

2026

Allenby Gardens Preschool: Quality Improvement Plan



Service name

Allenby Gardens Child Parent Centre (Preschool)

Service address

Barham St, Allenby Gardens

Service approval number

SE-00010124



Government of South Australia
Department for Education



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

Allenby Gardens Preschool is a school-based preschool. As a school-based preschool, the site is managed through the leadership of the school. An Assistant Principal (Rita Romano) has the responsibility of overseeing the preschool. The Nominated Supervisor of the preschool is the Principal, Vicky Bitzios.

In 2025, enrolment was capped at 55. This has been increased to 66 for 2026. This will be facilitated by having two groups of 33.

In 2025 the centre continued to run as a full-time centre, Group 1, Mondays and Tuesdays, Group 2, Thursdays and Fridays, with each group accessing the alternate Wednesday mornings to make up the funded 30 hours per fortnight per child.

Hours of the service are as:

- Monday, Tuesday, Thursday and Friday 8:30-3:00
- Wednesday 8:30-12:30.

Allenby Gardens is a diverse cultural community. Approximately 20% of the families have English as an additional language, the largest group being of Indian background speaking Urdu or Punjabi. Many more children have extended family members who have English as an additional language, with a large number of families from Greek backgrounds. Most adults are in full or part time employment. Grandparents play a big role in supporting families with drop offs and pick-ups to and from preschool.

In 2025 parents were invited to attend informal morning tea gatherings at drop off time four times each term to support participation, especially for the midyear enrolment families. The centre had a very good response to the preschool parent survey, 28% of the families respond. The results were extremely positive and reflected increased efforts to keep parents involved.

In 2025 the site's improvement goal was to: enhance the development of executive function skills in preschool children to support their cognitive, social, and emotional growth. This goal was developed to align with the needs of our community/children and the broader educational partnership

In Term 1, 2026 the staffing in the preschool will include:

- **Teachers;** one full time, one working .4 and the Assistant Principal teaching .4
- **SSOs;** one full time (SSO1), one SSO2 for one day

Statement of Philosophy

At Allenby Gardens Preschool we acknowledge the Kurna people, the traditional owners of the land on which we play and learn. We pay respect to the Kurna elders, past, present and emerging.

At Allenby Gardens Preschool we practice a holistic approach toward children's learning and development. We are respectful of and recognise the rich potential of every child and encourage children to take ownership of their learning through active participation.

We build strong relationships with families and acknowledge and respect them as a child's first educator. We encourage and support families to contribute to the preschool program.

At Allenby Gardens Preschool children:

- Develop skills to form strong positive relationships
- Develop autonomy and independence and make choices and decisions about their learning
- Become critical and creative thinkers and contribute to decision making and problem solving
- Develop positive dispositions for learning
- Become resilient learners able to take reasonable risks with their learning
- Build respect for the natural environment.

Educators work collaboratively to:

- Provide an active learning environment that empowers children to become critical and creative thinkers
- Respond to children's thinking, ideas, interests and inquiries to develop children's knowledge, skills and understandings
- Create play spaces and experiences to engage children in open-ended inquiry-based learning,
- Be inclusive of all learners.

We believe that through exploration and play, children develop positive wellbeing, which is essential for future learning and development.

We create environments, both inside and outside that foster positive relationships and a strong sense of belonging. We respect the cultural, linguist and religious diversity represented within our preschool from both families and staff. We value reciprocal relationships within the preschool and with the wider community, including the school.

Our approach is underpinned by the Principles, Practices and Learning Outcomes of the Early Years Learning Framework and the National Quality Framework. We are also guided by the United Nations Convention of the Rights of the Child.

This philosophy was reviewed by the Allenby Gardens Preschool Parent Committee and preschool staff in September 2025. It will be reviewed next in 2026.

