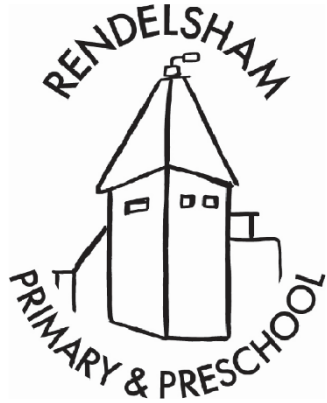


2026 Improvement Plan for

# RENDELSHAM PRESCHOOL



## Preschool Service Approval Number

SE- 0010833

## Vision Statement:

All members of the Rendelsham Primary & Preschool village are nurtured as individual learners; they are accepted and are accepting of each other and welcome challenge as we build the skills and dispositions to help us thrive as lifelong learners together.

## Acknowledgment of Country

We acknowledge the Boandik 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.

## **Strengths Our Place**

Rendelsham Primary & Preschool proudly sits on Boandik land

### **Our Motto**

A Village of Learners

### **Our Values**

At Rendelsham Primary & Preschool we NURTURE, we CHALLENGE, we THRIVE

### **Our Vision**

All members of the Rendelsham Primary & Preschool village are nurtured as individual learners; they are accepted and are accepting of each other and welcome challenge as we build the skills and dispositions to help us thrive as lifelong learners together

### **Our Philosophy**

- We believe every child is a capable and successful learner
  - We create a caring, safe, and supportive environment where children feel a strong sense of belonging
  - We value partnerships with families and work together to support each child's wellbeing and learning journey.
- Our educators nurture trusting relationships, inspire curiosity, and encourage children to explore, welcome challenges and take safe risks.
  - We provide engaging experiences that reflect each child's interests and needs, using our rich indoor and outdoor learning spaces, including our natural environment.
  - We foster respect for each other and for the world around us, teaching that by nurturing our environment, it will nurture us in return

# Strengths

## Quality Area 1: Educational Program and Practice

Educators design and implement a responsive educational program that is connected to children's interests, ideas, identities and the local community context. A key example of this is the preschool's ongoing Scrub program, located within walking distance of the preschool and embedded within the educational program as a regular learning experience.

Children participate in regular excursions to Scrub where educators intentionally support learning through exploration, inquiry, conversation and engagement with the natural environment. Educators use children's questions, theories, observations and interests within the space to inform planning and extend learning related to sustainability, problem solving, language development, physical capability and connection to place.

Through these experiences, educators support children to develop dispositions for learning including curiosity, confidence, collaboration and persistence. Children demonstrate a strong sense of agency as they contribute ideas, make discoveries, revisit learning and participate in decision making about their experiences within the Scrub environment.

Educators document children's learning, conversations and ongoing interests connected to Scrub experiences and use this information within the planning cycle to inform intentional teaching opportunities, provocations and inquiry experiences both within the outdoor environment and back at preschool. Learning is revisited and extended through discussions, storytelling, drawing, mapping, nature play and shared research experiences, supporting continuity of learning and deeper engagement with concepts over time.

For example, children began noticing seasonal changes within the Scrub environment, including the changing colours of leaves, the growth of flowers and plants and the presence of different animals and insects across time. Educators responded to children's observations and theories by extending this interest into an ongoing project focused on noticing and documenting seasonal change over an extended period of time. Children revisited their observations through discussions, drawing, photography, shared research and inquiry experiences, strengthening their understanding of the natural environment and supporting opportunities to make connections between their experiences within the Scrub and the broader world around them.

Children regularly express enjoyment and connection to the Scrub space and demonstrate growing respect and care for the natural environment. Educators support children to make connections between their learning, the local environment and their role in caring for and contributing to their world.

The educational program is strengthened through collaboration with Aboriginal Elder Aunty Michelle, who joins excursions to share cultural knowledge, stories and perspectives connected to Country and the local environment. These experiences support educators to embed Aboriginal perspectives authentically within the curriculum and provide opportunities for children to develop respect for diversity, connection to Country and understanding of Aboriginal cultures and histories.

