

Oak Flats Public School Preschool



Programming and documentation procedure 2025

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 1.1, 1.2, 1.3 Law Section: 168 Regulations: 73, 74, 75, 76	Leading and operating department preschool guidelines Curriculum planning and programming, assessing and reporting to parents K-12 policy	Early Years Learning Framework ACECQA information sheets: • Guidelines for documenting children's learning [PDF 133 KB] • Developing a culture of learning through reflective practice [PDF 1,507 KB] • Supporting agency: involving children in decision-making [PDF 1,154 KB] • Be part of reconciliation [PDF 829 KB]

Responsibilities

School principal	The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool. The principal is responsible for ensuring: • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.
Preschool supervisor	The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include: • analysing complaints, incidents or issues and the implications for updates to this procedure • reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.

Preschool teacher(s) and educator(s)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure's review are documented.
Procedure	

Introduction	The Preschool team uses the philosophy as a tool to document educator and community beliefs. The Preschool philosophy guides educational practice. The United Nations Convention on the Rights of the Child states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. Quality education is provided when educators carefully observe children and then use these observations to plan meaningful experiences which extend the child's learning, maximise their potential and develop skills necessary for being an active member of society. The Program is displayed in the preschool foyer on the table. All staff involved in the preschool are familiar with and implement this procedure: — They engage in professional development around the programming cycle. — Educators use the preschool philosophy to guide their implementation of the programming cycle. — They use the Early Years Learning Framework (EYLF) as the curriculum. — Consultation with families both verbally and through Kinderloop is regular in order to develop goals for the children and provide feedback about their child's progress. — The importance of play-based learning is valued and promoted. — Staff engage in critical reflection of the program and learning cycle. — All staff collect authentic observations of the children using a variety of observational tools. — The children's learning is analysed in relation to child development and the EYLF. — The analysis of learning is used to plan quality experiences that will further develop the children's skill set. — That learning experiences with children are implemented and then evaluated and that the learning cycle is repeated. — Documentation of observations and programming is maintained through a weekly program, long term and short term goals and links to children's individual planning cycles. — The Early Years Learning Framework underpins the curriculum of the Preschool. — Principles, practices and outcomes of the EYLF are discussed at staff meetings. They are reflected on and action is taken to ensure the EYLF informs and guides our practice. — All observations are linked to the EYLF outcomes to ensure we are meeting regulations and assessing the children against these outcomes.
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Learning Cycle



- A learning cycle is completed twice a term for each child in attendance at Oak Flats Public School Preschool. The learning cycle is documented in the observation page on the weekly program.
- There is no specific template for documenting the learning cycle and the methods used by Oak Flats Public School Preschool are dynamic and evolve over time as a result of educators critical reflection and their ability to meet our planning needs.