Quality Area 1: Educational Program and Practice

The learning program at Allenby Gardens Preschool demonstrates a strong commitment to Quality Area 1. The staff use intentional, child centred, and play-based approaches that promote children’s learning and development. At Allenby Gardens Preschool pedagogical documentation is an embedded practice, weekly meetings continue to support and promote reflective practices.

Strengths in this area as documented through pedagogical documentation include;

Intentional teaching and Responsiveness:

Educators skilfully design and adapt learning experiences to reflect children’s interests, strengths, and developmental needs. Group inquiries (e.g., “Pear Tree Inquiry,” “Bugs and Beetles,” “Dice Mania”) are rich in opportunities for children to engage in complex thinking, questioning, and problem-solving. The documentation highlights frequent responsive interactions, where educators scaffold and extend children’s learning in real moments, fostering curiosity and intrinsic motivation.

Holistic Development through Play:

Individual stories and group documentation (e.g., “Alby’s First Term,” “Lyla and Maeve,” “Ayaan,” “Frankie”) consistently show play as a central pedagogy. Children experience a rich program supporting language, literacy, numeracy, social skills, and physical development in authentic contexts, with strong links to their lived experiences and cultural backgrounds.

Rich Observation and Reflection:

Observational records and reflections are detailed and focus not only on children’s achievements but also on the processes of learning—highlighting creativity, collaboration, problem-solving, and self-regulation. Educators demonstrate deep knowledge of each child, using observations to plan future learning and to share growth with families.

Collaborative Learning Environments:

The physical and relational environments create safe, inclusive, and stimulating spaces for learning. Wall displays (e.g., “SOMEBODY Land”), collaborative group times, and purposeful routines nurture a strong sense of belonging, while also facilitating opportunities for children to work together, share ideas, and develop foundational executive function skills.

Evidence Informed Practice:

The team’s practices reflect current research and the Early Years Learning Framework, with intentional use of language and strategies to support thinking, memory, and emotional regulation. The integration of numeracy, literacy, and social emotional learning is evident, with clear links between planning, documentation, and the identified needs of the preschool community.

Quality Area 2: Children’s Health and Safety

The preschool staff and program demonstrate a strong and proactive commitment to the health, safety, and wellbeing of all children. 2025 documentation reflects deeply embedded practices and routines that ensure children’s physical, social, and emotional wellbeing are prioritised every day.

Safe and Supportive Environments

The learning environments documented are thoughtfully arranged to minimise risks and maximise engagement, allowing children to move, explore, and experiment safely. Activities such as “Hammering Tap Tap Learning” and outdoor group inquiries incorporate direct supervision and proactive risk assessments, supporting children to develop awareness of personal safety and responsibility.

Wellbeing and Self-Regulation

Educators intentionally support children to understand, express, and -manage their emotions through group projects, reflective conversations, and social stories. The consistent rituals—such as group meetings, transitions, and shared problem-solving—help children feel secure and confident, while learning the foundations of emotional safety and resilience.

Healthy Lifestyles

The program integrates opportunities for physical movement, healthy nutrition (shared mealtimes), and self-care skills. Educators embed discussions about healthy choices throughout the day, and routines such as handwashing and hygienic practices are maintained and modelled consistently. Observations reference children increasingly taking responsibility for their own health and hygiene.

Responsive Care and Family Partnership

The team works closely with families to ensure children’s health needs, allergies, medical conditions, and care routines are well understood and supported. Documentation demonstrates timely, sensitive responses to individual circumstances, with ongoing communication to ensure consistency between home and preschool.

Allenby Gardens Preschool’s practices reflect a culture of care and collective responsibility for the health, safety, and wellbeing of every child. Educators provide nurturing supervision, proactive risk management, and daily opportunities for children to learn and enact safe and healthy behaviours.

Quality Area 3: Physical Environment

The preschool learning environments at Allenby Gardens Primary School are thoughtfully designed and maintained to optimise children’s safety, learning, engagement, and wellbeing. Documentation demonstrates a strong and ongoing commitment to high-quality, sustainable, and inclusive environments that support every child’s development.

