

2026

Quality Improvement Plan for Virginia Preschool

Site number:
1626



Service name

Virginia Preschool

Service address

Park Road, Virginia

Service approval number

SE-00011089

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

Virginia Preschool is a DfE school-based preschool and is co-located with Virginia Primary School. Virginia Preschool is a part of the DfE, Orion Partnership and is operational during school terms. Virginia Preschool is situated on Park Road at Virginia. Virginia is a semi-rural community located 29kms north of the GPO. The preschool is within walking distance to the local shopping centre, sporting facilities, local playground, post office, dentist and doctors' surgery. Ample parking is available, 2 x school car parks for staff and 1 x local council car park serving as a dual car park, servicing both preschool and school families. All car parks can be accessed via Park Road. A broad representation of various cultural backgrounds attend Virginia Preschool, 8% identified as Aboriginal/ Torres Strait Islanders, 22% identified as Italian, 6% identified as Greek, 5% identified as Cambodian, 5% identified as Filipino, 9% identified as Vietnamese, 2% as Iranian and 15% identified as Indian. 25% are children with English as an additional language/dialect (EALD). Approximately 95% of the preschool children continue on to Virginia Primary School and the other 5% attend local private schools. 75% of preschool children come from a two-parent home. On a needs basis the preschool in conjunction with the school provides classes in English language for parents and Kaurua cultural and language classes for Aboriginal families at no cost to families.

The preschool provides a sessional preschool program for eligible children - as per the Federal Government's Universal Access initiative children are entitled to 600 hours of preschool per year, 15 hours per week. Children attend 2 long day sessions per week (8.15am-3.45pm). There are two groups of children - Monday/Tuesday and Wednesday/Thursday. Where possible and within the site's capacity children are grouped in accordance with their enrolment intake and support for those children with bilingual and additional needs is maximised.

At Virginia Preschool we recognise that all children are competent and capable learners and that play is the means by which young children learn. We aim to provide a high quality, inclusive educational program for children aged 3-5 years. Educators work closely with families and the wider community to provide a learning environment that is respectful, welcoming and engaging, where every child can thrive and reach their full potential.

The educational program at Virginia Preschool is designed to enhance each child's learning and development and is inclusive of: the child's voice, children's current level of development, knowledge and skill, feedback from families and community, educator observations, analysis of teaching and learning, assessment data and is reflective of the 'Early Years Learning Framework (EYLF) and the DfE 'Preschool Numeracy and Literacy Indicators'. Each child's learning and development is assessed and evaluated as part of an ongoing cycle of observation, analysis of learning, documentation, implementation and reflection.

The values of caring, respect, fairness, achievement and diversity and the vision, "Learning Together, Learning for our Future" are shared by both the preschool and school. Virginia Preschool works closely with Virginia Primary School, the on-site OSHC service and has close links to local childcare centres. The preschool's physical location and close working relationship with the school supports children's transition and provides a sustained connection with children and families over the long term. The educators are a dedicated, cohesive team led by the Virginia Primary School Principal and comprise of a Lead Educator/Teacher, 2 teachers, an Aboriginal Community Education Officer, bilingual support educator and three curriculum support educators. The educators come from a variety of cultural backgrounds, comprising a wealth of knowledge and experience and are passionate about children's well-being, learning and the service that they provide to the community. Our educators are local residents with strong links to the community. The positive work culture and mutual respect for colleagues is reflected by the length of time that educators have been employed by the service. With 2 educators employed by the service for more than 15 years and 3 educators employed by the service for more than 8 years. All educators are equally valued, participate in regular performance reviews and are encouraged to continually improve their practice and further develop their skills.

Virginia Preschool adopts a continuous improvement approach regarding all aspects of the service, including its educational program. A culture of shared learning, critical reflection and commitment to continuous quality improvement is displayed by the team. A rigorous 5-step improvement cycle is used to guide the development of the annual Preschool Quality Improvement Plan.

Virginia Preschool Statement of Philosophy

The Virginia Preschool statement of philosophy reflects the primary school philosophy and vision within the context of a preschool setting. This reflects the continuity of community and learning in a P-6 site, our preschool values of respect, caring, fairness, diversity and achievement are a shared vision, "Learning Together, Learning for our Future".

Our preschool philosophy statement reflects the beliefs of those associated with our service. Together with the approved learning framework, it guides and underpins decision making and is fundamental in guiding our interactions & relationships with children, their families and the local community.

By embracing our values of respect, caring, fairness, diversity and achievement we create a community that promotes excellence in education and care, empowering children to become life-long learners who positively contribute to the world around them.

