



Swallowcliffe Preschool

Preschool Quality

Improvement Plan

Overview 2023



Swallowcliffe Preschool 2023

Statement of Philosophy

At Swallowcliffe Preschool we view children as competent and capable learners and therefore provide opportunities for them to be included in decision making, planning and reflection with the support of educators. We understand that each child has an individual learning path and will progress in different and equally meaningful ways. We recognise each child's diverse experiences, perspectives, expectations, knowledge, and skills. Therefore, educators are responsive to each child's needs and provide individualised support to overcome any barriers. For example, staff provide a range of alternative communication methods to support every child to communicate in meaningful ways. Staff at Swallowcliffe Preschool are very aware that relationships are vitally important for children's wellbeing and involvement. Staff recognise that relationships and security can look very different for each child and as such are aware of different techniques to develop these with children. We are constantly reflecting as a team on our relationships with children and understanding of each child in order to continue to provide a supportive and inclusive learning environment. We utilise Responsive Relationships training to provide consistent and responsive interactions that support every child to develop strong relationships with staff and support children's sense of belonging at preschool.

Our program is based on the Early Years Learning Framework, Literacy and Numeracy Indicators and current pedagogies and frameworks providing a holistic teaching and learning approach. Our program celebrates the importance of learning through play and inquiry, developing independence and interdependence and managing risk. We ensure children are provided with a comfortable, inviting, and safe environment, promoting active and curious learners who are supported to investigate, problem solve, be creative and take risks. It is through play that children construct their understanding, build confidence and curiosity and the skills required to actively contribute to shared learning experiences. Educators take on different roles in play to support and extend on children's play and support them to develop skills to engage with others.

We understand the important links between oral language and phonological awareness and literacy success and support children to develop these skills through specialised programs such as targeted small group times and implementing the Pre-Lit program in alignment with Swallowcliffe school. We provide explicit teaching of speech, language and phonological awareness skills through targeted programs and play based activities. We acknowledge that the land we play on is the traditional lands of the Kurna people and we are committed to taking care of and learning more about the land together including caring for plants and animals at preschool and supporting children to develop respect for their environment. We support children to understand their impact on the land and animals and develop practices together to be more sustainable such as our bins system, red-cycling program, reusing items from home for craft, composting and being mindful of our water usage.

We utilise our knowledge of Trauma Informed Practices to provide children with a consistent safe, secure, and supportive environment that respects children's voice and creates a sense of being and belonging. This includes the use of the Berry Street Education Model, explicit teaching of the Child Protection Curriculum and our Green room (sensory diet space) to support children to develop confident self-identities and the tools to self-regulate. We recognise and celebrate each educator's individual and collective strengths, successes and achievements. Educators are supported by leadership to share their strengths with others and lead projects and priorities around their interests and strengths. We are committed to creating a sustained and positive workplace culture. This is evidenced by a clear purpose, open and honest communication, shared values and a commitment to ongoing learning and improvement. We view families as the first teachers and actively seek out partnerships with families to ensure that families are informed, consulted, and supported regarding their child's learning and development. We work in partnership with families and the community through providing opportunities to connect through community events, open mornings/ afternoons, and regular communication through a range of methods including daily handovers, phone calls, meetings, newsletter & Class Dojo updates. We encourage families to input into our program and strive to reflect on our current practice to include diverse family values into our programming. We strive to support families and our community in many ways including providing fresh produce and healthy options through our harvest trolley, providing books and resources to support children's learning & wellbeing, and connecting families with local agencies and support services such as Grow Wellbeing & Anglicare.



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Preschool Quality Improvement Plan Overview

Our goal

To strengthen children's understanding and use mathematical language in relation to number sense through meaningful interactions and play.

Our challenge of practice

If educators intentionally plan for and implement purposeful play coupled with naturalistic teaching opportunities through our rhythms and rituals then we will strengthen children's number sense.



Action 1

Develop educator's numeracy knowledge and understanding through participation and sharing of the ORBIS numeracy program and other relevant PD.



Action 2

Educators use everyday routines, songs, conversations and stories to model thinking, extend on ideas & explicitly teach number sense.



Action 3

Educators intentionally plan the environment to provide opportunities for children to investigate, problem solve and engage in strategic mathematical thinking.



Action 4

Educators support families to build on mathematical understanding and language at home through sharing and facilitating the 'Let's Count' program.



Our success criteria

Children will demonstrate increasingly complex mathematical language and understanding of numeracy concepts in relation to number in their interactions and conversations with educators, peers and family members. We will see children using quantification to describe and compare, noticing quantity as an attribute, dividing and combining quantities to form new quantities and using the standard number system in play. This will be evidenced by observations and analysis through play and small group experiences.



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National Quality Framework Priorities

About NQF

The National Quality Framework (NQF) is Australia's regulatory system for early learning and school-age care. The NQF includes legislation, national quality standards, sector profiles and data, and comprehensive learning frameworks. Each service is assessed for quality against 7 areas/elements including educational program & practice, children's health and safety, physical environment, staffing arrangements, relationships with children, collaborative partnerships with families & community and governance and leadership.

Our priorities

Our priorities have been identified as part of our self-review process in weekly staff meetings using a range of data from children, families and educators. These include family and DfE surveys, feedback from children, families and the community, family information sheets, observations of children and families and ongoing reflection around improvement goals.



Priority 1

Support children to understand a range of emotions and bodily feelings so that they can develop the skills to recognise and regulate them over time.



Priority 2

Support children to develop skills to express themselves and communicate effectively with others.



Priority 3

Support children to develop their cultural identity through celebrating and sharing their home language. .