Inviting and Purposeful Spaces

Learning environments, both indoors and outdoors, are deliberately arranged to be welcoming, stimulating, and flexible. Activities such as “Dice Mania,” “Snails Pace Race,” and group inquiry projects show children confidently navigating and using resources that encourage curiosity, collaboration, and independence.

Resource Rich and Adaptable

The breadth and organisation of materials available—ranging from construction and manipulation to creative and natural resources—empower children to make choices, lead their own learning, and engage in both individual and group exploration. Documentation reflects frequent environmental updates and responsiveness to children’s interests and learning needs.

Promotion of Sustainability

There is evidence of environmentally responsible practices embedded within daily routines and projects. Children participate in recycling, caring for natural spaces, and discussions about their environmental impact, laying foundations for lifelong responsibility and stewardship.

Safety and Risk Assessment

Physical environments are maintained to the highest standards, with regular risk assessments and adjustments to ensure safety. Children are guided to assess and manage their own risks through scaffolded opportunities, supporting their independence and confidence.

Inclusive and Reflective of Community

Displays and learning areas reflect the diversity, values, and voices of the children and families. Collaborative projects and wall displays celebrate shared achievements, fostering a sense of belonging and ownership for all.

Allenby Gardens Preschool’s physical environments are a clear strength, providing safe, inviting, and adaptable learning spaces. These environments support children to explore, create, connect with nature and others, and take stewardship of their world.

Quality Area 4: Staffing Arrangements

Allenby Gardens Primary Preschool demonstrates a strong and consistent commitment to high-quality staffing arrangements, ensuring that relationships, continuity, and professional collaboration underpin positive outcomes for children and families.

Collaborative and Reflective Practice

Educators work collaboratively, sharing observations, planning, and reflective discussions as seen through detailed documentation and responsive adjustments to the educational program. There is evidence of continual professional dialogue which leads to innovative practices and tailored learning experiences for all children.

Consistency and Continuity

Staff provide stability and continuity of care for children, fostering secure attachments and trusting relationships. Routines and transitions are managed so that children experience predictability and feel safe, enabling them to confidently engage with educators and peers.

Embedded Professional Knowledge

The documentation reflects pedagogical expertise and a commitment to ongoing learning. Staff demonstrate a deep understanding of child development, executive function, and effective early years practice, modelling intentionality in their planning, teaching, and interactions.

Supportive Team Culture

There is a visible culture of respect, open communication, and mutual support among staff. Team members value one another’s contributions, celebrate achievements, and work inclusively to ensure all voices are heard. This culture positively impacts staff wellbeing and the overall learning environment.

Ratios and Supervision

The program and documentation indicate an ongoing focus on maintaining appropriate educator-to-child ratios and effective supervision, ensuring that all children receive individual attention, support, and guidance.

Allenby Gardens Primary School’s preschool is characterised by collaborative, knowledgeable, and consistent staffing arrangements. The team’s approach ensures secure relationships, effective supervision, and a strong focus on continuous professional growth.

In Term 1, 2026, the makeup of staff will include:

- One full time early childhood teacher, Shane Cosenza, Monday to Friday
- .8 early childhood teacher, Christina Momesso, Monday to Thursday
- .4 early childhood teacher, Emma Willacy, Thursday and Friday
- SSOS: SSO1 Marta Frizzo, Monday to Friday, SSO2 Kimberley Prosser, Tuesdays, SSO2 Zoi Malliari 5 hours

Quality Area 5: Relationships with Children

Allenby Gardens Preschool program excels in fostering warm, respectful, and responsive relationships with children, which are foundational to their sense of belonging, wellbeing, and active engagement in learning.

Respectful and Trusting Relationships

Documentation across group and individual learning stories consistently demonstrates that educators build strong, genuine connections with each child. Educators listen attentively, respond sensitively, and interact positively with children, underpinning children's confidence and sense of security.