Information collected about children's learning	Information about children is collected to guide planning, maximise learning opportunities and ensure children's progress towards the outcomes of the EYLF. Observation: ● Observations are an integral part of the planning cycle. ● By observing children's learning, interactions and play, educators can build a picture of the whole child – their strengths, needs and interests. This enables educators to plan meaningfully for the child's learning both now and in the future. It helps identify children who may need extra support and determines how children are progressing. ● Observations also help evaluate the effectiveness of the experiences in helping children learn and achieve their goals. ● At Oak Flats Public School Preschool children are observed at least twice per term, with the intention of monthly observations and monthly follow-ups occurring for each enrolled child. ● Observations of the group are used to document projects and ongoing learning as well as the effectiveness of the program. ● All educators contribute to the documentation of observations. The early childhood teacher reviews the various stages of the planning cycle for each child. ● The children's rights, as referred to by The United Nations Convention on the Rights of the Child, are respected when collecting observations. Children are asked permission before a photo is taken of them or their work. ● Different observation tools are utilised including: ○ Running records ○ Milestone Checklists ○ Learning stories ○ Anecdotal observations ○ Children's Voices ○ Samples of the children's paintings and drawings ○ Video/Audio recordings
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Analysis of learning and assessment	The information collected about children includes assessment of children's developmental needs, interests, experiences and participation. It also includes children's progress against the outcomes of the EYLF (Regulation 74). • Educators document assessments of the children's learning. • Educators analyze individual children's observations. An analysis of observations collected details what the child is learning and how. It allows the educators to assess the child's developmental needs, interests, experiences as well as how they participate in the program. • It also is a tool to assess the child against the outcomes of the EYLF, EYLF milestones and educational program. • An analysis of learning is completed for each child once an observation has been taken. • The children's voices are used as a tool to involve the children in self assessment. This occurs spontaneously during interactions as well as formally by asking the children to develop their own goals. • From the analysis of learning, meaningful experiences are planned for the child. • Family and child goals and comments, Educator observations and goals contribute to summative assessment in the form of an ongoing individual goal page. The Transition to School statement is also used as a summative assessment at the end of the year to support communication with children, families and their Kindergarten teachers.
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Planning	Planning for the educational program contributes to the five learning outcomes of the EYLF for each child (Regulation 73) and considers individual differences including each child's current knowledge, developmental needs, culture and experiences (element 1.1.2 and Law Section 168). • The program is developed from children's observations, family input, children's voices, spontaneous teaching, community and/or school activities, special occasions and educator's focus on intentional teaching. • It promotes development in all the outcomes of the EYLF and is responsive to changes that may occur in the preschool on a daily basis. • The program is displayed in the preschool foyer. • The program at Oak Flats Public School Preschool is written daily to include highlights such as: - o Indoor experiences - o Outdoor experience - o Intentional teaching - o Spontaneous learning - o Small group activities - o Large group activities - o Individual activities - o Daily routines - o Interactions - o Ongoing projects • The children's voices, ideas and interests inform educator planning through educators listening to children, observing their interactions and responses to others and the learning environment. • Educators reference relevant theorists or child development to inform their development of short term long term and individual goals and experiences. • Planning involves identifying the educator's intentions for further learning and development and the experiences, routines, individual adjustments, group experiences, and projects that will be provided to promote this learning. • Families are involved in planning by creating individual goals for their children during enrollment and family meetings. Ongoing family feedback and suggestions are used to inform planning throughout the year. This can occur through conversations with families or posts and comments on Kinderloop. The children are also provided with spontaneous and formal goal setting opportunities that are used by educators to inform planning. Educators develop individual goals based on the five learning outcomes of the EYLF. • Educators draw on their knowledge of each individual child, child development and the EYLF to plan meaningful experiences that promote learning. Experiences are based on the understanding that children learn best through play-based activities. Children and families are regularly encouraged to contribute to the planning process. • Group short term and long term goals are developed in the weekly program. This is located in the Preschool foyer. Individual goals are noted by families during orientation and are stored in the child's individual file in the Preschool office. Educator goals are noted on each child's individual page on Kinderloop. The children's own goals are noted in each child's individual portfolio.
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Implementation	The pedagogical practices of the EYLF inform the implementation of preschool programs. • Play-based pedagogy guides the implementation of the program. Educators draw upon relational practice, intentional teaching, investigations and experiments, ongoing projects and permanent learning areas as tools to achieve short term long term and individual goals. • Educators are responsive to children through open questioning, scaffolding, prompting, encouragement, and sustained shared thinking. • Learning experiences are differentiated for each child based on educator knowledge of the child while balancing the pedagogy of high expectations for all children. • Educators continually balance educator involvement in the children's play through observations, reflection, using the Zone of Proximal Development, listening to the children and by asking for a play pause to discuss goals with the children. Educators continually reflect upon their use of play as a tool for learning to ensure there is a balance of adult directed and initiated play and learning with child directed and initiated play and learning. Educators use the pedagogy of following the child's lead during play.
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Reflection/evaluation	Educators use critical reflection as a meaning making process to reflect on how effective, relevant and meaningful the observations and their analysis, planned activities and teaching methods were. • Educators use verbal communication daily to reflect on the routine, experiences and interactions with the children. These conversations contribute to the weekly reflection of the program, analysis of observations, and changes to the educational environment. • Weekly reflections are noted on the program and in the Critical Reflection folder. • Children are also encouraged to reflect on the daily activities and their voices are written on the program and on Kinderloop. • Observations and learning stories, photos and comments are added to Kinderloop which encourages children and their families to reflect on the day. • An A3 project book is used by children and educators to document and analyze learning. • The program includes a segment titled 'Family and Community input and partnerships' where educators can document any comments or feedback that have been shared. Educators use a variety of methods to reflect critically on the children's learning, educator practices and inform future planning. All team members are invited to be involved in critical reflections. These methods include: • Daily conversations at 3pm at the end of the day, • Team meetings, • Fortnightly reflections during administration days, • Weekly critical reflections, • Professional development, • Procedure reviews. Topics for critical reflection stem from communication with families, children's voices, educator observations, new learning from professional development, current literature, updates from Early Learning, the Early Childhood Australia Code of Ethics and the United Nations Convention on the Rights of the Child. Educators also consider implications for equity and social justice. Educators use a range of questions for critical reflection. These include:
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	• What is working, what is not working and what educators can change to benefit the children's learning, development and wellbeing, • Early Learning's cycle of critical reflection template, • And in relation to professional development educators consider what they have learned, they analyze and examine the new content and reflect on how this will impact educator practice. Planned actions are documented as: • extension planning in the program, • as planning in individual children's observations and • as goals in the Early Learning's cycle of critical reflection template and in the Self Assessment.
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Communication with families	Information about the contents of the educational program is displayed and accessible to families (element 1.3.3 and Regulation 75). A weekly program is displayed in the Preschool folder with daily updates and an evaluation added at the compilation of each week. The format allows for all educators to update the program through jottings, post it notes or verbal comments to the early childhood teacher. The early childhood teacher is responsible for the completion of the weekly program. When the early childhood teacher is absent the casual replacement teacher is responsible for adding to the daily update and can use a specific casual page to do this. Families are provided with information about the educational program during enrollment interviews and through the Preschool Handbook. Further information about the educational program in relation to their child, and their child's participation is shared through conversations, the A3 poster book, displays, the children's portfolios, Kinderloop posts, learning stories, and transition to school statements. Family communication occurs regularly, yet with flexibility. Each term includes at least two posts per individual child and Transition to School statements are completed in Term 4. The children are invited to share information with their families as they choose to do so. This can include showing a display, looking through their portfolio, asking to add a photo to Kinderloop and through discussions.
Suggested Appendixes	Appendix 1 Daily routine Appendix 2 Programming templates

Record of procedure's review

Date of review	27/06/2025
Who was involved	Alice Wigny, Elisa Higgs, Amanda Falcon, Ellie Turton
Key changes made and reason why	formatting
Record of communication of significant changes to	Principal: 22/8/2025 Staff: 27/06/2025 Parents: 30/08/2025

relevant stakeholders	Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.
Date of review	11/9/24
Who was involved	Alice Wigny, Elisa Higgs, Amanda Falcon
Key changes made and reason why	New updated from Early Learning, localised practices documented as per Early Learning's critical reflection questions.
Record of communication of significant changes to relevant stakeholders	Principal: 9/10/24 Staff: 9/10/24 Parents: 29/10/24 Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.