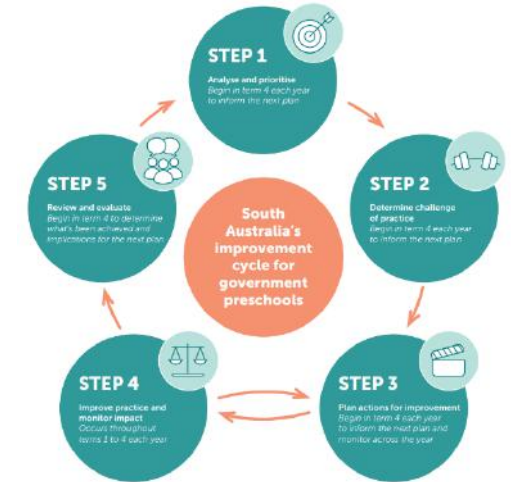


2024

# Quality Improvement Plan for Riverview Preschool

Site number:

2625



## Service name

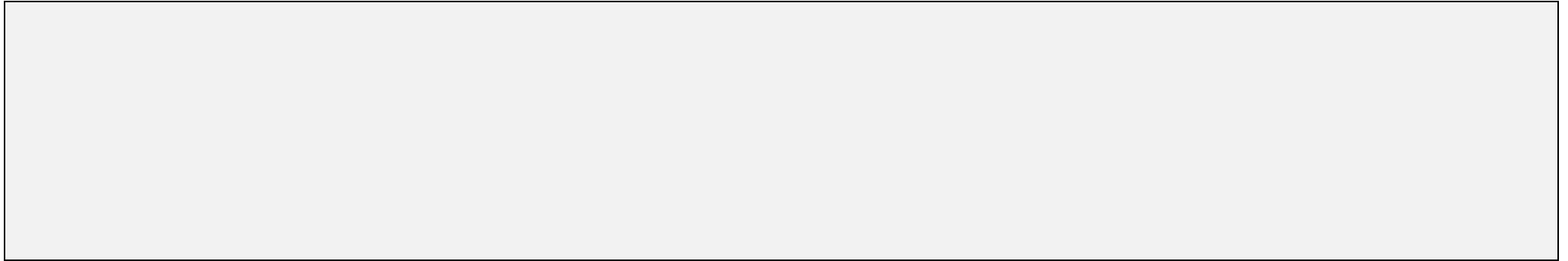
Riverview Preschool Centre

## Service address

44-48 Riverview Drive Salisbury Downs

## Service approval number

RSE-00014601



**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

Riverview Preschool is a full-time category 1 centre located in Salisbury Downs in the Northern Adelaide Region. In 2023 we had 73 children of which over 50% received Preschool Support for various additional needs ranging from Speech and language difficulties, Autism Spectrum Disorder, Global Developmental Delay, specific medical conditions and Behavioural Needs. Children who are identified as having these additional needs are provided support through the Preschool Support Program. Outside agencies are also involved in the decision making and support process if necessary. Over 41% of our children are Bilingual, many with their home language as their first language. We provide both a Bilingual Support Program and Additional Language support for children who are highlighted as requiring additional support for the use of English in the Preschool Environment. In 2023 we implemented additional bilingual support for languages including Vietnamese, Khmer, Persian, Farsi, Dari and Hazaragi. Riverview Preschool provides two full day sessions per group (8:30am - 3:15pm) and an alternating half day on odd week Fridays (8:30am - 11:30am or 12:15pm-3:15pm). In 2023 Our staff team consisted of a full time Director, 1.0 teacher, 0.7 teacher and a 1.4 ECW and a 0.4 ECW 2 Occasional Care program coordinator. We also provide additional Preschool Support and Bilingual support.

We offer an integrated Occasional Care program which runs a morning and an afternoon session on both Wednesdays and Thursdays each week for Over 2's. The Occasional Care program allows children to attend a short session prior to attending Preschool to develop familiarity with the staff, routines and learning environment. Our focus for 2023 was developing our children's ability to become proficient communicators through the explicit teaching of language, vocabulary and literacy skills. We implemented our literacy program through the PASM, Heggerty and Book-based learning approaches and programs. We monitored the communication levels of each child and provided differentiated learning for individual needs. We also engaged in Ann Baker's 4 Top 5 of Numeracy to develop the children's understanding of a range of mathematical concepts.

Another focus for 2023 and beyond is the Continuity of Learning between Preschool and School. We believe it is important for children to feel safe and supported through their transition to School therefore we have created a Plan which details the steps taken for a more successful transition. We are consistently communicating, visiting and engaging with Riverdale School including; walks, library visits, joint/aligned Professional Development and joint 'special' days such as Sports Days and Easter Parades. We also are involved in projects and Junior Primary assemblies.