Supporting Identity and Belonging

Educators actively recognise and celebrate the unique strengths, interests, and cultural identities of every child. Children see themselves reflected in the learning program, wall displays (e.g., "SOMEBODY Land"), and collaborative group projects, reinforcing inclusive practice and supporting positive self-identity.

Encouraging Peer Relationships

The program intentionally provides opportunities for children to develop friendships and social skills. Guided group activities and open-ended investigations promote cooperation, problem-solving, sharing, and turn-taking, with educators thoughtfully scaffolding these interactions to build empathy and respect.

Children Agency and Voice

Children are consistently encouraged to express themselves, share ideas, and make choices about their learning and play. Educators value children's perspectives and incorporate them into planning and daily routines, empowering children to be active participants in their early learning community.

Proactive Emotional Support

Through everyday interactions and reflective dialogues, educators help children understand, name, and manage their emotions. Problem-solving, conflict resolution, and emotional literacy are embedded into practice, strengthening children's social-emotional competence.

Allenby Gardens Preschool setting prioritises strong, positive relationships between educators and children, and amongst peers. This respectful and nurturing environment supports each child's social, emotional, and cognitive development and ensures all children feel understood, valued, and empowered.

Quality Area 6: Collaborative Partnerships with Families and Communities

Allenby Gardens Preschool's program is highly effective in building and sustaining collaborative partnerships with families and the wider community, recognising these relationships as essential to children's learning, development, and wellbeing.

Welcoming Respectful Relationships with families

The service creates a welcoming environment where families' backgrounds, perspectives, and contributions are valued and celebrated. Regular communication—through learning stories, wall displays, and reflective documentation—ensures families are kept informed and involved in their child's learning journey.

Responsive to Family Needs and Priorities

Documentation demonstrates genuine respect for the insights and aspirations of families. Educators partner with families to understand and support children's unique interests, learning needs, and cultural identities, fostering a sense of shared purpose and belonging.

Community Connections

Learning experiences are enriched through intentional connections with the local community, including involvement in community events, use of local resources, and engagement with community members and services where appropriate.

Two-Way Communication

There is clear evidence of open, trusting, and respectful communication channels between educators and families. Families' knowledge and perspectives are sought and acknowledged in program planning and individual goal setting for children.

Celebration of Diversity and Inclusion

The program reflects and affirms the diverse identities of children and families within the service, fostering respect, understanding, and inclusion. Cultural heritage and special family events are woven into documentation and learning experiences.

Allenby Gardens Primary School's preschool setting demonstrates a strong culture of collaboration and partnership with families and community stakeholders. This commitment ensures that children's learning and wellbeing are supported within and beyond the early learning environment, resulting in a vibrant, inclusive, and connected community.

Quality Area 7: Governance and Leadership

Allenby Gardens Primary School's preschool program displays a robust commitment to strong leadership and ethical, effective governance. The leadership team and educators collectively prioritise continuous improvement, reflective practice, and a positive culture centred on high-quality outcomes for children and families.

Visionary and Collaborative Leadership

Planning and reflective documentation (e.g., the QIP and pedagogical narratives) demonstrate a clear and shared vision for excellence in early years education. Leadership proactively fosters a collegial environment where contributions from all staff are valued, promoting innovation, open dialogue, and shared responsibility.

Continuous Improvement Cycle

The team regularly engages in self-assessment, reviews of practice, and goal-setting (as evidenced in the QIP and ongoing program evaluation). There is a clear commitment to evidence-informed improvement, with adjustments to practice based on reflective analysis and children's evolving needs.

Building Professional Capacity

Documentation and observational evidence highlight ongoing professional development and shared learning amongst team members. Educators demonstrate a growth mindset, seeking out current research, participating in professional conversations, and embedding new knowledge to enhance program quality.

Effective Management Systems

Operational procedures support high standards in safety, staffing, and curriculum delivery. Communication systems are efficient, and roles and responsibilities are clearly articulated, supporting consistency and clarity across the team.