Children:

Families are children's first and lifelong educators. It is from family that all children develop an understanding of their world. All children's unique understandings have been influenced by their experiences, culture and the relationships they have formed. Educators celebrate and build on our multicultural community and our Aboriginal learners and their Kurna culture. Educators view children as confident and capable learners and embed all children's individual perspectives into the curriculum. Children's innate drive for curiosity and learning are central to all curriculum decision making. The Early Years Learning Framework outcomes drive our high expectations for all children's learning.

Families:

Educators believe that all children's learning is enhanced when families share and communicate their individual expectations of their child's learning. We are committed to developing trusting, responsive relationships with families, assessing and reporting children's progress to families. Developing and strengthening relationships between families and educators promotes home-school continuity of learning and assists in the development of a community of lifelong learners.

Educators:

Educators establish and maintain respectful trusting relationships, believe in providing a nurturing, enabling learning environment that enhances dispositions, promotes independence, empowers children to make meaningful decisions in relation to their learning and promotes a lifelong love of learning. Sustainable practices and environmental issues are an integral part of the day to day learning at preschool, as we endeavour to promote respect and appreciation for the natural environment and help children to develop a sense of connectedness and social responsibility to their world.

Educators continually reflect on their teaching, and on all children's learning. This enables educators to plan accommodations, to make positive changes and to identify quality improvements that will ultimately enhance all children's learning and development. Educators engage in reflection, inquiry, professional learning and strive for continuous improvement.

Learning:

A consistent whole site approach to assessment and evidence informed teaching drives the teaching and learning and the quality improvement goals at Virginia Preschool. Intentional teaching is planned for and embedded within the program to scaffold and extend each child's learning. Play is the foundation of all learning in early childhood. We believe purposeful play is the most developmentally appropriate means to promote all children's learning, build social relationships, emerging literacy and numeracy skills, problem solving skills and enables children's growing curiosity. Children's learning is facilitated through their interactions with educators, the planned and spontaneous learning experiences, intentional teaching, evidence informed teaching and the provisions and materials that motivate and inspire their evolving curiosity. All children have an equal right to play and learn in a high quality learning environment. Every child's contributions are valued and included, and diversity is embraced.

We acknowledge that how we educate and care for the children in our care today, directly impacts the world of tomorrow

Our philosophy was developed in collaboration with our current children, families, educators, leadership and community members.

Philosophy Review date: 18th December 2026

Strengths

Quality Area 1: Educational Program and Practice

Exceeding Theme 1:

The preschool provides a developmentally appropriate, intentional play-based program based on the Early Years Learning Framework. The program is responsive to the developmental needs of all children and caters for the range of abilities, previous experiences, language backgrounds and additional developmental and learning needs (1.1.2). The staff are a committed and cohesive team centred on supporting children's development. The staff plan and implement a curriculum that is guided by the Early Years Learning Framework, the Preschool Numeracy and Literacy Indicators and guidebooks, incorporates information from parents, community and draws on information provided by data and educator's careful observations of and discussions with children (1.1.1). This interactive process drives the development of the program.

Children's interests and topics of play scenarios are observed, fostered and extended (1.2.2). Collation of information about children's learning and interests assists with planning for learning needs, modification or adjustment of routines and extension of group learning via the exploration of children's ideas and questions (1.1.3 + 1.2.3). This stimulates curiosity, and provides a vehicle for fostering positive dispositions for learning and active group participation. Learning Stories, and on the spot metacognition by educators make the children's learning visible to them and to parents and enable educators to build on children's current knowledge and questions, thus maximising learning experiences. Educators model and articulate learning processes with children, promote risk taking within learning, empower children to make decisions, solve problems and help each other (1.2.1). Explicit and incidental teaching strategies are used to build a community of children who are able to express their concerns, listen to those of others, and develop skills to negotiate and resolve conflict and to make informed and positive choices about their behaviour (1.2.3). Children are encouraged to challenge themselves, and to experiment. Educators plan for an environment that offers appropriate challenge and choice for all children incorporating children's ideas which inspire the curriculum. Educators explicitly teach concepts about print and encourage children to make their own books. A strong phonological awareness program is embedded into our program (1.2.1).