Riverview Preschool Website: [www.riverviewpre.sa.edu.au](http://www.riverviewpre.sa.edu.au)

Email: [dl.2625.director@schools.sa.edu.au](mailto:dl.2625.director@schools.sa.edu.au)

## Statement of Philosophy

The philosophy of Riverview Preschool is based on the image of the child as a strong, capable and inquisitive learner. We provide a vibrant and flexible environment that is rich in choices and provides dynamic opportunities for learning as both individuals and as part of a group. Our Preschool learning environment enables children to feel safe and secure to promote exploration, discovery, challenge, and an understanding of our natural and physical worlds. Riverview Preschool promotes holistic development and high expectations for children across all developmental areas through our child-centred curriculum. Our curriculum involves intentional teaching and spontaneous learning which is informed by the Early Years Learning Framework and the Department for Education's Literacy and Numeracy indicators. Programming of learning incorporates a balance of child-led and educator influenced opportunities as well as relevant family, social, cultural and community events. Through the implementation of the Preschool Quality Improvement Plan (PQIP), we provide opportunities for children to develop their social and emotional development. We use a range of inclusive, evidence-based strategies that focus on supporting children to know and understand their emotions, co-regulate and begin to self-regulate and to have successful relationships with peers and educators. We use Literacy programs including Heggerty, PASM and Yakka Tracker to develop children's use of language to communicate. We foster and extend children's language through the use of open-ended questioning and tiers of vocabulary. We have respect for diversity by acknowledging the cultural backgrounds, languages, values, and contributions of all families in our preschool and the surrounding community, including Aboriginal and Torres Strait Islander cultures. At Riverview Preschool we promote honest and open communication with our families, respecting their rights and opinions and encourage family involvement in the preschool curriculum. We embed the benefits of indoor and outdoor learning environments, utilising the experiences of using natural materials, 'real-life' experiences (role-playing), open-ended play opportunities and exploration which develops a sense of connection to the natural world around us. We closely collaborate with Riverdale School and have created a continuity of learning plan. This creates a strong connection with the co-located school to promote a supported and successful preschool to school transition process. This process begins at the start of the preschool year, and continues into the Early Years of school through cross-site visits and joint celebrations (e.g. Parades, book week and sports day). We also encourage intrigue, exploration and curiosity through messy play. Encouraging children to explore the world around them using their senses. Messy play helps developing brains bridge nerve connections, as through the use of sensory material children create hands-on, self-directed and self-centred play.

Updated Jan 2023

Review Jan 2024

# Strengths

## Quality Area 1: Educational Program and Practice

### Exceeding theme 1- Embedded in service operations: educational program and practice

At Riverview Preschool we exceed in embedding high quality pedagogy, practice and principles into our service operations, owing to the fact that our educators work collaboratively to support the model of; curriculum decision making, planning and assessing, the EYLF practice and principles, and the curation of play-based influences that underpin our educators' pedagogies. Regular monitoring meetings of children are attended by all educators to frequently review children's progression throughout the year, with the principal theme focused on facilitating and extending the learning outcomes and developmental needs of every child. Each child has their own observation and data folder with goals and observations on their development. All educators have access to these folders and are regularly reviewed. The use of thorough documentation, educators' knowledge of each child and the reviewal process further ensures that children are represented in the curriculum and planned learning experiences. In addition to the mandated Statement of Learning, we also provide families with a first term summary. This is a brief overview of their child's development, interests and relationships in their first term at Preschool. The educators also collaboratively develop individual goals for children which are assessed throughout the year. Families have the opportunity to respond to the First Term summary with feedback and goals for their children.

We have developed a Literacy program targeting vocabulary which aligns with the overall focus on communication. Educators provide opportunities for children to discuss their prior learning and how they contribute and share ideas about what they know/want to know and include this in programming. Educators explicitly assess and teach a range of tiered vocabulary to ensure children have the capacity to engage with our book-based learning experiences. When children are taught the vocabulary, they can successfully explain their understanding and participate in deeper learning experiences.

### Exceeding theme 2- Practice is informed by critical reflection

Educators exceed in undertaking critical reflection to inform practice. The centre ensures the rights of every child is catered for in the learning environment by embracing our learning communities' religious, cultural, family diversity and special rights. Educators determine these supports based on observations and critical reflections of each child and with professional discourse and assistance by our site's specialised supports. Educators further extend their knowledge and understanding of support given to children by engaging in meaningful conversations with families and communities to support children's engagement in the curriculum. Educators have developed an assessment tool that suits the needs of the site and embedded practices outlined in the PQIP. By using vocabulary from our book-based learning texts, we developed a vocabulary assessment tool that provides educators with diagnostic and summative assessments to inform practice.

Our documentation captures the input from children and seeks their direction for future learning; as educators use critical reflection, pedagogical values, and children's self-facilitated learning. Children are given the opportunity to further extend their spontaneous play experiences with the facilitation from an educator. Whilst educators provide the structured learning experiences across the Preschool, educators work collaboratively with children to have the opportunity to request or explore additional resources in the storage cupboards. The foundational concepts of our Literacy program including Phonological awareness and Phonics skills are further explored at Riverdale Primary School to promote continuity of learning for children.

### Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

To promote the site's valued pedagogy that parents are the first educators of their child, we participate in open communication with families through face-to-face conversations, phone calls, newsletters, SMS and emails. Feedback was received from families that printed information was often missed by working families, or it was received late. Educators adjusted accordingly and information is now shared hard copy as well as digitally, to account for families. We facilitate a strong community of learners by providing a multitude of opportunities for children and families to contribute to the curriculum including, but not limited to; the opportunity to join governing council, the ability to add to children's portfolios, encouraging the sharing of photos, events and experiences undertaken at home, strongly encouraging families to share home celebrations and providing multi-modal (In person, Phone calls, text messages, Emails, sway) opportunities for daily conversations with staff. We value and encourage families and our surrounding communities to share their cultures with us. Educators, children and families work collaboratively to implement a range of culturally diverse learning experiences using resources and artefacts that are respectful, appropriate and ethical. Aboriginal culture is embedded in our centre practices through a range of books, learning experience and our Acknowledgement of Country that is undertaken each morning with children and all educators, and at all meetings. To guard against tokenism, we believe that Aboriginal and Torres Strait islander culture should be embedded into Preschool curriculum and environment at all times, not only during celebrations such as NAIDOC and Reconciliation week. However, as educators we still highlight the importance of these celebrations. Through the Governing Council, community events are planned both during and outside of Preschool hours ensuring that these events are planned with the emphasis to be fair and equitable for both learning groups.

# Strengths

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

### Exceeding theme 1- Embedded in service operations: educational program and practice

We have an exceeding standard of practice embedded in our service operations in the collection and respect of individual children's health, dietary, cultural, and other needs. We share comprehensive information among all educators, taking into account temporary relief staff upon induction to the site. Medication is stored in a named container with a Health Care Plan, Health Support Agreement, and Safety Risk Management Plan. Each child's photo is displayed on the container and kept in a safe and accessible space, one in which also respects the confidentiality of the children. The site has partnered with St James, who regularly update all first aid kits and ensured exceeding safety standards are met. Educators continue to support their initial work, by taking regular audits of the kits and in ensuring they are placed in the approved and accessible places (outside shelf away from child access, in the staff room and in the kitchen area). First aid kits are taken on all excursions including local walks. Educators provide opportunities for children to rest during uninterrupted play e.g., literacy corners, quiet spaces and cushions available for children. When a child does fall asleep, we monitor the child and make a record. If a child falls asleep, families are contacted to judge whether to wake the child or allow to sleep (due to some families wanting children woken up, otherwise they won't sleep well at night). Educators provide relaxation experiences and mindful activities during group times and when required to help with regulation. In 2022 and 2023, educators are working collaboratively with the self-regulation team from DfE to develop effective self-regulation strategies for children. Nutrition and food policies promote healthy eating, and the site implements the Rite Bite healthy eating policy. We engage meaningfully with families to educate them around healthy choices for children's snacks and lunch, referencing this policy. A visual suggestion sheet is provided in the enrolment packs and available throughout the year, to assist families in following the Rite Bite Policy. Children are supported to develop a strong understanding and ability to critically reflect on healthy eating through education, healthy cooking activities and growing our own produce. Additionally, planned shared snack (provided by the preschool) and cooking experiences offer an opportunity for children to experience a range of potentially unfamiliar, nutritious fruits and vegetables. A wide range of physical experiences for children are programmed for planned and spontaneous play where children are encouraged to participate.

### Exceeding theme 2- Practice is informed by critical reflection

Our practice is informed by critical reflection on the Risk / Benefit assessments, which are conducted for all general preschool activities, excursions, and incursions. We exceed in this area by creating a rich and layered discourse with children, as they are actively involved in the Benefit/Risk assessment process. Children are encouraged to add their own suggestions to minimise harm from the risks and maximise the benefits. These discussions are further explored when carrying out the lock-down and evacuation practice drills. Educators ensure that both learning groups are given the same opportunity to practice these drills, going above and beyond the required drills required for the site each term. Children work collaboratively with educators to decide expectations for a range of learning experiences.

All first aid performed is recorded in a first aid log and written on slip which is placed in children's individual information pockets for parents to observe. Parents are informed immediately via phone call of any major incidents e.g. bee sting, head injury, or sickness. Families are then given the option to collect the child from preschool or stay at preschool and be monitored by educators where applicable. A first aid form is completed by staff and given to parents to observe and sign. A copy is given to families whilst the original is stored in the child's individual file. Major incidents are recorded on the IRMS program.

Hats and sunscreen are mandatory when the UV is 3 or above. Children are involved in checking the UV levels each day to ensure appropriate protective clothing is worn. When the UV is 3 or above Sunscreen is applied during middle group time where children are encouraged to independently apply their own sunscreen. Educators explicitly teach and then promote children's autonomy to apply sunscreen to the appropriate areas and to make their own decisions about the use of sunscreen (e.g. not requiring sunscreen on our legs if they are wearing long pants). Appropriate monitoring is given, to ensure suitable amounts of sunscreen is applied. All children are signed in and out

of preschool each day by whomever drops off and educators ensure all children who are on site are signed in. The number of children in attendance is recorded and updated regularly to ensure educators are aware of children on-site. The attendance record is then placed inside, to ensure children's confidentiality is protected. The educator then writes the number of children currently on-site on the sheet at the front door, and educators are responsible for updating the current number as children come/leave. At the same time the attendance record is placed inside, the side gates are locked. This is done to ensure the safety of all on site, as people wanting to enter are redirected to the front door which is always locked and is equipped with a doorbell. In our critical reflections, educators identified the issue of providing effective communication whilst also maintaining appropriate supervision. To rectify this issue, it was implemented that each educator is equipped with a walkie-talkie. Teachers have received SMART training and deliver the Child Protection Curriculum, ensuring to be vigilant in noticing signs of abuse/neglect and document observations. These observations are written in a communications book, which is then stored in a place that protects the privacy of all who feature in the book. It is the responsibility of the educator who collected the observation to ask other educators to ensure they read that observation within a timely manner. Ensuring that these observations are not discussed in front of children and/or families, to further maintain respect and privacy.

Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

We exceed in providing a practice that is shaped by meaningful engagements with families and/or the community. To spread the message of safety, SAPOL services visit the preschool yearly. Children and families are invited to incursions and excursions related to child health and safety including the Road Safety Centre, Inspector Hector's Healthy eating incursion and more! All visits from the community are discussed and further explored within intentional and spontaneous learning experiences. Ensuring that the learning is multilayered and not restricted to the day the community events happen.

Families are invited to participate in cooking experiences with the children. Cooking provides a vast range of developmental learning opportunities across the curriculum including numeracy, literacy and social and emotional development. Throughout the year, particularly during events of cultural celebration, families are invited to share their expertise in cooking and lead learning experiences with the children. An example of this is the Mums of two families leading cooking experiences during Diwali in 2022.



# Strengths

## Quality Area 3: Physical Environment

### Exceeding theme 1- Embedded in service operations: educational program and practice

Our educators exceed in the practice standard of supporting and facilitating children's extension of their own play episodes by providing resources and equipment freely available within the environment. Our practice is embedded in our service by meticulously planning and presenting these resources and materials so that they provide open-ended exploration whilst also being able to reach and extend children at a variety of developmental stages and play styles. Educators critically reflect on the environment, being responsive to change in the indoor spaces, buildings, fixtures, and fittings (permanent or non-permanent) whilst ensuring these spaces are suitable for their purpose and support the accessibility for every child. When planning the environment and its resources, educators emphasise the importance in providing inviting provocations for children to intrinsically explore and experiment. These environments include a large stage area for dramatic play, a mud pit, sand pit, water course, obstacle course that encourages gross motor development and a veggie patch with a chicken coop. Educators incorporate discoveries into a spontaneous and valuable learning experiences in safe and appropriate ways; catching moths, discussing lizards etc. Our Nature Play area maximizes children's learning opportunities by providing space, natural materials, open-ended resources, and a mixture of fixed and non-fixed structures. Our families, local community and Governing Council are considered a valuable resource in the continual development and maintenance of our Preschool Outdoor Learning Area (POLA). Loose parts, collage adjuncts and natural materials that include bottle lids, yoghurt containers, naturally fallen leaves/bark and old fabric are used to support our site's goal of sustainability. Cooking, taking care of the veggie patch, collection and sorting of rubbish and the exploration of local wildlife support the children's respect for the environment.

### Exceeding theme 2- Practice is informed by critical reflection

Through educators' critical reflections, the learning environment is developed to maximise the opportunity for all children to thrive both physically and emotionally. This is the aim of the site's exceeding standard of practice when constructing our physical environment. Learning environments are specifically planned to provide children with both quiet and active learning opportunities, with spaces that facilitate individual, small group and large group experiences. Open ended materials with a variety of adjuncts are increasingly introduced into children's play throughout their time at preschool. This encourages children to be creative in their play and to encourage and support calculated risk-taking. All equipment is stored in an organised and safe manner, as this provides educators and children with easy and quick access to materials. This minimises the time needed to find the appropriate resources to reduce the disruption of children's play.

### Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

Our practice is shaped by meaningful engagement with families and/or the community, as we value the knowledge and assistance our community provides. We exceed in our practice to engage with families because we value differing viewpoints and/or area of expertise they can provide. The Preschool's Governing Council is involved in decision making to support maintenance and the development of all resources. Facilities are designed to ensure access and inclusivity of all participants and every child, including children with additional needs and cultural and specific needs. We work with individual families and their health support networks to ensure we are facilitating an environment that is accessible for these needs. Educators share sustainable practices through spontaneous and explicit teaching and modelling. Our site values educators giving consistent, comprehensive, and organised information within our meaningful conversations with families.

# Strengths

## Quality Area 4: Staffing Arrangements

### Exceeding theme 1- Embedded in service operations: educational program and practice

All educators have knowledge of the Professional Standards which are embedded in service operations. We are guided by and refer to these standards to ensure we exceed when collecting information to document individual children's needs and create; health care plans, One Plans, policies, timetables, routines, emergency processes and other WHS procedures. Educators engage in both individual and whole site professional development and all Professional Development is encouraged and supported to share with staff. The site supports all educators in undertaking professional learning as targeted within the PQIP and the Learning Improvement Goal Plan. Our site has utilised the challenging of practice model to underpin our shared leadership model and to promote a positive and constructive learning and working culture. To promote continuity and the valued concept of shared professional discourse across the education team, we emphasise the importance of whole site professional development sessions. Pupil free days and allocating time in weekly meetings are often used for whole site professional development to be facilitated. Educators who individually undertake professional development sessions are given time at the next scheduled site meeting to present and discuss the key points and knowledge gained from their individual professional development. Throughout these opportunities, educators maintain positive and respectful relationships thus promoting a supportive and inclusive working environment. Educators are encouraged to professionally challenge thinking and respectfully extend each other's knowledge and to notice and value the accomplishments at an individual and site level. As a site with a newly established educational team, we are building our capacity to effectively engage in challenging practice of self and others. Leadership has acknowledged this area of growth and has created professional learning experiences that scaffold educators learning to build a culture of trust and respect.

