

2025 Quality Improvement Plan for Loxton North Preschool

Site number:

6529



Service name

Loxton North Preschool

Service address

379 Balfour Ogilvy Ave, Loxton North

Service approval number

6529

Acknowledgment of Country

We acknowledge the first peoples of the River Murray and Mallee region as the traditional custodians of the land and waters where our school is located. We recognise their continuing connection to country. We pay our respects to First Nations and non-indigenous families both past and present. Nguldi Ardu - Welcome [Click or tap here to enter text.](#)

Service context

Loxton North School site-based preschool operates during South Australian school terms. We have the allowed four pupil free days per year for whole staff professional training after seeking approval from the Governing Council and endorsement from the Education Director. These days are always planned well in advance to give our families adequate notice about the site's closure.

We are part of Loxton North School as a site-based preschool, parking is available in the staff car park, enter from Balfour-Ogilvy Rd. We are approximately 9 km north-east of the Loxton township. There are no canteen facilities at the school and the nearest shopping facilities are in Loxton.

We have a range of staff supporting the preschool, their roles are outlined specifically on One Note. Key staff are:

- 1 Principal, Sonya Warren
- 1 Educator, Jo Size
- 1 Student Support Officer with Early Childhood Education qualifications, Sue Jones, supporting 3 hours each afternoon in the preschool and works in the Occasional Care room 2 days a week for 3 hours in the morning.
- 1 Student Support Officer Gillian Casey, supporting 3 students each session on speech programs
- 1 Student Support Officer, Karen Knight, supporting indigenous children and children with disabilities in the preschool for 4 hours.

Children access the entitled 600 hours of preschool in the four terms before starting school. All eligible children attend at the same time. 2024 sessions were planned for full days Tuesdays and Thursdays, with extra sessions each alternate Friday during term 2,3 & 4. During term 2 and 4 the children will begin to transition into school on preschool days. Throughout 2024 we offered the following:

- Preschool children attending five full days each fortnight. Tuesdays, Thursdays and alternate Fridays
- Occasional Care program is operating during Preschool hours on Tuesdays and Thursdays 8:45 - 11:45am, 8 spots available
- Playgroup session operating on Wednesdays 9.00 - 11.00am
- A pre-entry programme offered for 2024 preschool children on Tuesday mornings 9.00 - 11.40am, 3 sessions during Term 2 and 4

Statement of Philosophy

Preschool Philosophy Outlines the purpose and principles which the service operates. This was reviewed by the Governing Council after further consultation from families and staff.

Reviewed November 2024.

Next review date is November 2025.

LOXTON NORTH PRESCHOOL

In our preschool community we prioritize building strong relationships and mutual respect amongst educators, children, families and the wider community. These are the core values of our Philosophy.

EDUCATORS
Our passionate and dedicated educators:

- Value intentional teaching and spontaneous, engaging learning opportunities.
- Are committed to continuous improvement based on current research and best practices to ensure high quality outcomes for children.
- Are flexible and responsive to children's diverse needs.

FAMILY
We value:

- Collaboration and continuity of learning.
- Strong, reciprocal relationships and connections.
- The diverse cultures and backgrounds that shape our community of learners.

CHILDREN
We believe children are:

- Competent and capable learners who benefit from having a genuine voice and choice. We support their independence and self-regulation abilities and challenge them to reach their full potential by supporting their wellbeing and positive sense of self, imagination, curiosity and higher order thinking skills.

ENVIRONMENT
We provide and promote:

- Play based learning and opportunities for exploration.
- Supportive, creative and flexible learning spaces which foster creativity, enquiry, collaboration and risk taking.
- Environmental awareness and incorporate sustainable practices.

We acknowledge the First Peoples of the River Murray and Mallee Regions as the original custodians of the land on which we are located. We strive to ensure our practices are respectful and inclusive of all cultures, religions, abilities, gender and families.

Seek
Think
Self-Management
Persist
Communicate

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

The educational program and practice of the service is heavily child centred. Ensuring that the play-based learning is stimulating, ignites curiosity, builds on what the child brings, extends the development of learners and enhances opportunities. Educators are constantly gaining feedback and insight of the learner through families and child voice. Information is gathered using a range of platforms i.e. informal conversations, feedback, formal meetings, surveys, child voice gathered throughout the day via interviews, feedback, and whole group reflection and questioning, so that we can incorporate children's ideas and suggestions in planning and implementing experiences. This information is used by staff in conjunction with the Early Years Learning Framework (EYLF) - Belonging, Being and Becoming and Literacy and Numeracy Indicators. The teaching and learning cycle occurs fortnightly coinciding with the review of children's literacy and numeracy learning goals.