Exceeding Theme 2:

Our daily routine allows for long blocks of uninterrupted play, including time for extended shared conversations and for children to make choices and follow their own interests (1.2.3). The daily routine is predictable, but sufficiently flexible to allow for the development of play, deep engagement and the extension of spontaneous learning opportunities that occur. Reflective, documented discussions at staff meetings and incidentally, result in revision of programs, activities, routines and changes to the environment where beneficial (1.3.2). A documented process for assessing each child's learning, hearing the voice of children and families, planning, evaluating, and reporting is in place to maximise each child's learning opportunities (1.3.1). A process has been embedded into our practice to ensure that each child is reflected in the curriculum planning over the term and that information from Individual Learning Plans (ILP's) is included in the planned curriculum (1.3.1). The process includes regular review of and reflection upon the ILP's. Intentional teaching is planned for and embedded within the program to scaffold and extend each child's learning. Educators draw on the positive culture and collective strengths of the team to create a safe and trusting environment which allows them to reflect on their own practice (1.3.2).

Exceeding Theme 3:

Information about the curriculum and each child's progress is shared with parents via incidental discussions, slide shows available for parent viewing at the beginning and end of the day, noticeboard, displays, the ILP (Individual Learning Plan) process, floor books, portfolios, learning stories, interviews and Statements of Learning (1.3.3). Learning stories are taken home as available and provide a stimulus for discussion with children and families about children's learning. Each child has an ILP developed from educator's observations, child and parent input. Parent ideas about learning and wellbeing for their child are incorporated into ILP's and the preschool program. Newsletters, overviews and our Facebook page cater for parents who prefer their information in these formats. Educators also have frequent informal discussions with parents about the curriculum and their child's progress (1.3.3). Some parents find it convenient to communicate via email, and the executive facilitator responds promptly to parent questions and information sharing via this format (1.3.3). Portfolios are readily accessible for viewing and this is encouraged (1.3.3). Parent feedback about the curriculum is regularly sought through a variety of strategies including formal questionnaires, informal discussions and newsletter requests. Parents' knowledge and skills are a valued resource that contributes to our curriculum provision. Cultural diversity is valued within the program and reflective of the preschool community. Bilingual staff are employed through base funding to increase communication with parents and students from a variety of backgrounds (1.3.3). Staff regularly assist parents in navigating access to relevant support services for their children. This enhances the 'wrap around' services approach for children with additional needs, with preschool staff being pivotal in facilitating understanding with parents who may have minimal experience with service providers.

Strengths

Quality Area 2: Children's Health and Safety

Exceeding Theme 1:

Vigilant duty of care is in place. Supervision of children is of the utmost priority at all times in both the indoor and outdoor environment, correct adult: child ratio is maintained, a minimum of four educators are rostered on per day to maximise learning opportunities for children and to support children's individual requirements (2.2.1). Handover of children between parents and staff is documented on leaving. The preschool area is within the P-6 site and is surrounded by a 1.6 metre high fence. Both child access gates have childproof locks on them. The groundsman also undertakes regular safety checks of the outdoor environment and maintains the soft-fill to the appropriate level (300mm). Our staff team undertakes a comprehensive safety check of the building and grounds twice per year (2.2.1). The grounds, playground and outdoor environment are checked daily for hazards by staff (2.2.1). Possible risks are identified and eliminated or managed. Processes are in place to manage first aid and plans are in place to consistently support, regularly monitor and promote children's health care needs (2.1.2). Appropriate first aid kits are available and first aid incidents are documented and communicated with parents (2.1.2). The preschool has its own first aid kit which is refilled by the supply company regularly. EYS enables us to note any health needs, allergies and dietary considerations. These reports are produced regularly and stored in known, accessible locations (2.1.2). These are discussed at staff meetings when children commence at the centre and as required. Appropriate procedures for administering and storing medication are followed. Daily health procedures like hand washing prior to eating, after using the bathroom, and prior to cooking are part of our routines. These are actively and consistently promoted incidentally and as part of the curriculum (2.1.2). Use of tissues and covering up when coughing/sneezing are also incidentally and explicitly taught as part of the curriculum (2.1.2). Healthy lifestyles, oral hygiene and healthy eating are also health topics that are embedded into the curriculum. Children participate in brushing their teeth over a one week period at preschool, with staff supporting and assisting them (2.1.2). Children are encouraged to bring their own water bottle, access this regularly throughout the day, and participate in daily 'hydration time'. Staff monitor refilling of water bottles as well as refilling all bottles at a designated time. Children are taught about healthy foods/unhealthy foods and the impact of foods on their bodies (2.1.3). Supervised eating time occurs at lunch during which time educators are actively facilitating children's eating, promoting healthy food options and encouraging self-help skills in relation to managing eating times. Shared fruit/vegetable time occurs daily and is a shared social meal time (2.1.3). Children also have access to quiet relaxation areas both indoors and outdoors throughout the day. Where children have specific needs in this area, plans are made to accommodate them. Our generous outdoor learning areas allow for active physical play, and we make use of the adjacent oval, school facilities and local playground. Children have the opportunity to be active or play quietly according to their needs. Physical activity that builds on children's varied interests and development is embedded into the program and promoted to families (2.1.3). Children have a short relaxation period after lunch time where they may access a quiet area or engage in group yoga or meditation (2.1.1). The Child protection curriculum is embedded into the curriculum (2.2.3). This information is actively shared with families and raises family and community awareness of child protection issues. Staff understand their roles and responsibilities within the legislation and site processes should reporting be considered. All preschool staff have undertaken the 'Responding to Risks of Harm, Abuse and Neglect in Educational Settings' professional learning modules, are aware of their Duty of Care, professional boundaries and their interactions with children are guided by the 'Protective Practices' guidelines (2.2.3). Documented processes for managing visitors and volunteers are in place.