All educators are clear of their roles and responsibilities and the document is displayed in the kitchen to make certain that ratios are adhered to and that the learning routine runs smoothly. Practice is guided by our site's philosophy statement, Preschool Quality Improvement Plan goal, group norms, policies, code of conduct, Department for Education's code of ethics, Governing Council Constitution, National Regulations, and the National Quality Standards. The site guarantees the consistency and continuity of all educators by accessing regular relief teachers and early childhood workers for absent educators (when possible). This ensures children feel safe, secure, and supported within established and familiar relationships.

### Exceeding theme 2- Practice is informed by critical reflection

The education team develops shared and transparent values which assists in creating clear directions, and in the ability to set goals and targets for the year. These goals and targets are based on critical reflection, evaluation of site programs, data, and children's individualised specific needs. We use this data informed practice to formulate the Preschool Quality Improvement Plan Goal. Parent opinion surveys, governing council reports and partnership direction also guide the improvement goals. Educators' roles and responsibilities are reviewed each term and adjusted accordingly. Performance Development Plans are completed to reflect upon personal/site goals and an individual's career aspirations. We not only utilise the 6 and 12 month PDP reviews, we also participate in regular, formal conversations around performance and development. This allows for open lines of communication and regular monitoring of goals. Staff are encouraged and supported by leadership to engage in constructive discussions between staff and promote healthy discussion. Powerful critical reflection sessions are undertaken by all staff during staff meetings and planning meetings.

### Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

An Induction folder has been created for all educators, relief staff and volunteers to inform them of our daily routines, rosters, expectations, and guide practice. Educators build relationships with families and members of the community within staffing arrangements by inviting them on excursions and to attend Preschool events. To engage in the excursion experiences, children and adults are sorted into groups to ensure familiarity between adults and children and adequate supervision ratios. Educators use these

opportunities to interact and collaborate with parents to create a fun and safe excursion experience. A rotating roster is created to ensure each educator represents the Preschool at Governing Council meetings. This also provides an additional opportunity for educators to connect with families and the wider community. All educators are encouraged to attend relevant meetings including Family Information night (formerly parent information night) and the AGM and are provided the opportunity to speak to the families.

Educators encourage and support meaningful engagement with families and communities through conversations, documentation, and the invitation to Preschool events. Educators have worked collaboratively and extensively on our Philosophy statement by engaging in critical reflections to develop a philosophy that is representative of our learners, community, and shared pedagogies.

## Strengths

### Quality Area 5: Relationships with Children

#### Exceeding theme 1- Embedded in service operations: educational program and practice

Our educators exceed in embedding practice into our service operations that advocates and endorses strong relationships with children. Our philosophy guides us and is embedded in our practice as we have aligned it with the EYLF principles and practices, a framework which promotes reciprocal relationships between educators and children. Our educators build, encourage, and foster secure, respectful and reciprocal relationships with children, by listening to the children, taking cues from their non-verbal behaviours, and responding to their needs emotionally, physically and educationally. Educators use evidence-based strategies and practices to develop dispositions for learning and explicitly teach children about self-regulation, safe risk-taking and conflict resolution skills. Educators introduce these strategies using the Gradual Release of Responsibility Model. The benefits of this approach are that children learn these social skills by interacting with each other, to become independent from the educator and think critically for themselves. All children are encouraged by educators to respect differences, individuality and uniqueness through modelling, reciprocal positive behaviours, shared experiences, and values. A sense of belonging and community is promoted throughout the site by displaying children's photos, artwork, individual portfolios, and providing named cards, lockers, and trays. This supports children's sense of ownership and pride in having a space dedicated to respectively storing their belongings and displaying their learning.

#### Exceeding theme 2- Practice is informed by critical reflection

Educators participate in current professional learning including SMART (Berry Street), Trauma informed practice, RRHAN-EC training, and Code of Ethics. Pedagogical strategies are implemented, reviewed, and modified regularly. During planning meetings, each educator is involved in creating a learning space that strengthens relationships among children and with educators. We use observations, video recordings and anecdotes to assist us to critically reflect on the current learning cycle and guide educators to create appropriate modifications in the next learning cycle. The group time schedule allows for educators to explicitly teach social skills and safety in coordination with the Child Protection curriculum, whilst also ensuring the environment facilitates the spontaneous learning of these skills. Teachers inform other educators of the appropriate content and language being taught during CPC group times to ensure consistency across the site. The site values the collaborative nature of the preschool environment and educators routinely engage in informal and formal professional discourse around navigating challenges they face in building relationship with child/ren. Educators are encouraged to share their strategies to create a consistent approach and a comfortable environment for the children.

#### Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

Educators focus on the well-being of all children and support children's transition to Preschool by implementing strategies for children to become familiar with their educators and the preschool environment. This includes encouraging children to attend occasional care before preschool, holding transition visits prior to their preschool year and when applicable, accommodating for children who may need extra support or visits leading up to their starting year. We offer after hours information sessions for parents to access and ensure that correspondence with families is done in a timely and effective manner. We continue to strengthen our relationship with our co-located school, Riverdale, by providing informal visits to the school during the Preschool year and formal transition visits with the early year's classes. We also participate in their community events, including but not limited to; Sports day, Easter Parades, Harmony Day, Science Week and Book Week. When possible, we encourage families to attend Riverdale School's celebrations and events, supporting the school and our preschool families to foster the relationship between Preschool and School. If unable to access Riverdale's events, we host our own community events where families including younger siblings are encouraged to attend. We plan excursions/incursions in collaboration with the Governing Council to meaningfully engage children with their local community and community members. Parent volunteers are encouraged to attend excursions to continue building the sense of community.

## Strengths

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

#### Exceeding theme 1- Embedded in service operations: educational program and practice

We exceed in embedding a practice within our service operations that cultivates collaborative partnerships with families and communities. To establish and maintain an exceeding practice we emphasise the importance of meaningful engagement through our programming and documentation book, newsletters, parent/teacher interviews, phone calls, emails, and daily face to face conversations. The information from these communication sources contribute to the service decisions and distribution of information to the necessary stakeholders. Before our learners formally start preschool, a survey is given out at enrolment. This survey asks families to provide personalised information about their individual child's likes, dislikes, personality, and current learning achievements. This allows us to gather information on a child's home life, as well as assisting us to establish a stronger connection with our learners and to determine what learning the parents consider the most meaningful. Individual learning portfolios document each child's learning journey and are sent home with the child at conclusion of their preschool year. Throughout the year, we encourage parents to take these folders home with them, as we understand that some families can't access them at drop off and pick up times, and at home they can share with friends and extended family. Children are regularly included in Riverdale Primary School events, including sports day, book week, Easter Parades, planned library visits, and additional transition sessions throughout the year. Large-scale events (book week, sports day) are alternated in collaboration with Riverdale Primary School to enable both groups of Preschool children and their families to access the school community. We also hold additional large-scale events to make sure each group of Preschool children and families are provided with similar opportunities.

#### Exceeding theme 2- Practice is informed by critical reflection

Department for Education parent surveys are provided annually to all families and the information collected is included in the annual report. Parent feedback assists with future planning and decision making. Our educators come together to analyse the data collected, discussing strategies to improve our practice and celebrate our successes. In 2021, it was identified that our preschool hours would need to be altered to accommodate a change in staffing arrangements. Leadership and staff identified this issue within a timely matter and presented multiple options to staff, families and the Governing Council. From these critical reflections three options were discussed and presented for vote families who attended the Parent Information Night. Leadership and educators placed importance on the community being involved throughout the decision-making process, ensuring that the effected stakeholders (Governing Council members, the new cohort of parents were consulted. Educators critically reflect on the delivery of the floor book and give space to allow parents the opportunity for suggestions and comments

Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

By being a Governing Council member, parents are involved in planning and implementing community events and assist with site improvements. In recent years, from discussions with parents, we have collected feedback surrounding the hesitations in joining the Governing Council. Possible members noted their inexperience with this type of schooling body and also having a busy timetable. Educators have taken measures to ease their anxiety by being available to discuss any concerns, being supportive within the meetings and creating a space that is inviting to all. We also acknowledge parents' reluctance to join but their desire to contribute to their child's preschool. To show our respect for their decision, we encourage informal discussions and show that we value their input. To address possible timeframe issue for parents, we ensure that meetings are held at appropriate and agreed upon times whilst also providing the option of attending via a zoom call. Members continuing to be a part of Governing Council over multiple years is evidence of us embedding an exceeding practice shaped by meaningful engagement with families and community. This also demonstrates that they feel respected, listened to and an integral part of our preschool. Educators encourage families to assist with celebrations, including those with unfamiliar cultures as we want to ensure we personalise and appropriately celebrate all the cultures of our learners. In addition to providing informal ways to meaningfully engage families, we effectively use formal documentation as well. In term 1 each child is given a summary of their first term at preschool. During the middle of the year, families are given the opportunity to book a parent-teacher interview. Finally, a Statement of Learning is completed in term 4 of each year and a copy is made available to parents and their child's prospective school

# Strengths

## Quality Area 7: Governance and Leadership

### Exceeding theme 1- Embedded in service operations: educational program and practice

We exceed in embedding a government and leadership practice in our service operations as we have an empowered and well-informed Governing Council in place. Our arrangements for site governance are reviewed annually, and all Governing Council members are made aware of the professionalism required, Code of Conduct, Standing Orders and Constitution. Staff aim to utilise regular Temporary Relief staff for consistency and to promote continuation of relationships with children. A Finance Officer provides reports to the Governing Council regarding budgets, Profit and Loss, Statements, and payment of invoices. Staff and leadership continue to work collaboratively to develop a culture of open communication between families, educators and leadership. This has led to positive feedback about the centres operations which can be seen in survey results. Leadership has also prioritised educator's development and learning, strategically planning pupil free days and encouraging educators to access professional development courses.