Daily structured routine that is flexible when required to suit individual children's needs. Effective transitions promote predictability and continuity that promotes children's sense of belonging and well being.

Seizing the moments that occur spontaneously to enhance children's play and scaffold learning.

Various play areas are designed and setup to promote inclusivity and provide children with different zones to support their regulation. Educators continuously reflect and adjust the learning environment to be more responsive to children's needs and interests.

Educators use Appessment; an online platform which encompasses planning and programming, communication to families and educators, critical reflection, analytical data, individual student collection and reporting of learning. This tool has been embraced by educators and families, making strong connections about the role of preschool and their child's learning. After educators review children's literacy and numeracy goals, the educators complete an Individual Learning Plan update highlighting what the child can do in literacy and numeracy against Belonging, Being and Becoming document and Literacy and Numeracy Indicators as well as new goals set and what teaching strategies have been identified. Supporting evidence of photos are attached to this document. All families are providing specific feedback and enjoying seeing their child grow and what intentional activities are occurring to support their child's progress.

For those children who are ready, educators will use a Phonological Awareness Program developed by Dr Carson alongside the Heggerty program. For the younger cohort of children, educators will focus on goals set by speech pathologists and support agencies which inform our best practice for each individual child. Educators model open-ended questioning to develop engaged and sustained shared conversations with children to extend their thinking and learning.

We refined practise and the teaching and learning cycle to ensure we are analysing through various lenses to then plan, measure and be deliberate with intentional teaching. The Loxton North Program Cycle has been developed and is a living document and process. Assessment and reporting, observations, intentional teaching, programming, instructional leadership feedback, child voice, family feedback and goals for children has all been brought together; creating a planning cycle which heavily embeds the three themes. TRT's have refined observational comments to literacy and numeracy goals for all children, they have found this valuable in targeting their play with children.

Strengths

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Quality Area 2: Children's Health and Safety

The schools Grounds person, Cleaner and WHS Representative have worked with Preschool educator to ensure regulations and requirements are followed to maintain a clean, safe and well-presented preschool. These routines have also been embedded with the Play Group and Occasional Care services with random spot checks throughout the term.

We have high standards and regular routines to ensure equipment and facilities are cleaned on a regular basis. Puzzles wiped down after use, resources are sanitised daily and sanitised before packing away. Washing machine onsite which staff use for washable items each week.

Occasional Care and Preschool have been timetabled on the same day to enable educators to adequately supervise children.

Educators are interchangeable, allowing for inside and outside play supervision, depending on the needs of children. There are set times for eating and children return to their area; Occasional Care room or Preschool educator can monitor intake of food and ensure lunch boxes do not have unhealthy food or food with traces of nuts. This also enables children to eat in a safe manner whilst a staff member reads a book to children, engage in conversation and support at the table. Families are informed of our healthy food supply and nutrition policy. We keep a log book to record children needing a change of clothes. Clean spare clothes are available when required.

Educators model and actively teach good hygiene practices such as hand washing, coughing and sneezing. Educators use cooking experiences with children to teach hygiene (washing hands) when cooking and healthy eating.

Educators are guided by the 'Sun Protection Policy' and assist children if required to apply sunscreen during the preschool day. A sunscreen application station is located near the bathroom to encourage children to independently their own sunscreen. In events of high temperatures children will play outside in the morning and under shaded areas. Our sandpit area has a mister to keep everyone cool during warmer days. Programmed inside activities set for high UV ratings. Children are regularly reminded to drink water throughout the day and bottles are monitored by staff to ensure children are drinking a healthy amount of water. Parents are informed if their child's water bottle has been filled through the day. Visual markers (masking tape) have been used on water bottles for children who require encouragement to drink more water. This assists the child to aim for each marked level throughout the day.