Families are invited to participate in Scrub experiences alongside children and educators, creating opportunities for shared learning, relationship building and collaborative partnerships that support children's learning, wellbeing and sense of belonging.

Educators intentionally embed opportunities for children to develop emotional literacy, self-awareness and self-regulation skills throughout the educational program. Interoception, mindfulness, movement and relaxation experiences including yoga, breathing exercises, heavy work activities and "sit spots" are incorporated in response to children's interests, wellbeing needs and engagement. Educators support children to

recognise and communicate emotions, develop calming strategies and build dispositions that support resilience, confidence and wellbeing across the learning environment.

## Strengths

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

At Rendelsham Preschool, the wellbeing and safety of every child is central to practice. Educators build strong, trusting and responsive relationships with children and families, enabling them to respond sensitively to children's comfort, emotional wellbeing, health and safety needs. Through consistent and respectful interactions, educators support children to feel safe, secure and confident within the learning environment. Families are recognised as important partners in supporting children's wellbeing, and educators maintain open communication regarding children's health, comfort and emotional needs, including promptly communicating with families if a child appears unwell or out of sorts throughout the day.

Educators intentionally support children to recognise, communicate and regulate emotions throughout the day. Emotional language, problem solving and co-regulation strategies are supported through daily interactions and routines, with educators remaining responsive to children's verbal and non-verbal cues. Predictable routines, quiet spaces and opportunities for rest and relaxation support children's sense of belonging, wellbeing and emotional security.

Children's health and wellbeing are supported through consistent hygiene, nutrition and health practices across the service. Educators promote healthy routines including handwashing, hydration, healthy eating, physical activity and sun protection throughout the day. Children are encouraged to develop increasing independence and confidence in managing personal health and self-care routines, including accessing water, recognising body cues and making healthy food choices from their lunchboxes.

Educators have strengthened and developed consistent processes to support the safe management of children's medical needs across the service. Following previous assessment and rating feedback, the team engaged in ongoing reflection and professional learning to strengthen educator knowledge, communication processes and medical management systems. As a result, clear and consistent practices are evident throughout daily operations. Children's health care plans, allergy information and medical management requirements are clearly displayed and accessible to educators through a range of systems including visual posters, EMS alerts and communication logs that support continuity of information sharing between educators and families. Educators work collaboratively to ensure medication requirements, health updates and changes to children's needs are communicated consistently and responded to promptly. These systems support educators to confidently respond to children's medical and health needs while maintaining children's safety, inclusion and participation within the program.

Partnerships with families play an important role in ensuring health information remains current and responsive to each child's individual circumstances. Communication regarding illness, infectious diseases and health concerns is timely, respectful and family-focused.

Active supervision practices are evident throughout daily routines, play experiences and transitions. Educators position themselves intentionally within learning environments to maintain awareness of children's engagement, interactions and wellbeing while remaining actively involved in

children's play and learning. The purpose-built preschool environment supports clear lines of sight and supervision, with educators regularly scanning environments, monitoring risks and responding proactively to children's needs and safety. Educators guide children to identify hazards, solve problems and make decisions that support their own safety and the safety of others. Daily yard checks, cleaning routines and risk minimisation processes support the ongoing safety and wellbeing of children and educators. Emergency management procedures are reviewed collaboratively with the school, and regular emergency rehearsals are conducted with children and educators to strengthen preparedness and confidence. Educators engage in ongoing reflection and collaborative discussions to evaluate health, safety and wellbeing practices across the service. Feedback from families, children, incident reviews, emergency rehearsals and previous assessment and rating processes informs ongoing improvements to systems, environments and educator practices. Staff maintain current Working with Children Checks, RRHAN-EC, First Aid and Child Protection training to support consistent and informed practice across the service.

## Strengths

### Quality Area 3: Physical Environment

At Rendelsham Preschool, indoor and outdoor environments are intentionally designed to create calm, inviting and engaging spaces that support children's learning, wellbeing, agency and sense of belonging. Educators value the importance of children's connection with nature and this is reflected throughout the preschool environment through the use of natural materials, natural colours, open-ended resources and opportunities for children to engage with the natural world in meaningful ways. The philosophy and practices experienced within the Scrub environment are reflected within both the indoor and outdoor learning environments, supporting continuity of learning and children's ongoing connection to place, sustainability and environmental awareness.

