

2026

Quality Improvement Plan for (Mount Burr Preschool)

Site number:

0288



Mount Burr
Primary School



Service name

Mount Burr School Based Preschool

Service address

Thomas Drive, Mount Burr South Australia 5279

Service approval number

SE-0010675

Acknowledgment of Country

We acknowledge the Boandik people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

The Preschool is located in a building on the school site. The Preschool is fully integrated within the Primary School, with children making full use of all school facilities and joining in school activities. Learning Together operates a playgroup every other Wednesday morning from 9am – 10:30am during the school term. An early learning Transition to Preschool program operates each Thursday. Session times for preschool are 9:00am – 3:30pm each Wednesday and Thursday. The Preschool also operates 9:00am – 3:30pm on alternate Tuesdays.

Statement of Philosophy

At Mount Burr preschool we believe that all children are unique individuals with their own interests and learning styles. Play based learning is central to our practice with emphasis on child initiated play and choice. We continually work towards building children's sense of independence and resourcefulness. We guide and support children to make their own decisions and choices by creating an active indoor and outdoor learning environment to encourage and facilitate children's sense of agency and well-being. We recognise that learning in all areas - cognitive, linguistic, creative, physical, emotional and social - is of equal importance and leads to a life-long love of learning.

We have a strong focus on reflective practice where we share our observations of children's learning dispositions to plan learning experiences and build on these discussions. We focus on the process of learning and carefully observe what is happening in order to extend and broaden children's understandings. We cultivate a culture of respect and trust with children, staff, parents and other caregivers, valuing feedback and responsive communication with all families. Our decision making is always based on what is best for the children in our care.

We value all children as capable and confident learners promoting children's voice and sense of agency. We focus on building children's awareness of the world's diversity and the values of thoughtfulness, kindness, compassion and a sense of fairness. We recognise that community has a key role to play in our centre and connect with our local community wherever possible, building an understanding for children of the place in which they belong. We form strong links and connections to support children and families to make positive transitions between different learning environments such as playgroup, early learning programs and school.

Last philosophy review: November 2026.

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 Early Years Learning Framework (EYLF) is used to plan the curriculum and support whole child development and growth. Child Centred. We support children to become powerful learners by acknowledging and developing their learning dispositions. A strong play based program provides learning opportunities and allows children to make choices about their learning. Children's dispositions, knowledge, strengths, interests, experience, culture and abilities are appreciated in daily interactions, relationship building and evidenced in individual learning documentation. Program learning opportunities are wide and varied and give children opportunities to expand their thinking and knowledge. Assessment and planning cycle educators to continually reflect on children's learning through observation, conversations, documentation, analysis and reflection to inform future planning and implementation. Information and documentation for families include Seesaw app, floor books, display boards, Statement of Learning Reports, assemblies, newsletters, Governing Council reports, QIP and annual report. Daily routines are evident and displayed. These offer flexibility to maximise learning opportunities and allow for periods of uninterrupted play to explore, wonder, question, investigate and challenge.

Community connections, shared learning experiences with the school. Visits by Millicent Public Library throughout the year. Transition program – throughout the year between preschool and school. Associated programs- Supported play (3y.o), Learning Together Playgroup fortnightly enable opportunities for building long lasting, strong, ongoing networks between educators, children/families. Preschool environment is calm and nurturing where children can experience choice, make decisions and influence their own authentic learning with peers and educators. We are building a strong focus on Inquiry with children and educators embracing wonder and use of questioning to enable children to deepen their learning.

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Quality Area 2: Children's Health and Safety

Each child's wellbeing and comfort is provided for and meets their own individual needs. Parents are contacted if a child seems unwell or out of sorts to discuss or seek advice. Effective policies and processes are in place and regularly reviewed to manage children's health and safety. Healthy eating is promoted through healthy snack time in the morning and by encouraging families to focus on healthy foods for lunchboxes. Clean water is available for children to refill water bottles or to use if they leave their water bottle at home. Physical activity is promoted throughout the day. There are regular opportunities for outside play and children have access to a variety of outdoor play spaces including a nature play area. Rest and quiet times are regular as needed. The Sun Smart policy is in place in Terms 1 and 4. Hand washing practices and 'cold and coughs' practices are explicitly taught and revisited regularly. Educators are highly aware of health and hygiene practices and support children to maintain standards. Children's individual health care plans are documented and displayed as required. Incident and Emergency Management plans are updated annually. Emergency evacuation procedures are displayed and practiced. Minor incidents are documented in site file and communicated to families. Serious incidents are communicated to families, Education Director and reported on IRMS. Child Protection awareness by educators is high level – updates and training are current. Educators promote Child Protection Curriculum for children. Supervision Children are adequately supervised indoors and outdoors, at all times. All preschool children wear Hi Vis vests at playtimes so that the teachers on duty can see them easily. Yard safety checks are signed off. WHS bi-annual check of site, regular maintenance procedures are recorded in Business Manager. DfE compliance relevant Working with Children Check records, RAN training/Child Protection Curriculum, First Aid.