### Exceeding theme 2- Practice is informed by critical reflection

Our educators all share responsibility for curriculum planning, including the design of the term curriculum overarching theme. By educators contributing to curriculum, and the coordination of the learning program, this promotes a sense of ownership and individual accountability whilst also ensuring the embedding of critical reflection throughout service operations. Our statement of philosophy has been developed as an education team and is reviewed annually as part of our site self-review process, ensuring it reflects current pedagogy and the priorities of the site. The Director receives formal feedback on professional development plans through their line manager, and additionally engages in group development conversations within the Partnership. Educators have regular conversations with leadership and develop their own professional learning plans. A strong emphasis is put on personal and professional growth. The education team engages in joint and individual professional development based on site needs. We critically reflect on our own learning and professional development goals, discussing identified strengths and training needs with the Director. Leadership encourages all educators to contribute through the strategy of shared responsibility and the termly swapping of roles.

### Exceeding theme 3- Practice is shaped by meaningful engagement with families and/or the community our site exceeds in facilitating meaningful engagement with families and the community and in its ability to shape our practice.

Leadership ensures that they are accessible and available, especially ensuring they are visible during pick up and drop off times. Families feel valued and respected as leadership are vigilant to follow up with discussions held with families, ensuring the education team is aware of important information. Leadership encourages discussions between educators about children and their families to be done in a constructive and respectful manner. This welcoming atmosphere influences how educators see and value our parental community and this is shown in how we interact with our parents and represent them within planning. The Preschool's community of families are encouraged to contribute to review policies and provide feedback throughout the year. Policies that are due to be reviewed are shared with the Governing council, families and educators. All feedback is collated, the policy is then updated and taken to the Governing council meeting for endorsement.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Riverview Preschool

Goal 1: What is the goal? What are we as educators going to do?

To develop children's skills and understanding to successfully engage in play across the curriculum.



## STEP 2 Determine challenge of practice

Challenge of Practice:

If we strengthen educator's ability to model, understand and extend play skills and emotional regulation, then we will improve children's ability to self and co-regulate, demonstrate growth mindset, play independently and with others as well as effectively communicate both verbally and non-verbally to express wants, needs, ideas and emotions.

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

Children will demonstrate confidence in play skills including turn-taking and negotiating and sharing space and resources with peers.

Children will self-regulate and co-regulate their emotions to successfully participate in learning experiences across the curriculum.

Children will independently use a variety of communication skills to navigate interactions with others including entering/exiting play, collaborating with/play alongside others and engaging in respectful interactions.

Children will engage with a wide range of experiences that support a variety of learning dispositions (imagination, creativity, critical-thinking, academics, curiosity, persistence, and enthusiasm).



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will explicitly teach play skills in both inside/outside play and during learning groups. Through modelling, role-play, explicit teaching, playing alongside, open-ended resources, demonstrating growth mindset.	QA 1.1, 1.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.2	At all times	<b>Educators will:</b> <ul style="list-style-type: none"> <li>- Work collaboratively to develop shared understanding of 'what is play?'</li> </ul>	Supporting resources Early Childhood Australia – statement on play Practice paper – supporting purposeful play Supporting children to extend their thinking/play



			<ul style="list-style-type: none"> <li>- Use consistent language throughout play experiences</li> <li>- Reinforce play skills taught during small group in play scenarios: e.g. "I see you using 'my turn' like we did in group time! I like when you practice our sharing skills".</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Introduce play skills in large and small group learning to be reinforced by all educators during play</li> </ul> <p><b>Director will:</b></p> <ul style="list-style-type: none"> <li>- Facilitate professional development opportunities</li> <li>- Scaffold supporting resources to target specific foci</li> <li>- Provide feedback in relation to play action</li> </ul>	
<p>Each educator to build their capacity to understand and extend non-verbal and verbal communication to express wants, needs, ideas and emotions in children.</p>	<p>1.1, 1.2, 4.1, 5.1, 5.2, 7.1</p>	<p>Continuous</p>	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>- Engage in Professional Development surrounding communication in children, with a focus on</li> </ul>	<p>Daily discussions with families Professional Development opportunities focused on communication Floorbook/Storypark documentation</p>