Educators have embedded practices of interoception through a range of programs and daily routines, this includes Kimochi program, Child Protection Curriculum, music/dance, relaxation and yoga times. Educators are aware of their roles and responsibilities to responding to every child at risk of abuse or neglect. This understanding and knowledge ensure children's well-being is paramount and acted upon where required. When a child is distressed or finding it hard to communicate an interoception strategy is modelled by educators and the child encouraged to do the same. This has led to children using strategies without being prompted. We will continue to focus on this, as we are experiencing children who are now attending the service with significant socialisation and communication barriers. Low sensory output promoted, soft music, low lighting, curtains drawn and sensory tools provided.

The outdoor area is maintained and is routinely checked every Monday by our groundsperson, ensuring safety and correct use is a high priority. Educators perform a daily safety check on the indoor and outdoor learning environments with any concerns being relayed to the groundsperson for maintenance. Any major concerns are referred to our onsite Work Health Safety Officer Sue Jacka. Educators have supported children to develop safety procedures and strategies on activities with high risk such as bike riding, using scissors and work bench area. We discuss how we keep ourselves and others safe using our Health and Safety floor Book. We referred to the Education Standards Board advice on 'small objects and small Children don't mix' and completed a risk assessment for choking hazards.

CAFHS 4 year old Health checks are on site in term 1. Regular programmed physical activities eg. Inside lycra tunnel, yoga, dance and movement.

Strengths

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Quality Area 3: Physical Environment

We have embedded the creation of inspiring environment's both inside and out, which is often noted by families when they visit for Playgroup and visiting sites/services. Learning spaces and opportunities for play are designed to inspire children's curiosity and higher thinking.

Our outdoor learning environment has sensory plants, herbs and seasonal plants; children enjoy watering them regularly. Mud kitchen, Aboriginal mural yarnning area that connects children to Country through play experiences with natural play space environment. These natural elements have been brought into our outdoor play space with pebbles, rocks, logs, gumnuts etc. Educators build in an Aboriginal perspective where possible.

Sustainability practices occur throughout the day, some forming part of the daily routine and others just part of what happens. Children, families and educators understanding the use of recycling containers, nude food containers, water intake, biodegradable resources, unpackaged foods and nutritional content; this has created habits in environmental and sustainable practices. Educators use Appessment platform and EMS to reduce paper wastage.

Our indoor learning environment has been curated by educators, inspired from the ROSIE rating scale () and is reflected upon regularly through observations, engagement of children and use of play spaces.

Educators adapt equipment and outdoor and indoor spaces to suit children's requirements to support each child's participation and provide for their learning development and wellbeing.

Educators consider the environmental impact before buying resources, equipment etc. Resources are sufficient in variety and number to meet the range of interests, ages, curiosity and capabilities of children and can be used in a range of different ways.

Educators review daily checks and cleaning procedures to ensure all areas are checked, cleaned and that designated responsibility for staff who use the space for their programs. These schedules ensure areas are safe and clean for children to use at any point in time. The facility is also used for Playgroup on Wednesdays, procedures and routines ensure the high standard of NQS is met.

Preschool have access to the adjacent room and cooking facilities in the Occasional Care room for cooking experiences, special events such as Special Person Day and Graduation.

Strengths

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Quality Area 4: Staffing Arrangements

Consistency in staffing and relationships between children is paramount. We have 1 permanent Early Childhood Educator that is supported by SSO's throughout the day. One SSO has an Early Childhood qualification that also operates the Occasional Care program and Playgroup session. This assists with continuity of learning and provides a smooth transition between services for the child and family.

A qualified permanent SSO who implements speech programs from R-6 now implements Preschool speech programs. The speech pathologist for the Department monitors the programs for fidelity and assists with next steps, as well as engagement of tasks with children. The results have been effective, we will continue with this model for 2025.

We use the TRT register, aiming to book regular staff when possible. With advance notice they are able to smoothly transition into the daily routine and build on relationships with children easily whilst connecting with families. The process is embedded and sees the TRT completing Appessment at the end of the day, sharing key information with families, child voice and recording data that connects to the child's literacy and numeracy goals. Feedback on our TRT folder is constructive, valuing key information about routines, staffing arrangements and individual children. The TRT folder is updated regularly as the cohort of children changes, any addition information can be added as required.