Exceeding Theme 2:

A preschool educator is part of the school's WHS Committee and regularly attends meetings. WHS issues and actions are reflected, identified and documented at staff meetings and acted upon immediately where necessary (2.2.2). Possible risks are identified and eliminated or managed (2.2.2). Children are involved in developing risk assessments and parent input is also sort in the development of some risk assessments. Staff will reflect upon the children's involvement in the development of the risk assessments and ensure that children have developed a strong sense of safe and unsafe scenarios and risk management within the preschool environment. Risk assessments are displayed in the policy folder. Emergency evacuation and invacuation are practiced regularly, both individually and at a whole site level to ensure participation for all children and procedures are regularly evaluated by the team (2.2.2).

Exceeding Theme 3:

Induction information for new families and staff includes information for parents about how we cater for health considerations. A process for notifying parents of infectious diseases is in place (2.1.2). Exclusion period information is displayed and adhered to (2.2.2). Information about illnesses is sourced from the DfE website and in "Staying Healthy in Child Care", and shared as required. Our healthy food policy includes information about recommended foods and lunches are refrigerated. Food safety, nutrition and hygiene leaflets are available. Families are encouraged to contribute fruit or vegetables for our share fruit/vegetable time and diversity of fruit is encouraged and explored (2.1.3). Feedback from parents indicates the value they place in this with many children trying new foods and eating foods at preschool that they would not ordinarily try at home. A close relationship with our CYH nurse enables us to work collaboratively to promote children's health via the 4 year old health check process (with parent permission). For prolonged periods of unexplained absence and children who have been identified 'At Risk,' home visits are sometimes undertaken in conjunction with school leadership (2.2.3). Visits are documented, any necessary action is taken and support/assistance is offered to families. Emergency/respice care is offered to families in crisis (2.2.3).

Strengths

Quality Area 3: Physical Environment

Exceeding Theme 1:

The capacity of the preschool allows for up to 30 children per session. Whilst the preschool program is not set up for daily sleep times for children, the reading room is an area where the children who do occasionally sleep are able to sleep whilst still being supervised through staff line of vision. The active learning environments are setup with the intention of provoking and promoting meaningful learning experiences for all children (3.2.1).

The veranda area is often used during inside play time as a quiet area for small group learning or as an area to house and work on projects that involve group collaboration. The outdoor facilities are fully fenced and the size and layout of the yard provide ample space to foster the development of child initiated play and encourage exploration of both natural and constructed environments. Flexibility of space is responsive to children's individual needs (3.2.1). Children are active participants in caring for the preschool garden and participate in daily embedded sustainable practices, including recycling of food scraps and paper waste (3.2.3). There are two compost bins and a large rainwater tank that supplies water for the outdoor environment. Use of water is monitored, and strategies are in place to promote water conservation. There are sufficient purposefully chosen resources to extend every child's participation (3.2.1).

The outdoor environment includes purpose built shade over the sandpit, climbing equipment and veranda area and natural shade from several gum trees. Native birds frequent the trees and butterflies frequent the butterfly garden which adds to the learning environment for children. Effective practices in relation to promoting a range of physical activities with children are in place and a range of activities are available to promote children's participation in physical activities and to assist with the development of a range of skills, including:

- large grassed area e.g. for running, ball skills, size of grassed area also allows for the accommodation of socio-dramatic play props simultaneously
- grassed mound to experience climbing, rolling, crawling on a gradient
- sandpit with water feature for digging
- fixed playground
- movable climbing equipment
- swings for individual and small group usage
- varied props to support socio-dramatic play,
- portable equipment
- digging patch
- mud kitchen
- vegetable garden
- two cubby houses
- bike track

As the veranda area is fitted with clear plastic blinds. This enables a transition area during inclement weather so that children have access to a sheltered outdoor area. The preschool has access to all school facilities.