The preschool environment is well maintained through the collaborative efforts of educators, a dedicated grounds person and families who regularly contribute to maintenance, repairs and improvement projects. Educators demonstrate ongoing intentionality in the design and organisation of learning spaces to ensure environments remain safe, flexible, inclusive and responsive to the interests, strengths and needs of children. Consideration has been given to creating a balance of open gathering spaces, quieter nooks and opportunities for both active and restful experiences throughout the environment. These spaces support children to engage independently and collaboratively in play, learning, conversation, investigation and reflection.

Outdoors, children have access to a range of natural and constructed spaces that encourage exploration, creativity, physical challenge and connection with the environment. Features including the shaded sandpit, platforms, dinghy and jetty, cubbyhouse, trees, bark area, dry-river bed and bridge provide opportunities for imaginative play, risk assessment, problem solving and physical development. Accessible storage and resources support children's agency and decision making within play. Easy access to the school oval and additional outdoor spaces further extends opportunities for movement and exploration.

The vegetable garden, fruit orchard, compost systems and worm farm provide ongoing opportunities for children to engage in sustainable practices and develop growing awareness of caring for the environment. Children actively participate in planting, harvesting, composting, caring for gardens and observing insects and wildlife within the outdoor environment. Educators support children to develop respect for the natural world through hands-on experiences and meaningful conversations about sustainability and environmental responsibility.

Educators thoughtfully support children to engage in appropriate risk-taking and challenging play experiences including climbing, using real tools, campfires and participation in Scrub experiences. Risk-benefit thinking, active supervision and responsive educator interactions support children to develop confidence, resilience and increasing awareness of their own safety and capabilities.

Indoor learning environments are flexible and evolving, with provocations and learning experiences regularly adapted in response to children's interests, inquiries and developmental needs. Natural materials, loose parts, authentic resources and real-life tools are incorporated throughout the environment to encourage creativity, inquiry and sustained engagement. Different seating options and flexible learning spaces support children's comfort, choice, collaboration and physical development.

Educators observe how children engage within different spaces and regularly adapt layouts, resources and provocations to support emerging interests, collaboration, quiet reflection and sustained engagement in play.

Environments and routines are regularly reflected upon and adjusted to support accessibility, inclusion, safety and meaningful learning opportunities for all children.

## Strengths

### Quality Area 4: Staffing Arrangements

At Rendelsham Preschool, staffing arrangements align with Department for Education requirements and legislative expectations, supporting the ongoing safety, supervision and wellbeing of children. Continuity of educators is highly valued, with familiar educators developing strong, secure and respectful relationships with children and families. These consistent relationships support children's sense of belonging, wellbeing and confidence within the preschool environment. When educators are absent, the service makes every effort to engage familiar relief educators to support continuity for children and maintain established relationships, routines and expectations within the learning environment. School staff who are known to children are also utilised at times to support educator breaks and provide additional support for children with functional needs, while continuing to meet staffing and supervision requirements. This collaborative approach supports consistency for children across the preschool and school environment and strengthens children's relationships with school educators, supporting wellbeing and positive transitions into school.

Educators work collaboratively and support one another through open communication, shared responsibilities and regular professional conversations about children's learning, wellbeing and engagement. Strong professional relationships between educators support consistency in interactions, routines and expectations for children across the day. Educators value each other's perspectives, strengths and knowledge, and regularly engage in conversations that support shared understanding of children's learning, development and wellbeing.

Collaboration between educators contributes to responsive curriculum decision making, reflective discussions and shared approaches to supporting children. Multiple educator perspectives are used to guide observations, noticing and inquiry, supporting richer understanding of children and more responsive learning experiences. Educators work together to adapt routines, environments and experiences in response to children's engagement, interests and wellbeing needs.

Professional learning is valued as an opportunity to strengthen educator knowledge, practice and collaboration. Educators participate in shared professional learning including Interoception, Berry Street and Learning Expeditions, and engage in ongoing professional discussions about how learning can be applied within the preschool context to support children's wellbeing, relationships and learning outcomes.