Professional Development Plans occurred formally, during term 1 and 3. With informal conversations and updates by educators on their progress, identifying key support required by site leader. The goals of educator and other key staff were more specific and honed in on specific elements of the QIP in relation to their skills and actions that were required to achieving goals. A greater understanding by the team of the QIP and reporting on progress regularly, has been significant.

Release of educator for lunch break is working well, this occurs through an SSO and school Principal supervising rest/relaxation and puzzle time. This gives the Principal an opportunity to develop relationships and an understanding of each child and their needs.

Educators work well together as a team, sharing their knowledge, discussing and reflecting on the needs of children and families.

Educators share tasks and responsibilities and help each other and respond promptly to support other educators. Educators acknowledge each other's strengths and treat each other with mutual respect.

Educators reflect daily using the 'ReLate Circle' asking questions like; How do you feel about work today, what do you want to achieve, who will you ask for help and what will you do for self-care.

Strengths

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Quality Area 5: Relationships with Children

The Preschool is heavily focused on strong, respectful relationships with children and their families. These are developed and maintained through daily informal conversations with families and children, surveys sent home to families, formal reports terms 2 & 4 and family interviews term 1 & 3. Connections with Occasional Care families and children are already developed prior to starting preschool. Personalisation of the learning program developed from conversations, feedback made on Assessment about their child's learning. As opportunities arise they form part of the planning, these moments are enhanced to foster safe, caring and respectful relationships.

At the beginning of a child's start at preschool, a survey is sent out to all families to learn more about one another's culture and traditions, along with supporting advice regarding their child. It created a common conversation and mutual respect to hear and value one another's beliefs. Where possible these were programmed throughout the year for children to learn from other families' diverse background. Creating this connection strengthened relationships between families, more importantly between adults.

Educators understand collaborative learning practice and use a range of opportunities for children to share and learn with one another. Having strong relationships with children enables them to support individuals with their emotional, behavioural and learning needs; at various levels in a safe supportive environment. One Plans were developed in conjunction with families acknowledging strategies used at home which can assist educators at the preschool, progress is tracked by all.

Educators engage with children in conversations about their interests and what they are learning and thinking. We acknowledge their efforts and achievements. Involvement of the Preschool in whole school events has developed relationships with families across the school community making them feel valued and part of the school. This included Sports Day, special events such as Wheels Day, Book Week, Casual days and excursion to Chaffey Theatre with the R/1 class.

Whilst the Reception transition was occurring, 5 children attended 3 transition visits for preschool in 2024. The family questionnaire was distributed to all new families. The Principal was at the beginning and end of each transition visit to talk with families individually on their child's needs as well as answering general questions. We valued information gathered from the family questionnaire, this information will be used to guide the first teaching and learning cycle. Families are more responsive from a face-to-face approach.

Educators comfort and support children as they are learning to manage their behaviour and emotions and make appropriate choices that reflect the needs and rights of others. Self_Regulation tools such as Kimochi books and toys and sensory tools are available in calming regulation zone.

Children are encouraged to work together, interact and develop friendships. Educators model kindness and compassion to support the development of relationships. Educators plan, implement strategies to support individual strategies, guided by the Preschool Behavior Code Policy.

Strengths

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Quality Area 6: Collaborative Partnerships with Families and Communities

Preschool Family Opinion Survey was completed by 2/9 families. There were 47 questions under 4 categories. This was offered electronically by a hyperlink sent by the Department as well as the school reminding and putting the link on EMS and Appessment, and a hard copy was available. We need to be aware of literacy levels of adults and offer to go through together and complete. Overall responses were strongly agree, there were no neutral responses like previous years. "By far the best preschool, from the staff to the resources. Couldn't ask for more!" was one of the parents' comments.

Our cohort of families allows close interactions, conversations and feedback opportunities that create many meaningful, strong, positive relationships. During the year families have opportunities to engage with our service through many special events; Special Persons Day, Pancake Day, Gingerbread House Building Day and Morning Teas.

Educators encourage preschool families to consider being a representative on the Governing Council.

Educators encourage families to stay and do an activity in the mornings at drop off to engage their child in play, so when they are ready to go the experience is calm and positive.

Families assisted in updating our Philosophy. Families used a body outline page to fill in with words that represent the dispositions they want for their child at the end of their schooling at Loxton North.

