time to full time capacity in 2023/2024.</p>
3. Practice is shaped by meaningful engagement with	<p>The Preschool works closely with Department for Education and other agencies such as Speech Support, Bilingual Support, Psychologists, Occupational Therapists to ensure all children are supported appropriately. Educators actively seek guidance and support from organisations and have had a particularly strong partnership with 'Autism SA', CAFHS and KUDOS Early Intervention</p>

families, and/or community	<p>Program. Appropriate referrals are made to support services if educators have noticed a developmental concern such as speech, language or behavioural difficulties. Families are actively involved throughout these processes and educators always acquire written consent before pursuing referrals. 6.1.3. Educators support families requiring special options by coming to meetings with the special educator, having transparency with decision making and accompanying families to visiting special options classes. The North Ingle Pastoral care worker works alongside the preschool families to provide guidance and support to those families in need, providing links to local support services such as 'The Salvation Army'. We liaise with other services within the community such as the local police and fire departments, local organising such as CAFHS, Ingle Farm Community Centre through donating resources, providing support services and information to families, or by personally inviting services to visit our Preschool such as Animals Anonymous, Fieldhouse Catering, Bunnings. The RAA & Henny Penny Hatching. We liaise with both K-Mart and Bunnings for donations towards our Preschool to assist in the children's learning and development with teachers visiting these places to liaise with the workers. We participate on local excursions where we have visited the Mawson Lakes and Para Hills Library. The Preschool is effective in supporting families going through hardship and directs families where to find support, such as the 1800 Respect Support Line, or free counselling and support through 'Relationships Australia'. We actively seek parent and Governing Council input into our decision making and policies. We currently have Governing council Parent Representatives from the preschool.</p>
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Key improvements sought for Quality Area 6

Issue identified during self-assessment

How can we incorporate more parent and culture involvement?

How can we ensure consistently across the year with intake 1 and intake 2?

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)
Engagement with the service 6.1.1	Each child's culture or family value is represented and shared throughout the year. How can we record and document the cultures of the preschool families share these regularly?	During the first few weeks of preschool (during intake 1 and then again in intake 2) educators will spend time having conversations with families about their culture. Families will be invited to share their culture through activities such as crafts or cooking if they wish. Educators will create a cultural celebrations calendar. If families are not able to share their culture due to time restraints educators will do this on their behalf Introduce a 'special person day', where children can invite family members to come in and spend the morning with pre-schoolers. Introduce a culture day where children are invited to wear traditional clothing from their culture. Kind Kev will be sent home to families to help share cultures of the preschool. Kind Kev will also come with a set of questions for each family.
Priority (L/M/H)	Success Measures	By When
H	Every child will have their culture planned in the program at least once throughout the year.	Ongoing

Quality Improvement Plan for Quality Area 7

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	A statement of philosophy guides all aspects of the service operations. The statement of philosophy was created in partnership with all staff, families and governing council which is based on the service's beliefs, values and aims for the educational program. Families were asked the questions on how they believed their child learns best. Families gave us their insight and as a team we constructed a response to these suggestions and we use this to drive our curriculum planning and practices. Systems are in place to manage risks and enable the effective management and operation of a quality service - The site complies with all NQS & DfE policies, procedures and regulations. The preschool has Department for Education and Work Safe systems in place to ensure it meets all responsibilities for notification. All staff are inducted to the site with a comprehensive process and orientation. The induction folder provides information on the daily schedule, health needs of children, emergency information, site philosophy, site specific policies, WHS information and programming details. Department for Education policy and directives are used to support and manage the service. Folders relating to NQF, EYLF, National regulations, policies and procedures are available online and educators know how to access these. All staff qualifications and verifications are kept on site in the preschool and school administration office.
2. Practice is informed by critical reflection	The educational team is supported and leads the development and implementation of the educational program and assessment and planning cycle. The staff work as a team in the development of the curriculum and to set goals for teaching and learning. All educators have input into the curriculum and is based on children's emerging interests and learning. Open and professional discussions to further staff's professional knowledge, to reflect on practice and build on the culture of the site is promoted. This is done in staff meetings and fortnightly critical reflections. Pupil Free days are used to review and reflect for continued improvement. The site leader attends staff meetings in the preschool every fortnight and a copy of the critical reflection and program is emailed to all staff working in the preschool. Leadership meetings with the site leader are documented and stored in a folder. The educational leader provides regular input and feedback on the floor book, programs, critical reflections and staff meetings. Regular meetings are had around Quality Area 7 to discuss issues around staffing, incidents, WHS, governance and leadership and any other relevant issues.
3. Practice is shaped by meaningful engagement with families, and/or community	All child and family records are stored appropriately and confidentially. Archiving is done in accordance with the Department for Education protocols with children's files stored in a locked filing cabinet in the preschool office. Effective management and administrative systems are in place to support the management of our service such as the use of Education Management System (EMS) to record and manage enrolment and attendance data.

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. This is displayed on a flow chart and available for all staff, parents and external parties to see. The site has a Governing Council that is involved in making decisions regarding curriculum and the running and governance of the preschool. Regular discussions are had with the Preschool Governing Council representative before and after meetings to ensure all information is passed on to relevant parties. All families are invited to the Annual General Meeting and the annual report is shared. The approved provider, nominated supervisor and educators at the centre are clearly displayed and updated as needed. Each educator has a framed picture in the foyer for parents to view with contextual and personal information. This also clearly identifies roles and responsibilities in a parent friendly way. The Site Supervisor is identified with a red arrow to enable clear understanding for parents along with photo identification.
2. Practice is informed by critical reflection	Effective leadership builds and promotes a positive organisational culture and professional learning community. There is effective self-assessment and quality improvement processes in place where staff are involved in completing professional developments plans that are communicated with the line manager 6 monthly. This feedback is taken on board by all staff and used when planning professional development opportunities. Ongoing reflective practice is supported with one meeting per term to review the QIP and to lead improvement.
3. Practice is shaped by meaningful engagement with families, and/or community	Professional Development and training are provided regularly for staff to practice and develop their current skills and learn new ideas to implement. Preschool to year six staff have participated in trainings, release days and pupil free days focusing on our site priority in literacy. This has allowed for teaching staff as well as support staff to develop common understandings and consistency within the reading focus preschool to six. The preschool team actively try to observe other learning environments in the community. In 2023 the preschool held a training featuring the local speech pathologist from the Department of Education focusing on developing children's oral language. Early years teachers from the school, SSO staff and leadership came together to engage in this opportunity together. We found this experience to have a powerful impact on our shared understanding and practice. We will continue to collaborate with preschools in the local partnership in 2025. Both teachers have attended the Partnership's Preschool Masterclasses where they were able to critically reflect on practice and service decisions, collaborate with other preschools and implement ideas learnt through the breakout sessions. This was a valuable tool in refining our practice and fine tuning our approach to improving children's oral language and vocabulary.

Key improvements sought for Quality Area 7

Issue identified during self-assessment

With the new staff team in 2025, how can we ensure consistency?

Is the QIP reviewed and updated regularly?

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	
Development of professionals 7.2.3	Quality Improvement Plan to reflect current staff practices and pedagogies to incorporate changes of staffing in 2025. QIP reflected upon fortnightly at least one area per meeting and this is documented.	Planned release days for staff to work on QIP as a team placing the Improvement plans in staff office for staff to review regularly Staff to delegate time in fortnight staff meetings to reflect n the QIP.	
Priority (L/M/H)	Success Measures		By When
H	New staff team have had release days to work on the QIP as a team and have made relevant update changes. QIP has been submitted to Governing Council for input and feedback by term 2 week 3.		Ongoing