The wellbeing of educators is supported through collaborative working relationships, shared understanding of roles and regular opportunities for discussion and reflection. Educators support one another in daily practice and contribute to a respectful and caring team environment that promotes positive interactions and professional collaboration.

## Strengths

### Quality Area 5: Relationships with Children

[Click or tap here to enter text.](#)At Rendelsham Preschool, positive child-educator interactions characterised by respectful, reciprocal and responsive relationships are evident throughout the day. Educators develop strong relationships with children and families through consistent interactions, genuine conversations and deep knowledge of each child, their family and their world. The small preschool context and high educator-to-child ratios support meaningful one-to-one interactions and provide educators with opportunities to respond sensitively to children's individual strengths, interests, wellbeing needs and communication styles. Children and families are welcomed by name and supported through calm and predictable routines and transitions that foster a strong sense of belonging and security within the preschool environment.

Educators intentionally create a culture where the dignity, rights and voices of children are valued and respected. Children are supported to express ideas, make decisions, contribute to conversations and participate actively within the learning environment. Educators recognise children as capable learners and encourage collaboration, critical thinking, problem solving and helping behaviours through shared play and inquiry experiences. Relationships between children are nurtured through ongoing conversations about kindness, fairness, emotions, friendship and inclusion, with educators modelling respectful interactions and supporting children to develop empathy and perspective taking.

For example, educators noticed children regularly supporting and guiding younger or less confident peers during Scrub experiences and outdoor play. Educators intentionally built on these interactions through conversations about teamwork, kindness, fairness and helping others,

supporting children to develop empathy, confidence and positive peer relationships. Children increasingly demonstrated care for one another by offering support, inviting peers into play experiences and collaboratively solving problems during play and learning experiences. Educators use responsive interactions, open-ended questioning and sustained conversations to extend children's thinking, language and understanding. Children are encouraged to negotiate, communicate, listen to others, seek support when needed and develop increasing confidence in managing social situations and relationships. Educators remain emotionally available and responsive to children's verbal and non-verbal cues, supporting children to feel safe, heard and understood.

Self-regulation and emotional wellbeing are supported through consistent educator approaches, strong relationships and intentional teaching strategies that promote independence, emotional awareness and positive social interactions. Educators work alongside children to recognise emotions, solve problems and develop strategies for managing challenges within the group setting. Interoception and wellbeing practices implemented across the program further support children to build self-awareness, resilience and confidence within relationships and social interactions. Educators use their strong knowledge of our children to respond sensitively to individual emotional needs throughout the day. For example, educators recognise when children may seek quiet connection, movement, reassurance or time within calmer spaces and adjust interactions and support accordingly. Over time, children increasingly demonstrate confidence in communicating their needs, seeking support and using strategies to support their own wellbeing and relationships with others.

Relationships between educators, children and families are strengthened through ongoing communication, collaborative partnerships and continuity of care. The Supported Play program provides opportunities for educators to build long-term relationships with children and families over an extended period of time, supporting trust, familiarity and deeper understanding of individual children and family contexts. Educators value family knowledge and perspectives and work collaboratively with families to support children's wellbeing, learning and inclusion within the preschool community.

## Strengths

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

At Rendelsham Primary & Preschool, educators recognise families as children's first and most influential teachers and value collaborative partnerships that support children's learning, wellbeing and inclusion. Educators work alongside families to build strong, respectful and trusting relationships that support a shared understanding of each child, their strengths, interests, needs and family context. The preschool values the importance of creating a supportive village around children and families, recognising that strong partnerships contribute positively to children's sense of belonging, confidence and success within the learning environment.

Families are welcomed into the preschool environment in a range of meaningful ways, beginning with the site-supported Playgroup and Supported Play programs that provide opportunities for children and families to build familiarity, relationships and confidence within the preschool setting prior to commencing preschool. These programs support continuity for children and families and contribute to strong, ongoing relationships between educators, children and families over an extended period of time.