At parent teacher meeting the Early Childhood Educator and Principal speak with families about the important information they will need to know regarding; EYLF, Literacy and Numeracy Indicators, Policies and Procedures, Healthy Eating, schedules and routines and Appessment platform and how it links to programming and providing evidence regarding their child. Parents are encouraged to communicate through; verbal 1:1 conversation, phone call, Appessment private message or parent comments section in documentation. Families are welcomed with an open door policy and are encouraged to stay as long as needed to support their child.

Educators use the Appessment App Schedule to share information with families; ACECAQ Milestone, Early Years Framework, Literacy and Numeracy Indicators and NQS fact sheets, Community services such as CaFH's 4 year old health checks.

The site uses a range of communication tools to keep families up to date with the preschool service and Loxton North School; Appessment, EMS, Facebook and paper notes. Appessment is an online tool that shares photos and information about their child's learning with clear links to Early Years Framework, Theorists, Literacy and Numeracy Indicators and NQS. Families are supported 1:1 with setting up of communication tools and how to navigate the platform. Families have enjoyed the photos and talk about their child's day when they get home. All notes - newsletters, surveys, excursions notes etc are sent via EMS system, a paper copy can be supplied if requested. We are conscious of internet issues in rural Loxton.

EMS is an online, where parents can see calendar events, electronic notes, whole school events and report non-attendance. Facebook is another online platform where we share events and learning to the wider community. Utilising these communication tools has increased transparency and connections with community.

We reviewed our transition processes with families and Preschool educators. This was conducted through EMS. Adjustments that were made to transition this year included having them on the same day and time (preschool and reception) and the principal and teacher were available to talk with families before and after the transition sessions. The educator shared at Governing council the importance of transition at key points in a child's schooling. Strategies were shared on how to assist children, families and deliberate actions of staff to assist the transition process. All children settled in well and families made connections with one another. A special pack went home with children on their last visit, including subitising games, book bag, preschool information around EYLF, literacy and numeracy and coloured playdough with their child's name in beads.

For the continuity of staffing in the Year's rooms, there is one staff member that runs Occasional Care, Playgroup and works in the Preschool. This is a major influence to families and community.

In term 4 we had a parent who hadn't provided any feedback for her child's Individual Learning Plan. Educators had engaged the parent at two parent and principal meetings to inform the parent regarding her child's development and learning needs. The Early Childhood Educator offered an opportunity at the end of the preschool day to sit with her and read through the ILP's for her child's terms that required feedback, using the preschool computer. This provided 1:1 conversations and deeper understanding of her child and her needs.

Strengths

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Quality Area 7: Governance and Leadership

A strong Philosophy Statement drives all aspects of our centre's operations and decision-making processes. Our Philosophy Statement is reviewed with Preschool educators and families every year and involves parent and child input. We ask each family to contribute to the Philosophy Statement at the beginning of the year by asking them to record words inside a body outline that portray the skills, attitudes and values that they would like their child to develop during their time at Preschool. These words are incorporated into the site's Philosophy Statement and educators intentionally plan teaching and learning to build these skills, attitudes and values in children throughout the year. Each families' photo is also displayed on the 'Family Wall' in the Preschool with information about each family. Preschool educators also include photos and information about their families. Being a site-based Preschool we ensure that the Preschool is well represented with membership on Loxton North School's Governing Council. An example of this, is that in 2024 we had 6 Governing Council members and 3 of these were parent/caregiver representatives from the Preschool and Occasional Care. Our Governing Council uses Appessment to communicate, share policies and plans and to upload documents so that they are available for parents/caregivers' access. Using this forum parents/caregivers are also invited to complete regular questionnaires and surveys enabling us to gain an extensive cross section of parent/caregiver opinion. Appessment allows for constant communication by all members and increases engagement and provides support to families as needed.



Educational Leadership within our Preschool is strong and the role is shared by principal and educators, with the educators running the educational programming and the principal leading the site's strategic goals and directions. This shared role enables both parties to equally contribute to the site's learning program and allows for

everyone to support the other as needed. Together the principal and educators create and review the centre's planning cycle and assessment and repost schedules and processes.