Community and Ethical Leadership

The preschool's leadership models inclusive, ethical, and respectful relationships within the service and broader school community. Decision-making practices are transparent and considerate, reflecting a strong value base and robust governance.

Allenby Gardens Primary School's preschool is underpinned by effective leadership and governance structures that promote excellence, accountability, and a strong sense of purpose. A commitment to continuous improvement, reflective practice, and shared leadership ensures a high-quality and sustainable learning environment for all children, families, and staff.

Learning Improvement Plan – Goal

Step 1: Analyse and Prioritise

Enhance the development of executive function skills in preschool children to support their cognitive, social, and emotional growth

Objective: Implement strategies and activities that promote self-regulation, working memory, and cognitive flexibility in children.

Strategies:

1. **Professional Development:** Provide training for educators on understanding and fostering executive function skills in early childhood.
2. **Structured Play Activities:** Integrate games and activities that require children to follow multi-step directions, remember rules, and adapt to changes.
3. **Mindfulness Practices:** Introduce simple mindfulness exercises to help children develop self-regulation and focus.
4. **Parental Engagement:** Conduct workshops for parents to share strategies that support executive function development at home.
5. **Environment Design:** Create learning spaces that encourage exploration and problem-solving, with materials that challenge children's thinking and adaptability.

Evaluation:

- Monitor children's progress through observational assessments and developmental checklists.
- Gather feedback from educators and parents on the effectiveness of implemented strategies.
- Review and adjust the plan based on outcomes and observations.

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

In analysis of our observations, pedagogical documentation, dialogue with families and collaborative planning we will have evidence of children:

- Talking about their thinking to educators.
- Collaborating in self-directed groups.
- Collaborating to solve problems within their play.
- Reflecting on their thinking and using prompts to prompt each other.
- Participating in play and showing awareness and interest in others.
- Sharing back their thinking to other children and families/school community.

We will see and hear children demonstrate the following in relation to the three areas of executive function:

Working Memory**Children will:**

- Retain increasingly complex information for short periods of time
- Use different sources of information (language, visual or spatial) to guide their actions
- Reproduce and reorganise information or apply it across contexts.

Inhibitory Control**Children will:**

- Delay impulsive reactions to events or provocations
- Substitute thoughtful choices for automatic responses
- Stay focuses on a task and manage distractions.

Cognitive Flexibility**Children will:**

- Shift their focus between different places, objects, people and experiences
- See situation from different perspectives and explore options for problem solving
- Change their thinking and responses based on new information

Resources:

- Early Childhood Learning Trajectories from the Australian Education Research Organisation, <https://www.edresearch.edu.au/sites/default/files/2024-09/early-childhood-learning-trajectories-resource-collection-aa.pdf>,
- The Literacy and Numeracy Preschool Guidebooks, <https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/guidebooks-for-preschools>
- The EYLFv2, <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>.
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Success Criteria: Executive Function Skills are Evident When Children:

Working Memory	Inhibitory Control	Cognitive Flexibility
<ul style="list-style-type: none"> • Share stories about their community with the preschool community (Outcome 1) 	<ul style="list-style-type: none"> • express a wide range of emotions, thoughts and views constructively (Outcome 1) 	<ul style="list-style-type: none"> • listen to others’ ideas and respect different ways of being and doing (Outcome 2)
<ul style="list-style-type: none"> • engage in and contribute to shared play experiences (outcome 1) 	<ul style="list-style-type: none"> • appreciate the need to take turns and wait so that others can have their turn (Outcome 1) 	<ul style="list-style-type: none"> • make choices and problem solve to meet their needs in particular contexts (Outcome 2)
<ul style="list-style-type: none"> • develop movement patterns, mobility and gross motor skills to manage and explore the physical environment (Outcome 3) 	<ul style="list-style-type: none"> • display awareness of and respect for others’ perspectives (Outcome 1) 	<ul style="list-style-type: none"> • participate in negotiation of decisions affecting them (Outcome 2)
<ul style="list-style-type: none"> • move to the tempo and rhythm of music (Outcome 3) 	<ul style="list-style-type: none"> • reflect on their actions and consider consequences for others (Outcome 1) 	<ul style="list-style-type: none"> • express their views about important topics and work together to problem solve and enact solutions within their communities (Outcome 2)
<ul style="list-style-type: none"> • participate in physical play, dance, drama (Outcome 3) 	<ul style="list-style-type: none"> • show an increasing capacity to understand, self-regulate and manage their emotions (Outcome 3) 	<ul style="list-style-type: none"> • explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals (Outcome 2)
<ul style="list-style-type: none"> • revisit previous learning experiences and plan new challenges (Outcome 4) 	<ul style="list-style-type: none"> • appreciate the feelings and needs of others (Outcome 3) 	<ul style="list-style-type: none"> • participate in a variety of rich and meaningful inquiry-based experiences (Outcome 4)