Educators maintain open, responsive and consistent communication with families through face-to-face conversations, Learning Conversations, See Saw documentation, newsletters, phone calls and messages. Program documentation is displayed throughout the environment, inviting families to engage with children's learning and contribute to ongoing conversations and shared reflection. Educators value family perspectives, knowledge and feedback, and work collaboratively with families to support children's wellbeing, learning, transitions and inclusion within the preschool community.

Educators work alongside families to support access to information, services and processes that strengthen outcomes for children. For example, educators have supported families in conversations with medical professionals to ensure children's medical management plans accurately reflect children's health needs and can be implemented safely and consistently within the preschool environment. This has included advocating alongside families for clear and appropriate terminology within medical plans, such as the inclusion of active ingredient names rather than medication brand names, supporting clarity for educators, families and health professionals. These collaborative approaches support respectful partnerships and shared understanding between families, educators and external professionals.

Family participation within the preschool community is actively encouraged through invitations to attend excursions, celebrations, concerts, meet and greet events, the annual Beach Picnic, Camp Out Day and Scrub experiences. These opportunities support relationship building, shared experiences and ongoing connections between families, children, educators and the wider community. For example, during Camp Out Day, families work alongside educators and children to support the setup of the environment, contribute ideas for menus and camp cooking experiences, and participate in shared conversations and activities throughout the experience. These opportunities strengthen relationships between families, educators and children while supporting a strong sense of community, belonging and shared participation within the preschool program.

The preschool works collaboratively with a range of professionals and support services to strengthen outcomes for children and families. Partnerships with Department for Education Student Support Services, Community Health, dental services and specialist educators support responsive approaches to identified needs and family wellbeing. Educators work alongside families and professionals to support inclusive practices and continuity of support for children.

Strong transition processes support children and families across all stages of transition into, within and beyond the preschool setting. Transition practices are flexible and responsive to the needs of individual children, families and cohorts, with educators maintaining ongoing communication and collaboration with families and school staff throughout the process. The close relationships within the preschool and school community support children to develop familiarity, confidence and connections with educators and learning environments over time. Educators have developed strong partnerships with the wider local community and value the contributions of community groups, organisations and local experts within the educational program. Connections with Learning Together, Millicent Public Library, Rendelsham Craft Group, Southend Progress Association, Rendelsham Sport & Progress Association and the local natural environment provide opportunities for children to engage with and contribute to their community in meaningful ways. Community members and local knowledge are valued as important contributors to children's learning, belonging and connection to place.

## Strengths

### Quality Area 7: Governance and Leadership

At Rendelsham Primary & Preschool, effective leadership and governance practices support a culture of collaboration, reflection and continuous improvement across the service. The Rendelsham Primary & Preschool Governing Council plays an active role in supporting the direction and operations of the site, with families encouraged to participate in decision making relating to the preschool and school community. Governing Council members have access to key documentation including budgets, policies, Annual Reports and site improvement plans, which are regularly reviewed, discussed and adjusted collaboratively to support ongoing improvement and responsive decision making. Information from Governing Council meetings is shared with families through newsletters and See Saw, supporting transparency and ongoing communication within the community.

Educators and leaders engage in ongoing reflection and review processes to evaluate practice, monitor progress and identify opportunities for improvement across the service. Improvement planning is informed by educator reflection, family feedback, children's learning and wellbeing outcomes, assessment and rating processes and evolving site priorities. Educators regularly review learning plans, systems and practices collaboratively to ensure goals remain meaningful, achievable and responsive to the needs of children, families and the community. For example, following previous assessment and rating feedback, educators and leadership engaged in ongoing reflection and review of medical management processes across the service. Collaborative discussions with educators, families and health professionals informed the refinement of systems, documentation processes and communication practices to better support consistency, clarity and shared understanding across the team. Leadership supported educators through professional dialogue, reflective practice and the development of agreed approaches that aligned with the needs of the service community. This process contributed to strengthened educator confidence, clearer systems and more consistent practices across the preschool.

Leadership within the service supports a professional culture where educators are encouraged to ask questions, seek support, share ideas and engage in professional dialogue. New educators are supported through induction processes and collaborative mentoring that support shared

understanding of site operations, expectations and practices. Educators value opportunities to learn from one another and contribute to a collaborative team culture focused on improving outcomes for children.