Exceeding Theme 2:

We continuously evaluate our indoor and outdoor environments considering children's interests, needs, feedback, resources, availability of natural and processed materials, space and layout (3.1.1). We believe that well prepared environments contribute to children's wellbeing, happiness, creativity and the development of social skills and independence. Both the indoor and outdoor facilities are continually being updated as we endeavour to create an environment that is rich, engaging and welcoming (3.1.2).

Exceeding Theme 3:

Selection of new resources is planned by the team, based on the needs and interests of the group of children at the time. Children and parents are involved in the decision making process. Children and staff consistently use these resources creatively in numerous ways (3.2.2).

Strengths

Quality Area 4: Staffing Arrangements

Exceeding Theme 1:

Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. Educators, co-ordinators and staff members are respectful and ethical, enjoy working at the service, are mutually respectful of each other, pride themselves on building positive relationships within the community and have a strong sense of commitment and dedication to the quality of the preschool program. A strong team approach is evident and observable amongst staff, with a core team of staff being employed by the service for more than eight years providing stability and continuity to families (4.1.2). Hours vary dependent on warranted staffing, preschool support and bilingual language hours.

Our staff team is diverse with a broad range of age, cultures, skills and experience represented amongst the group. New challenges are embraced, with different staff taking the lead in different areas according to areas of expertise (4.1.1). Interactions between staff members reflect respect, admiration and recognition of one another's skills and strengths (4.2.1).

The preschool has a friendly and welcoming environment. Educators often assist families with translation needs, passport applications, making appointments and support families to locate and access a variety of private providers, community and support services. This enhances the 'wrap around' services approach for children with additional needs, with preschool staff being pivotal in facilitating understanding with parents who may have minimal experience with service providers.

As we are a relatively small staff team, staff sharing of information is mostly via conversation, is ongoing and shared incidentally. A range of more formal communication strategies are also in place to ensure educators are well informed, including pigeonholes, minutes, emails, SMS, staff noticeboard, day book and tweet pages.

Exceeding Theme 2:

Staff actively seek opportunities to learn from and with each other and utilisation of individual's skills and strengths is reflected in the program. Our staff have very positive, cohesive and supportive relationships with all members which enables them to feel comfortable working with one another to achieve shared goals (4.2.1, 4.2.2). They will often observe one another's practice which allows for critical reflection and opportunities for improvements to be identified and implemented (4.2.2). This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

Exceeding Theme 3:

Regular relief staff are used when educators are away to ensure continuity of learning processes, familiarity with families and routines. As we work closely with both the onsite primary school and OSHC, we prefer to use the school SSO's and OSHC staff members for relief purposes where possible. Once again, this enables continuity of learning and familiarity for children and their families (4.1.2).

Junior Primary teachers visit the preschool regularly and work closely with the Lead Educator/Teacher to strengthen transition processes and relationships between the school, preschool staff and children (4.1.2, 4.2.1).

Cultural diversity is valued within the program and is reflective of the preschool/school community. As Punjabi is the largest additional language cohort, Punjabi/Hindi speaking staff are employed through BLA funding and base funding to increase communication with Punjabi speaking parents and students (4.1.1). Punjabi speaking staff are pivotal to building relationships within the Punjabi community and to create a sense of belonging for those families who have recently arrived in Australia, are new to the Virginia community and those that have minimal or no English. A trilingual teacher (Cambodian, Vietnamese and English) works in the school and also assists with communication. We also have an AECO employed who works closely with our ATSI children and their families, and collaborates with all staff in the implementation of planning and teaching indigenous culture and Kaurna language (4.1.1, 4.2.2).

Strengths

Quality Area 5: Relationships with Children

Exceeding Theme 1:

Our philosophy underpins decision making and is fundamental in guiding our interactions and relationships with children, their families and the local community. Respectful and equitable relationships are developed and maintained with each child (5.1.1). Each child is supported to build and maintain sensitive and responsive relationships with both children and adults. Independence and interdependence is promoted via the arrangement of the environment and routines and collaborative learning opportunities are effectively facilitated by educators (5.2.1). Children are encouraged and explicitly taught how to work together independent of educators to enhance learning opportunities, strengthen relationships, ultimately developing a culture reflective of team work and community participation (5.2.1).