<ul style="list-style-type: none"> retell or create simple stories using materials or drama to represent ideas (Outcome 4) 	<ul style="list-style-type: none"> use positive self-talk when encountering difficulties or setbacks (Outcome 3) 	<ul style="list-style-type: none"> talk about what is happening in their brain when they are learning new things. (Outcome 4)
<ul style="list-style-type: none"> recount events in their life (Outcome 5) 	<ul style="list-style-type: none"> show care and safety for themselves and others (Outcome 3) 	<ul style="list-style-type: none"> apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations (Outcome 4)
<ul style="list-style-type: none"> show increasing knowledge, understanding and skill in conveying meaning in at least one language (Outcome 5) 	<ul style="list-style-type: none"> build strategies to calm the body and mind (Outcome 3) 	<ul style="list-style-type: none"> use reflective thinking to consider why things happen and what can be learned from these experiences (Outcome 4)
<ul style="list-style-type: none"> sing and chant rhymes, jingles and songs (Outcome 5) 	<ul style="list-style-type: none"> notice and label feelings/emotions in themselves and others (Outcome 3) 	<ul style="list-style-type: none"> try out strategies that were effective to solve problems in one situation in a new context (Outcome 4)
<ul style="list-style-type: none"> begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured (Outcome 5) 	<ul style="list-style-type: none"> notice and label feelings/emotions in themselves and others (Outcome 3) 	<ul style="list-style-type: none"> transfer knowledge from one setting to another (Outcome 4)
<ul style="list-style-type: none"> retell simple stories in a logical sequence using a range of material and expressive forms, e.g. blocks, dramatic play (Outcome 5) 	<ul style="list-style-type: none"> use positive self-talk when trying to overcome a problem or setback (Outcome 4) 	<ul style="list-style-type: none"> use strategies to reflect on and assess their learning and thinking (Outcome 4)
<ul style="list-style-type: none"> draw on memory of a sequence to complete a task (Outcome 5) 		<ul style="list-style-type: none"> explore the purpose and function of a range of tools, media, sounds and graphics (Outcome 4)
<ul style="list-style-type: none"> draw on their experiences in constructing meaning using symbols (Outcome 5) 		<ul style="list-style-type: none"> experiment with different technologies (Outcome 4)
<ul style="list-style-type: none"> identify basic icons and keys (e.g. delete button) and use them to support their navigation (e.g. click, swipe, home, scroll) and understand these terms (Outcome 5) 		<ul style="list-style-type: none"> explore ideas and theories using imagination, creativity and play (Outcome 4)

Evidence of Educators Actions and Children’s Learning

Pedagogical Documentation	Links	Child Agency

National Quality Standard Priorities

Priority/ NQS Links	Key Steps/ Timeline	Resources	Roles and Responsibilities
4.2.1 Professional collaboration: Management, educators and staff work with mutual respect and collaboration to challenge and learn from each other. They recognise each other’s strengths and skills.			
4.2.1 Professional Standards: Professional standards guide professional practice, interactions and relationship			