Professional learning and educator growth are prioritised within the service, with leadership actively supporting educators to build confidence, knowledge and capability within early childhood practice. Educators undertaking further study are supported through mentoring, reflective discussions and opportunities to connect theory with practice within the preschool setting. Site leadership supports educators to complete practicum requirements across other settings where required and welcomes mentors and visiting educators into the service to observe practice, engage in professional conversations and contribute to educator development. Leadership encourages educators to build confidence in their professional capacity through supportive guidance, collaborative reflection and opportunities to extend practice and leadership skills within the service.

Leadership and educator collaboration support consistent approaches to planning, reflection and assessment across the service. Educators engage in professional discussions about children's learning, wellbeing and development to support responsive decision making and continuity for children and families. Confidentiality and respectful management of information is prioritised across the service, supporting trusting relationships between educators, leadership and families.



## GOAL/Wonder

Site name: Rendelsham Preschool

If we support children to build the disposition of curiosity, we will assist growth in their capacity to be an effective learner.

### Where Are We – Effective Learners – curiosity

- Explicitly teaching, modelling and promoting “wondering”
- Role modelling asking questions
- Role modelling experimenting – verbalising thinking
- Children as role models for each other

### Where Do We Want To Get To? – Effective Learners - curiosity

Our Children:

- Posing thoughtful & relevant questions
- Building on each other’s thinking
- Being accepting of different thinking and opinions
- Being curious and active participants in their learning
- Expressing wonder & interest in their environment
- Actively seeking information
- Showing an eagerness to explore new ideas, queries and topics



### How Might We Get There? Effective Learners

#### What will we do:

- Learning Expeditions - local environment focus ... Southend Beach

#### How will we know: Children, Educators, Families

- We have a focus for our Learning Expedition under the whole site compelling topic of ‘What affect does the erosion at Southend have on the local area, animals and plants?’
- We have visited Southend at least once per term

#### Resources

- Learning Expeditions PD
- RPPS staff
- PLC
- DfE Curriculum Resources

<ul style="list-style-type: none"> <li>- Common focus with school friends, for open conversations with families, siblings and other educators across site</li> <li>·Expose children to different experts</li> <li>·Provide time and provocations to explore &amp; hypothesis</li> <li>·Create spaces for challenging conversations, where ideas can be shared and stretched</li> <li>- Provide opportunities to be in the Southend environment at different times of the year, inviting conversation about change, noticings and wonderings</li> </ul>	<ul style="list-style-type: none"> <li>- We have recorded each child's thinking and wondering about the changes that we have noticed as we make discoveries throughout the year</li> <li>- We have engaged with experts and asked them questions about Southend</li> <li>- Our children and Educators have shared our wondering and discoveries with our families &amp; community</li> <li>- Children pose relevant questions</li> </ul>	<p style="text-align: center;"> DfE Trajectories  Millicent Public Library  Millicent Museum  Local (Southend) Families  RPPS school children  TEAMS – LE Exploration  Project </p>
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## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>Improve the Effectiveness of our illness and injury management and hygiene practices &amp; how they are promoted and implemented.</b>	QA 2.1.2	Ensure each child with a diagnosed medical condition has 'three plans' in place (HSP120. HSP121. HSP151/asthma plan/allergy plan)	With new enrolments for Term 1 – forms go home the term prior. Process in place by before first day Term 1.	Step-by-step process developed for staff & families to follow when medical condition diagnosed.	Emma & Kerri-Lee
Click or tap here to enter text.	Click or tap here to enter text.	Ensure medical risk minimisation and communication plans are regularly reviewed to ensure they comprehensively address all potential triggers and management strategies	All current in place prior to Term 1 commencing As plans are reviewed or new plans come in – part of process.	Edi DfE policy & procedure ECL for critical feedback	Emma, Kerri-Lee Preschool staff
Click or tap here to enter text.	Click or tap here to enter text.	Reflect on how practices relating to children's wellbeing could be further strengthened through critical reflection and meaningful engagement with families and community	2/01/2000	Other local Preschool Educators ECL Family Communication Log	Emma, Madi, Sue, Kerri-Lee