Staff are all consistent and calm in their interactions with children and work as a team to develop children's social skills, supporting children to manage their own behaviour appropriately and to resolve conflict with effective communication strategies (5.2.2). Where needed, staff refer to the Site Behaviour Code to inform decision making about managing children's behaviour. The Site Behaviour Code provides guidelines for ensuring that all children are consistently treated with respect and their rights promoted. How to communicate to resolve conflict is modelled and scaffolded by educators and through social skills programs such as 'PALS' and 'What's the Buzz' are frequently used strategies. Rules, risk assessments and friendship skills are developed by the children, documented and referred to in discussions about appropriate ways to behave (5.2.2). As part of the Child Protection Curriculum emotions and fair and unfair behaviour are also discussed. All preschool staff have undertaken the 'Responding to Risks of Harm, Abuse and Neglect – Education and Care' professional learning modules, are aware of their Duty of Care, professional boundaries and their interactions with children are guided by the 'Protective Practices' guidelines.

Exceeding Theme 2:

Staff are attuned to children's cues and responsive to their needs. Having four staff rostered on each day enhances learning experiences, intentional teaching time and maximizes interactions and conversations between educators and children (5.1.1). Allowing staff more opportunities to join in play and social experiences with children and to delve deeper into topics of shared interest with groups of children. Topics of interest, possible lines of development, learning areas or play scenarios that could be extended and favourite activities are noted on in observations, reflected upon and added to a planning proforma in the office. This is then discussed at staff meeting and incorporated into the planning cycle or acted upon immediately (5.1.1).

Exceeding Theme 3:

The preschool environment reflects the wider school community which is very positive and supportive. School relationships are based on the community determined school values of: caring, respect, fairness, achievement and diversity, which the preschool shares as their values.

Parents are kept well informed about their child's experiences, relationships and progress via incidental discussions, displays, the ILP (Individual Learning Plan) process, floor books, portfolios, learning stories and Statements of Learning. As a more immediate visual feedback, daily preschool experiences are shared via slide show on a large screen that is mounted inside the preschool. Each child has a learning portfolio that contain evidence of their learning in relation to the 'EYLF Belonging, Being, Becoming Framework' in the form of annotated work samples, annotated photos and checklists. Both children and parents are welcome to go through their portfolio upon request and this enables children to develop a sense of achievement and self-pride (5.1.2).

Warm, trusting relationships are built between staff and children and inclusion is explicitly modelled with children. The environment is modified to ensure that all children experience success and have equal opportunities accessing preschool experiences (5.1.2). Effective use of funding via the DfE preschool support program and consistency of staff maximises successful outcomes and relationships for those children with additional needs including speech and language delays, Autism Spectrum Disorders, children with sensory profiles and children with challenging behaviours. Close relationships with support agencies have been formed and open lines of communication ensure continuation of learning programs for children and support and advice for preschool staff.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Exceeding Theme 1:

The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. Parents are valued and welcomed by the service. Drop off and pick up times have been staggered and hand over procedures have been streamlined to maximise the development of rapport and daily communication between families and staff. These processes also maximise safety protocols during signing in and out/ handover procedures and ensure parents are informed of medical/personal issues that may have occurred during the day. There are a variety of communication methods available to families when contacting the preschool including, email, ClassDojo messaging and the school phone number. This provides working parents with additional access to preschool information, answers to questions before and after preschool hours and is a means to accessing support for families in crisis, facilitated via school leadership and preschool staff. There are high degrees of trust and a comfort level of professional friendliness and approachability between staff and parents with regular informal communication in relation to children.

Exceeding Theme 2:

To assist staff with catering for individual needs, getting to know children and their families and to plan individually for each child, parents are asked to fill out a questionnaire in relation to their child's needs and interests as part of the enrolment process and are also invited to attend a 'Getting to know my child' interview in the first few weeks of term 1 to strengthen relationships and to share any further information (6.1.1). As part of the questionnaire, parents are also asked what learning areas/needs they would like to see reflected in our curriculum and are welcomed to continue sharing their ideas throughout the year (6.1.1). Educators reflect upon all the information that is provided by parents through the questionnaire, interviews and informal conversations and deliberate carefully with all staff members to then incorporate then parents' voice within our planning (6.1.2).

Exceeding Theme 3:

The preschool has excellent working relationships and links with a range of other organisations. As outlined in previous sections, the preschool has close links with the DfE regional speech pathologist as their priority areas are preschool to the first two terms of reception (6.2.2). This is a strong focus on early intervention. The preschool has access to DfE regional school psychologist services and regular liaison with the regional Special Educator who is readily available to meet with staff to provide advice, support and information in relation to accessing funding for additional needs (6.2.2).