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Quality Area 3: Physical Environment

The indoor environment is calm and inviting and outdoor areas provide opportunities for children to discover a natural world where they can explore, discover and create. Nature play area includes a mud kitchen, stone creek with water pump, cubby house, teepees, boat and large bark areas. There is a shaded sandpit and play ground. There is a vegetable garden, fruit orchard and chook enclosure. Both indoor and outdoor environments are child friendly- support children to independently engage in quality learning experiences and promote collaborative learning, children's agency, allow for investigation, exploration, shared thinking and continuity. Indoor learning areas are redesigned regularly, adding interest, change and to create/encourage children's new learning and add fresh and new perspectives. Resources support play-based learning and allow for multiple uses and are accessible or visible to children. Environmentally responsible Vegetable garden, compost, worm farm and chooks encourage children to recycle food scraps. Children have opportunities to plant, water, tend to and pick produce from the vegetable garden. Children are supported in outdoor risk-taking like climbing and using tools. Our site is well maintained as educators and grounds person are vigilant and repairs are completed quickly.

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Quality Area 4: Staffing Arrangements

We use our staffing flexibly to support individual children's learning needs or groups of children with common needs.

Staff are committed to training in areas like First Aid and Anaphylaxis and Asthma. Staff members have completed Apply First Aid training.

Our preschool educators have experience with both the EYLF and the Australian Curriculum.

Our SSOs work across the school and support preschool children in their transition to school.

We are guided by standards such as NQS, DfE Code Of Practice, ECA Code of Conduct, the guiding principles in the EYLF and the National Standards for Teachers and Leaders. Other central and site policies and DfE publications also inform our work.

Educators continually question our practice formally and informally. Two-way interactions and relationship building between children and adults are part of our daily practice.

We have a stable staffing team across the preschool and school. All staff communicate effectively and work well together through clear communication. We are flexible and our skills complement each other.

We have also had stable TRT support.

Staff are committed to staff and programming meetings and meet regularly. Staff also contribute to the program in their own time and are dedicated and committed to the learning of all children.

A real strength in our commitment to continuous improvement is our focus on using Inquiry Projects as a means by which we can question and strengthen our practice. Staff engage in inquiring into their practice. Continuous reflection and questioning is a key feature of the way we work together. The preschool teacher works closely with other early years teachers on site and in nearby preschools. The teacher attends hub group meetings/PCLs.

Staff engage in regular PD in line with the Site Improvement Plan and QIP.

As a result of working together over many years staff across the site have a strong understanding of their individual strengths and skills. Staff interact confidently and at times are willing to challenge each other's ideas in a positive and constructive way. Staff engage in peer observations provide support and critical feedback to colleagues.

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Quality Area 5: Relationships with Children

At Mount Burr Preschool positive working relationships with the children and their families are acknowledged to be of the utmost importance. Interactions with children are warm and responsive and aim to build trusting and respectful relationships. A small number of children attend the service allowing the teacher to engage with one on one interactions with each child each day. This allows the teacher and the children to get to know each other well and build responsive and meaningful relationships. Educators high level knowledge of each child, their family and their world stimulates conversations and supports the building of trust.

Strengths

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Quality Area 6: Collaborative Partnerships with Families and Communities

Families are able to be involved in our site from Learning Together, 3yr old Early Learning Program and onto 4 year old Preschool followed by School providing a seamless services. This enables families to become familiar with our site over a longer period of time and gives educators unique opportunities to interact with each parent/family in a long term, meaningful way. Networks within the community are utilised in order to build connections with families and to provide relevant information. We have a comprehensive enrolment pack and this includes service information as well as policies and parenting information. This is reviewed and updated regularly. We have a supportive Governing Council and this has led to the development of innovative programs and continued improved facilities. All parents are provided with the opportunity to join the Governing Council and/or contribute to decision making.