			<p>wants, needs and emotions.</p> <ul style="list-style-type: none"> <li>- Engage in regular discussions with families to further promote communication development at home</li> <li>- Model and extend children's communication</li> <li>- Use strategies for extending children's communication including: Strive for 5, model and recast, extending, linking in with others</li> <li>- Observe, document and reflect on children's communication skills</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Explicitly teach both non-verbal and verbal communication strategies during small groups 1 x per group per week</li> <li>- Introduce emotion/feeling cards to be used consistently through Preschool learning environment</li> </ul> <p><b>Director will:</b></p> <ul style="list-style-type: none"> <li>- Facilitate professional development opportunities for all staff</li> </ul>	<p>Regular conversations with Speech Pathologist RE: communication strategies</p>
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			<ul style="list-style-type: none"> <li>- Provide open discussion opportunities during staff/planning meetings for collaborative works.</li> <li>- Lead critical reflection opportunities relating to communication</li> </ul>	
<p>The preschool team will develop a Preschool program that focuses on developing and fostering individual children’s emotional regulation.</p>	<p>1.3, 2.1, 3.2, 4.2, 5.1, 5.2, 7.1, 7.2</p>	<p>Starting term 1</p>	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>- Work collaboratively with team, LET and evidence to develop an effective Preschool Program</li> <li>- Engage in regular curriculum reflections to ensure children’s emotional regulation underpins curriculum</li> <li>- Track and monitor individual children’s emotion regulation skills</li> <li>- Use consistent language throughout Preschool curriculum</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Explicitly teach emotional regulation skills during grouptimes</li> <li>- Ensure children’s family/cultural background is considered when supporting emotional regulation</li> <li>- Deliver KS:CPC during grouptimes</li> </ul>	<p>Site visits with LET and Leadership to further extend Preschool Program</p> <p>Weekly curriculum reflections during planning meetings and documentation in floorbook</p> <p>All staff tracking and monitoring children’s emotional regulation on Storypark</p> <p>KS:CPC</p> <p>Regular discussions with families</p>




			-	
Each teacher and educator to explicitly teach understanding of emotions for children to recognise in themselves and others and respond appropriately	1.2, 2.1, 5.1, 5.2, 6.1, 6.2, 7.1	Each week, continuous	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>- Support children to engage with emotion/feeling cards around preschool</li> <li>- Engage children in learning experiences involving emotional regulation and emotions of others</li> <li>- Model appropriate emotion recognition and response strategies e.g. "XYZ, I can see you're feeling angry, what do you think we can do?"</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Explicitly role model scenarios during group times using props and modelling.</li> <li>- Demonstrate recognising emotions of others through explicit teaching</li> <li>-</li> </ul>	Emotion/Feeling cards from SP Regular discussions to decide consistent language usage
Each teacher and educator to critically reflect on the learning environment and creating a learning program that includes: children's developmental level, individual interests, transferring learning across contexts and provide opportunities to develop dispositions.	1.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	Each fortnightly planning meeting	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>- Engage in critical reflection opportunities in staff/planning meetings</li> <li>- Develop a learning program that involves listed program inclusions</li> </ul>	Allocated time in staff/planning meetings Collaborative development on learning program Informal and formal reflections on learning environment

			<ul style="list-style-type: none"> <li>- Regularly reflect on learning environment on program collaboratively for most successful outcomes</li> <li>- Ensure children's wellbeing is prioritised in both environment and program</li> <li>- Promote exploration through play in learning environment</li> <li>- Document children's interests in floorbook and Storypark to ensure child voice is heard and considered.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Include discussed outcomes and environmental considerations in group time and explicit learning opportunities e.g. introduce regulation station at group time</li> <li>- Discuss individual interests and developmental levels at group times to include in learning environment and program</li> <li>- Document learning dispositions and interests for all educators to view</li> </ul> <p><b>Director will:</b></p>	<p>Discussions with private providers and SSS on effective learning environment setup</p> <p>All staff documenting in floorbook/Storypark</p> <p>Skills mapping tool used for monitoring children's developmental levels.</p>
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			<ul style="list-style-type: none"><li>- Facilitate fortnightly reviews of learning environment and programming.</li><li>- Ensure processes are implemented for tracking and monitoring the progress, interests and dispositions of all children</li><li>- Promote and model effective teaching and learning strategies through leadership and teaching</li></ul>	
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**Goal 1:** What is the goal? What are we as educators going to do?

 **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  Needs attention/work in progress  Not on track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	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.
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	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: What is the goal? What are we as educators going to do?

 **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: Riverview Preschool

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



## STEP 2 Determine challenge of practice

**Challenge of Practice:**

Click or tap here to enter text.

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

Click or tap here to enter text.



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p><b>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</b></p>	<p>Element 1.1.3 Program learning opportunities</p>	<p>Develop a rigorous Preschool program that maximises opportunities for learning. Develop and document plan for all aspects of program which are easily visible for all staff.</p>	<p>Term 1-4 2022  Term 1, 2 2022</p>	<p>Professional Development  Create 'PQIP wall'. Aspects of reflection and program visible for all staff.</p>

<p><b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b></p>	<p>Standard 7.2 Leadership</p>	<p>Develop structures and processes to foster team building/growth mindset</p>	<p>Ongoing</p>	<p>Professional Development</p>
<p><b>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.</b></p>	<p>Element 6.1.2 Parent views are respected</p>	<p>Encourage families to engage in Preschool learning experiences Provide opportunities for families to engage in events, Governing Council and sharing cultures</p>	<p>Ongoing</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>	<p>Click or tap to enter a date.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Click or tap here to enter text.





**STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

Actions




On track

Evidence

	 Needs attention/work in progress	 Not on track	Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

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

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our goal?**

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.




## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
<b>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

# 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			
<b>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

<b>Click or tap here to enter text.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Click or tap here to enter text.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

## Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