The preschool has strong connections to a variety of Child and Youth Health specialists. The preschool hosts termly Four to Five Year old check-ups facilitated by the local Child and Youth Health nurse. For parents who are unable to attend, usually due to work commitments, with parent consent preschool staff attend appointments with children (6.2.2).

Preschool staff regularly support parents, particularly from non-English speaking backgrounds, to access and understand varied support services, e.g. paediatricians, Child Development Unit, Early Intervention Units, Hearing Impaired Early Intervention Support Services (6.2.3).

In conjunction with school leadership preschool staff offer support and assistance to families in crisis, assisting with translation needs, assimilation into the local community, locating and contacting relevant support services, providing respite and emergency care for children, liaising with OSHC, childcare and family day care providers in relation to childcare (6.1.3).

The school's facilities including the use of the library are shared by the preschool and made available to families (6.2.1, 6.2.3). This provides a positive induction and transition into the school community. Being a preschool on a P-6 site, the preschool is able to benefit from participating in school wide happenings and assisting the ease of transition from preschool to school (6.2.1). The continuation of learning and community participation promoted via staff and early learning experiences is evident in the children's sense of belonging

Strengths

Quality Area 7: Governance and Leadership

Exceeding Theme 1:

All aspects of the services operations are guided by the site's Statement of Philosophy which was written collaboratively with families and community and is reviewed regularly (7.1.1). Virginia Preschool is part of a Preschool - Year 6 site and is governed by a Governing Council consisting of a dedicated team of parents from both the school and preschool. The Governing Council is responsible for decisions made regarding finances and purchases, site policy, fundraising and other major decisions that arise throughout the year (7.1.3). Governing Council meetings are held on Wednesday nights in weeks 3 and 8 of each term. The preschool benefits in being part of a P-6 site with effective administration across the site. Voula Pounendis is both the Preschool Site Leader and School Principal. She is also the Nominated Supervisor of the service and works closely with Belinda who is the Lead Educator/Teacher (7.2.2). All educators at Virginia Preschool take responsibility for ensuring our preschool operates as a positive and professional learning community (for staff, children, families and the wider community). Three of our educators have been at our preschool for 15 or more years, providing a great sense of continuity for children and families. When we need relief staff, we try to use an OSHC staff member as they are familiar with our site and children which assists with transitions between Preschool and OSHC, relationships and continuity of learning.

All educators are suitably qualified and experienced, allowing us to offer a program informed by research based, current best practice in early childhood. Our staff are part of a wider Early Childhood team in the school who are also suitably trained in the Early Years. Induction processes for any new staff are thorough, and current educators refresh and review site policy and procedure regularly through staff meetings (7.1.3). Continual improvement and training and development is supported through a budget which is supplemented further by being part of a P-6 site (7.2.3). As a site that is P-6, quality and consistent communication practices are in place. A staff bulletin is published every week and available on an Intranet to support staff in accessing any information that they may need. Preschool staff attend administration time in whole site staff meetings and T&D is negotiated depending on need.

Administrative systems enable the effective management of a quality service. Administrative systems are established and maintained to ensure the effective operation of the service. Belinda undertakes administrative tasks on Mondays and Wednesdays including letters to parents, planning of professional development topics for staff meetings, bilingual funding, managing the upkeep of records using EMS and liaising with other support organisations, etc. (7.1.2). Belinda also has allocated time throughout the week to lead the preschool staff in the documentation of the program, children's learning, individual learning plans, observations and children's portfolios (7.2.2).

All regular volunteers and contractors working on site have the relevant criminal history clearances. Governing Council members and regular volunteers are also trained in Mandatory Notification practices for volunteers. All staff, including current staff, have an authority to work/ teach certificate which is filed on site. Procedures are in place for the unfortunate event that an updated screening has not arrived and current screenings are expired. The staff members, volunteers, contractors are not permitted to work on site until clearances are received. This process is managed by Deborah Smith for the whole site within the main office (7.1.2, 7.1.3). The school finance officer undertakes invoicing of preschool fees and is responsible for the follow up of any over-due fees (7.1.2, 7.1.3).

Exceeding Theme 2:

The Preschool team also meet weekly and the PQIP is constantly reviewed, as are children's individual learning plans to ensure that we are achieving improvement goals and maintaining a site that is of high quality in terms of safety, relationships, teaching and learning (7.1.3).

An effective Performance Development process is in place which follows DfE guidelines in the Performance Development Policy. The performance development processes for the year are published on the Intranet. Educators are continually involved in reflection both informally and formally, at the end of each day in regards to events, the environment, relationships with children and families, curriculum, teaching and learning and other aspects of preschool business as they arise. Reflection, whether individual or collaborative, is an important part of our cycle of improvement (7.2.1, 7.2.3).