Strengths

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Quality Area 7: Governance and Leadership

The preschool is governed by the Mount Burr Primary School Governing Council which meets twice a term during the school year. Parents have the opportunity to be on Governing Council and input into decisions about financing and the general management of the service. Governing Council also welcomes input from other parents and this is encouraged through the newsletter. Parents fill the positions of Governing Council – Chairperson and Vice-Chairperson, etc. This gives them strong ownership of the roles of Governing Council and an insight into the way the preschool and school is run. Governing Councillors are given a folder at the beginning of the year with information about being a Governing Councillor, including a Code of Conduct, Annual Report for the previous year, copy of the Quality Improvement Plan to be discussed and a draft budget. These documents are viewed, discussed, adjusted and ratified by Governing Council. Governing Council meets regularly and information about Governing Council decisions is relayed to other parents formally through the newsletter. Information about children and families is stored in a confidential manner. We have an induction folder and checklist for new educators and relief staff. The principal is approachable and supportive of new staff and encourages them to ask questions and seek help where necessary. Through regular reflection and review processes. Continuous improvement. 'Educators and Governing Council maintain regular QIP reviews to ensure goals are being achieved. Children's individual learning growth is monitored. Educators are highly supportive of new staff entering our service – all staff are willing and able to help with induction. Our staff have developed a strong and common understanding of our site and the way we operate. Educators professional development is a high priority. Performance Plans guide educators to improve and grow their learning to maintain current pedagogical knowledge and support their practice.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: (Mount Burr Preschool)

GOAL 1: To support children to articulate their noticing's and wonderings- focusing on the "explorer" in the secret power.



STEP 2 Determine challenge of practice

Challenge of Practice:

Educators need to intentionally create opportunities and use strategies that encourage children to share their observations, ideas, and questions. At times, children's noticing and wondering is expressed non-verbally (e.g facial expressions, gestures, experimenting through play), but is not extended into language-rich conversations. We need to strengthen our practice in scaffolding children's thinking and supporting them to verbalise their discoveries and inquiries.

Pedagogical Inspiration:

This approach is guided by inquiry-based learning and views children as capable, curious explorers. Inspired by Keri Smith's *How to Be an Explorer of the World*, educators encourage observation, curiosity and discovery, supporting children to notice, wonder and express ideas through rich conversations.

It is also shaped by our current Community of Inquiry project, where educators scaffold discussions to extend children's thinking, promote shared ideas and deepen understanding through questioning.

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

- Children confidently share their ideas, observations, and questions with peers and educators.
- Children use language such as "I noticed..." and "I wonder..." in play and group experiences.
- Children demonstrate deeper inquiry skills by connecting their wonderings to prior knowledge or new investigations.
- Children use a range of ways (verbal, drawing, play) to express their noticing and wonderings.
- Children listen to, respond to and build on the ideas of their peers, engaging in shared thinking and collaborative problem-solving.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Introduce weekly “Noticing and Wondering” circle of inquiry time where children can share observations and questions. Educators intentionally prompt children to respond to and build on peers’ observations, fostering collaborative discussion.</p>	<p>QA1: Educational Program and Practice</p>	<p>Weeks 1–10</p>	<p>Educators facilitate group discussion</p>	<p>Talking stick, visuals, prompt cards</p>
<p>Model and scaffold noticing/wondering language in play (e.g., “I noticed you put two blocks together – I wonder what will happen if...”)</p>	<p>QA1 QA5</p>	<p>Ongoing</p>	<p>All staff during play interactions</p>	<p>Educator language prompts, reflective practice notes</p>
<p>Create an ‘Explorer Area’ where children can play, look closely at things, ask questions and make discoveries through hands-on exploring.</p>	<p>QA1, QA3</p>	<p>Ongoing</p>	<p>Educators document children’s comments; Teacher supports reflection and discussion at team meetings.</p>	<p>Documentation board, photo printer, display materials</p>
<p>Set up a ‘Mini Explorer Museum’ – a little table or shelf where children can bring their treasures, like leaves, rocks, drawings, or photos, and share them with friends. Educators talk with children about their discoveries and help them use words to describe what they notice</p>	<p>QA1 Educational program and practice QA3 Physical environment</p>	<p>Ongoing</p>	<p>Educators co-create and maintain the display, prompting children to label or narrate their items.</p>	<p>Loose parts, natural materials, magnifying glasses, clipboards, visual prompts</p>
<p>Guided group inquiry walks – children explore outdoor spaces with a focus on noticing sounds, textures, patterns, and movements. Educators facilitate reflection conversations where children revisit and extend each other’s ideas about what they noticed</p>	<p>QA1 Educational program and practice QA2 Children’s health and safety QA3 Physical environment</p>	<p>Ongoing</p>	<p>Educators plan and lead walks, document language used, and facilitate follow-up conversations.</p>	<p>Educators plan and lead walks, document language used, and facilitate follow-up conversations.</p>
<p>Create a “Wonder Wall’ in the preschool where children’s questions and wonderings are recorded. Educators write down what children say and invite them to revisit the wall to add new ideas, notice patterns, or respond to each other’s thoughts</p>	<p>QA1 Educational program and practice QA6 Collaborative partnerships</p>		<p>Educators document children’s comments; teacher supports reflection and discussion at team meetings.”</p>	<p>Documentation board, photo printer, display materials</p>