Systems are in place to ensure records are kept confidential, risk management assessments are conducted in a timely manner, the STAR WH&S system are consistently kept up to date by our WH&S Representative and all tasks are actioned and a WH&S section is included at every staff meeting. Financial systems are comprehensive and monitored monthly by the principal and finance SSO and finances are reported at each Finance and Governing Council meeting, staffing is consistently organised, and systems are in place to ensure that continuity of staffing is maintained. We conduct a thorough roles and responsibilities process at the start of each year which includes each individual educator listing and describing their individual roles, then sharing them with the group. This list is then collated, discussed and analysed to create an agreed list of roles and responsibilities. This list is then shared with all educators and placed in the induction folder. We ensure that our TRT staff are consistent by booking well in advance. We budget for and support extra time for administration, and we ensure that our children have access to regular relief staff members. Any big changes in the service are planned well in advance and implemented in a planned way-for eg. With the introduction of the mid-year intake, the community was kept well informed of the implications for their children and were given opportunities to discuss concerns and be involve in the process.

Quality Improvement Plans are created and implemented each year. The principal, educator and SSO's work together to identify areas for improvement and develop the plan together, this includes making decisions about professional learning, data and evidence collection and developing individual learning plans for educators and SSO's. We have a strong focus on Professional Learning and budget for staff to attend professional learning opportunities which align to the goals on the Preschool QIP. In 2024 staff engaged in Professional learning on Trauma Informed practice co-ordinated by the McKillop Foundation (ReLATE approach) and Self-Regulation Workshops by OT Sarah Menadue. This Professional learning will continue into 2025. PDP's are reviewed 6 monthly with all educators/SSO's and plans are put into place to meet their needs for Professional Learning. With a small team, constant feedback is possible during the day and during planned meetings. Preschool educators meet regularly every Tuesday afternoon for a site Staff Meeting and on odd week Friday mornings for professional conversations, planning, programming and critical reflection. During this time of staff learning and reflection EYLF, NQS and the Literacy and Numeracy Learning indicators and QIP goals provide the framework for learning discussions and development of Individual Learning Plans for identified children.

Loxton North Pre-school Quality Improvement Plan 2025

DfE Area of Impact: Wellbeing
Domain: Belonging and Safety
Focus area: Emotional Wellbeing



To improve our student's Emotional Wellbeing:

Goal 1: Teaching explicit co- regulation strategies to improve children's emotional regulation.

Goal 2: Teaching children to name their emotions. (Wellbeing Literacy)

Goal 1: Teaching explicit co- regulation strategies to improve children’s emotional regulation

Inquiry cycle-Before



Where are we?	Where do we want to get to?	How might we get there? What will we do?	Timelines	How will we measure progress?	Comments
<p>We have a number of children who need support with regulating and articulating their emotions.</p>	<p>Children will show improvement in their ability to independently use their own personal regulation strategies to self-regulate.</p>	<p>Preschool staff will participate in Professional Learning programme with the Self-Regulation Team in 2025. -See Self-Regulation Service Action Plan</p> <p>Educators will model effective co-regulation skills with children.</p> <p>Educators will work with children and families to formulate individual Self-Regulation plans for each child with their own personal self-regulation strategies.</p> <p>Educators will implement visual colour coded 'Zones of Regulation' areas in the Preschool.</p>	<p>Please see timelines in ReLATE Site Implementation Plan and 2025 Self-Regulation Service Action Plan.</p> <p>Timelines outlined on Preschool Teaching and Learning Planning Cycles.</p>	<p>Duration that students remain dysregulated will decrease.</p> <p>Children will be able to independently use their own personal regulation strategies to self-regulate.</p> <p>Children’s results on Cubed Assessments will improve.</p> <p>Regular check-ins with children are positive</p> <p>Children are more able to reflect on their feelings and behaviour after they become dysregulated.</p> <p>Stronger relationships between educators and children.</p>	

		<p>Educators will make available and encourage children to use sensory tools to support their self-regulation.</p> <p>Educators will run parent/caregiver workshops on self-and co-regulation strategies.</p> <p>Educators will have their own laminated self-regulation plans attached to their pockets using retractable clips.</p> <p>Educators will have easily accessible diagrams of feelings and self-regulation techniques on ring clips to use with children as required.</p> <p>Educators will set up a self-regulation area for children to use.</p> <p>Educators will co-create a social story/floor book on self-regulation with children.</p> <p>Educators will devise individualised self-regulation plans for each child and keep this on ring clip for easy access with the child.</p> <p>Educators to audit what self-regulation resources the preschool currently have eg. books, sensory</p>		<p>Children will be more open to trying new experiences.</p> <p>Children will show increased engagement during group and independent working times.</p> <p>Children will show that they are more resilient and persistent.</p>	
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tools and what needs to be ordered

Educators to regularly debrief and document when children have 'big feelings' using the 'Noticing the feelings cycle template'

Inquiry cycle-After



What did we do?	What did we learn?	Indicators of progress	What will we embed?	What will we stop?	Next steps

Goal 2: Teaching children to name their emotions. (Wellbeing Literacy).

Inquiry Cycle-Before



Where are we?	Where do we want to get to?	How might we get there? What will we do?	Timelines	How will we measure progress?	Comments
<p>We have a number of children who need support with regulating and articulating their emotions.</p>	<p>Children to be able to name at least 4 or 5 basic emotions eg. happy, sad, excited, tired and angry.</p>	<p>Educators will have regular, intentional check-ins with children throughout the school day about how they are feeling using laminated Kimochi pictures on ring clips for prompts.</p> <p>Educators will intentionally teach feelings using picture books, drawings and feelings books to teach children about the different feelings.</p> <p>Educators will co-create a social story/floor book on different emotions with children.</p>	<p>Please see timelines in ReLATE Site Implementation Plan and 2025 Self-Regulation Service Action Plan.</p> <p>Timelines outlined on Preschool Teaching and Learning Planning Cycles.</p>	<p>Educators to do regular checks with children to see how many emotions they know/have learnt by getting children to draw and label the emotions that they know.</p> <p>Children’s results on Cubed Assessments will improve.</p> <p>Children are more able to reflect on their feelings and behaviour after they become dysregulated.</p>	

Inquiry Cycle-after



What did we do?	What did we learn?	Indicators of progress	What will we embed?	What will we stop?	Next steps...

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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Educators to work with the Self-Regulation team to learn effective strategies to support children with self-regulation.	5.2.2	Preschool staff to engage in Professional Learning with the Self-Regulation team as outlined in the Self-Regulation Action Plan developed by Preschool Staff and Self-Regulation team at the end of 2024.	Please see Self-Regulation Action Plan for scheduled Professional Learning sessions with the self-Regulation Team in week	Self-Regulation Action Plan documenting the Professional Learning Schedule with Self-Regulation Team	Leader to co-ordinated Professional Learning with Sarah Menadue from the Self-Regulation team and ensure that self-Regulation Action Plan is implemented.




			0 and throughout Term 1 and the school year		
Educators require scheduled time for IESP skills mapping in order to develop personalised learning plans and IESP applications for identified children	1.1 1.1.1	Leader and Preschool staff to prioritise time during Tuesday staff meeting and fortnightly Friday meetings to work on IESP Skills Mapping/applications for identified students Preschool staff to regularly collect evidence during Preschool sessions of support needed by identified children.	Weekly Staff meetings and fortnightly Friday meetings Student Free Days	IESP Skills Mapping documents Engage support from Emma Durdin from the IESP team and Jane Trower from Support Services.	Leader to ensure scheduled time to work with Preschool staff on IESP skills mapping during weekly staff meeting and fortnightly Friday meetings. Leader to organise support from Emma Durdin and Jane Trower.
To make adjustments to the outdoor play area of the preschool to ensure that it is inclusive and safe for all children	3.1.1 3.2 3.2.1	Engage a consultant to visit the Preschool and provide advice on how we could improve the outdoor play area to make it more inclusive and safer for all children. Look for ways that we can fund this upgrade eg. grants/DfE funding....	Term 1 and all year	Consultants Grant submissions	Leader to organise a consultant to visit the Preschool site to provide advice on improving the inclusivity and safety of the outdoor play area. Leader to write grant submissions with the Preschool staff to fund the upgrade.
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.
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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			
Educators to work with the Self-Regulation team to learn effective strategies to support children with self-regulation.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators require scheduled time for IESP skills mapping in order to develop personalised learning plans and IESP applications for identified children	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
To make adjustments to the outdoor play area of the preschool to ensure that it is inclusive and safe for all children	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:



Government of South Australia
Department for Education