Exceeding Theme 3:

There is a great balance within the preschool team and a wealth of experience, skills and knowledge across the team that brings a community vibe to our preschool. Our preschool is held in high esteem amongst the community and is one which is seen as a lighthouse for those in the community with younger children and for families that have recently transitioned to school and are in need of support. This is evidenced in the continually high and positive response to preschool surveys given to families and families' willingness to attend the service to gain assistance and support.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Virginia Preschool

Goal 1: Improve children’s persistence and resilience by fostering an environment where students are encouraged to try new things, persevere with challenges, and develop strategies to manage setbacks.



STEP 2 Determine challenge of practice

Challenge of Practice:

We will create supportive, flexible, and open-ended learning environments that present appropriate levels of challenge. Educators will provide positive reinforcement, scaffold children’s autonomy, and celebrate both effort and achievement. By modelling positive self-talk and perseverance, we will enable children to feel confident to take risks in their learning. As a result, we expect to observe children demonstrating increased persistence and resilience in their learning journeys.

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

- Children demonstrate increased willingness to attempt tasks independently, even if they are challenging.
- Children use words to describe their feelings and identify strategies when tasks become difficult.
- Educators observe children engaging in problem-solving and persisting with activities for longer periods.




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Action 1: Plan opportunities for children to tackle open-ended tasks and challenges across learning areas.	1.2.1 Intentional Teaching 7.2.2 Educational Leadership 1.2.2 Responsive teaching and scaffolding	Aligned with planning cycle/ programming which occurs every week	Lead teacher will lead educators to undertake observations of children, collect and analyse data to inform planning.	Observations, Assessment Proformas, Developmental Checklists, Early Years Learning Framework , Preschool Indicators of Literacy , Literacy guidebook , Preschool curriculum resources , Preschool position statement , ACECQA website

			<p>Educators will identify their role in curriculum design using reflective questions to guide thinking when planning for children.</p> <p>Educators will also familiarise themselves with The Strategy for Public Education.</p>	
<p>Action 2: Collaborate with families to reinforce persistence and resilience strategies at home.</p>	6.2 Collaborative Partnerships	Termly interviews and check in's, ongoing	Educators will engage in appropriate and supportive communications with families to discuss children's learning and wellbeing.	Discussions with families, Termly interviews, preschool parent survey
<p>Action 3: Educators model positive self-talk and perseverance during activities (e.g., "This is tricky, but I'll keep trying!")</p>	.2.1 Intentional Teaching 7.2.2 Educational Leadership 1.2.2 Responsive teaching and scaffolding	Ongoing	<p>Lead Teacher will assist all educators in understanding, selecting and using appropriate language and to ensure that there is continuity between educators in the use of language.</p> <p>Educators engage in and model the use of appropriate positive self-talk and perseverance.</p>	
<p>Action 4: Incorporate stories, play, and discussions about persistence and how to manage mistakes.</p>	1.2.1 Intentional Teaching 7.2.2 Educational Leadership 1.2.2 Responsive teaching and scaffolding	Ongoing	Lead Teacher will lead educators to engage in research to develop their understanding of persistence in an early childhood setting and how to support and develop it.	Click or tap here to enter text.

			<p>Lead Teacher will assist all educators in selecting appropriate and relevant resources and materials and to ensure continuity of teaching</p> <p>Educators to ensure the environment aligns with curriculum decisions</p> <p>All educators to share, discuss, apply, and reflect on evidence informed teaching strategies</p>	
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Goal 1: Improve children’s persistence and resilience by fostering an environment where students are encouraged to try new things, persevere with challenges, and develop strategies to manage setbacks.


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

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
Action 1: Plan opportunities for children to tackle open-ended tasks and challenges across learning areas.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Action 2: Collaborate with families to reinforce persistence and resilience strategies at home.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Action 3: Educators model positive self-talk and perseverance during activities (e.g., “This is tricky, but I’ll keep trying!”)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Date your notes to ensure you track and monitor adjustments and progress of your plan

Action 4: Incorporate stories, play, and discussions about persistence and how to manage mistakes.	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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Goal 1: Improve children's persistence and resilience by fostering an environment where students are encouraged to try new things, persevere with challenges, and develop strategies to manage setbacks.

 **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?

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Virginia 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
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 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 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 to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

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?

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

	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

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

Signature:

Endorsed by governing council chairperson

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

Signature:

Endorsed by education director

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

Signature: