



## 2026 PRESCHOOL QUALITY IMPROVEMENT PLAN



### OUR PURPOSE STATEMENT

At Modbury South Preschool our mission is to empower every child to become an effective learner—curious, creative, and equipped with the skills to problem solve, self-regulate, and contribute positively to their community.

### QIP 2026

We will engage our children, families and the wider community to develop our outdoor learning environment to promote agency, creativity, problem solving and communication and vocabulary in context.

### STATEMENT OF PHILOSOPHY

At Modbury South Preschool, we place the child at the heart of everything we do, guiding our planning, environment, and relationships. We recognise that each child comes with unique life experience and cultural perspectives. We celebrate their uniqueness, diversity, and sense of wonder, providing opportunities for children to express their ideas, thoughts, and feelings. We believe in fostering a sense of agency in children, recognising them as intrinsically motivated, curious, and creative individuals. Our commitment is to value children and nurture each child's potential, helping them to grow and thrive in a supportive environment.

We collaborate as a cohesive team with a clear and shared purpose, inspired by our community. The team is committed to developing positive and reciprocal relationships with children and their families. Our connections are authentic, with kindness, respect, and empathy underpinning our approach. Our philosophy is underpinned by collaboration and a deep commitment to fostering meaningful connections within our preschool community. We value parents as their child's first teachers and intentionally build relationships with inclusion and equity in mind. We understand the level of trust families place in us and the responsibility to support their hopes and dreams for their child. We maintain open communication with our team, families, and children. We celebrate diversity, which brings richness to our community, and invite opportunities to share and celebrate culture. We bring diverse knowledge and strengths and are committed to continuous growth and development.

We believe learning is a lifelong and continuous journey, tailored to meet the individual strengths, knowledge, and interests of each child. We recognise the intrinsic motivation children have for play and provide them with agency in their learning experiences. Our approach includes learning through music and fostering connections with nature. This is informed by the Early Years Learning Framework V2. Our strong connections to the broader school community enhance the preschool experience and support continuity of learning.

Our team is committed to creating a responsive, welcoming, and engaging learning environment that supports and nurtures each child's innate curiosity, creativity, and capabilities. The environment is intentionally designed to provide open-ended opportunities for exploration and discovery, enabling children to extend and deepen their understandings. It reflects our deep understanding of each child, ensuring that learning experiences are responsive and meaningful. Through thoughtful design and responsiveness to children's evolving interests, we aim to cultivate a sense of belonging and a lifelong love of learning.

OUR ACTIONS	OUR SUCCESS CRITERIA
<p>Collaborative Planning Workshops</p> <ul style="list-style-type: none"> <li>Facilitate design sessions with children, families, and educators to share ideas, plan features, and co-create project goals.</li> <li>Incorporate children's drawings and ideas as central components of the design process.</li> <li>Shared PFD with Portfolio focused on collaborative exploration on the cycle of planning.</li> </ul> <p>Outdoor Learning Experiences</p> <ul style="list-style-type: none"> <li>Intentionally plan to integrate gardening, art, and building experiences to support children to make choices, ask questions, and solve problems through play-based learning.</li> <li>Support vocabulary and communication development through an inquiry approach about plants, materials, design, and teamwork.</li> </ul> <p>Community Engagement</p> <ul style="list-style-type: none"> <li>Invite local community members, businesses, and cultural groups to share expertise, tell stories, or donate materials.</li> <li>Organise family engagement days and working bees to collaboratively implement stages of the project.</li> </ul> <p>Reflective Documentation</p> <ul style="list-style-type: none"> <li>Use photos, children's voices, and learning stories to document the process, showcasing agency, creativity, and communication in action to further strengthen the cycle of planning (EYLF V2) for individual children and groups of learners.</li> <li>Share the connections to learning and project design via newsletters, preschool displays, and documentation across a range of platforms.</li> </ul> <p>Sustaining and Celebrating</p> <ul style="list-style-type: none"> <li>Hold a celebration event to recognise contributions, reflect on challenges and successes, and gather feedback.</li> <li>Create ongoing opportunities for families and the community to maintain and enhance the outdoor space together.</li> </ul>	<ul style="list-style-type: none"> <li>Children demonstrate increased agency by making decisions, through offering ideas, and taking lead roles throughout the project, evidenced through observations, planning cycle and play.</li> <li>Creative and imaginative solutions are evident in the design and features of the beautified space, reflecting input from children and families.</li> <li>Problem-solving skills are observed and documented as children and participants collaborate to address challenges in planning and implementation.</li> <li>Rich, purposeful communication and use of relevant vocabulary occur in context, with children and families engaging in meaningful conversations about the process and outcomes.</li> <li>Positive feedback and participation rates from families and community members indicate strong engagement and a sense of shared ownership in the project.</li> <li>The outdoor space reflects the diversity and values of the preschool community as seen in design elements, plantings, and interactive features.</li> </ul>
<p>*See Implementation timeline for additional detail around planning for actions.</p>	



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Through the self-assessment process of the seven quality areas the following priorities have been identified:

NQS PRIORITIES	GOAL	RATIONALE	ACTIONS
<p><b>QA 1 EDUCATIONAL PROGRAM &amp; PRACTICE</b></p> <p>Standard 1.1 - Program Element 1.1.1, 1.1.2 Standard 1.2 - Practice Element 1.2.1, 1.2.3 Standard 1.3 - Assessment &amp; Planning Element 1.3.1, 1.3.2</p>	<p>To enhance the effectiveness of the planning cycle by developing intentional strategies that strengthen the implementation and evaluation steps, ensuring educational programs are purposefully enacted and responsive to children's learning needs.</p>	<p>While our planning process is well-structured, there is an opportunity to deepen the connection between planning and practice. Focusing on the 'implement' and 'evaluate' steps will support educators to translate plans into intentional, high-quality learning experiences that are linked to children's interests and developmental goals</p>	<ul style="list-style-type: none"> <li>Adjusted planning documents to encourage and support critical reflection of the stages of the cycle of planning (implementation notes and evaluation) - <i>Educators - 3-4 weekly &amp; termly</i></li> <li>Adjusted assess/plan timeline to allow for deeper implementation - <i>Educators/EL/NS - Term 1</i></li> <li>Regular, twice termly, team meetings including EL and NS to critically reflect on implementation, QIP and practice - <i>Educators/EL/NS - Wednesday 1pm Week 4 &amp; 8 each Term</i></li> </ul>
<p><b>QA 7 GOVERNANCE &amp; LEADERSHIP</b></p> <p>Standard 7.1 - Governance Element 7.1.1, 7.1.2 Standard 7.2 - Leadership Element 7.2.1, 7.2.2, 7.2.3</p>	<p>To lead a culture of continuous improvement through effective strategic planning, collaborative decision-making, and reflective practice, ensuring that all aspects of service delivery are systematically evaluated and enhanced to positively impact educational outcomes for all children.</p>	<p>Continuous improvement and strategic planning underpin high-quality early childhood education. By fostering reflective practice and collaborative decision-making, leaders ensure the service remains responsive, purpose-driven, and focused on achieving the best outcomes for all children.</p>	<ul style="list-style-type: none"> <li>Facilitate and schedule consistent team meetings to review goals, reflect on practice, share insights, and coordinate strategic initiatives, ensuring all educators contribute to and understand continuous improvement processes. <i>NS/EL - Termly</i></li> <li>Oversee the use of a documented assessment and planning cycle, ensuring staff input and progress are tracked, feedback is gathered, and outcomes are regularly evaluated. <i>NS/EL - Term 1 and ongoing</i></li> <li>Coordinate the review and communication of service policies, procedures, and the philosophy to ensure all staff, families, and stakeholders understand the systems in place and their roles within them. <i>NS/EL - Team meetings Week 4 &amp; 8</i></li> <li>Identify professional learning needs, organise ongoing training opportunities, and guide educators in critical reflection to support consistent, evidence-informed pedagogy and service improvement. <i>NS/EL - PDP meetings Term 1 and ongoing</i></li> <li>Maintain oversight of governance systems, ensuring compliance obligations, risk assessments, and regulatory requirements are met and regularly reviewed to safeguard children's wellbeing and support effective leadership. <i>NS/EL - Team meetings Week 4 &amp; 8 and ongoing</i></li> </ul>