

Flying Start Partners Webinar – 1 May 2026

Q & A Summary

Q: If a child is enrolled in a 3-year-old preschool program and moves to the 4-year-old preschool program at the same service, do they need to complete the 4-year-old declaration and consent form?

A: Yes. At this stage, a separate declaration and consent form needs to be completed for the 4-year-old program. We are currently working on a way to streamline this process.

Q: How will services receive their data submission template?

A: Access to the SharePoint site will be reinstated in week commencing 11 May 2026. Similar to the process in Term 1, each service will have access to a copy of the eligible confirmed and validated child enrolment data from the previous data submission period (in this case, Term 1 2026). It is requested that:

- each service identifies and updates any changes to the child level data (including withdrawals or completion of the preschool program), and
- Any new confirmed enrolments for Term 2 2026 received since submitting Term 1 confirmed data in February 2026 are included (note that if an enrolment started since last reference period and ceased before this reference period, they are not included).

Q: Is the Vicarious Trauma and Wellbeing professional development training the same as the Trauma Informed Practice training?

A: No. The Vicarious Trauma and Wellbeing training is an optional course and does not replace the foundational Trauma-informed Practice training, which is mandatory for services to complete along with Aboriginal Cultural Safety training.

Q: How long does the Vicarious Trauma and Wellbeing training take to complete?

A: The training is offered both in person and online and takes approximately 4 hours to complete.



Q: Can services use backfill funding for all relevant staff to complete mandatory training, or is it only for Early Childhood Teachers?

A: Yes - services can use their mandatory core training backfill funding to contribute to time for required staff to undertake the training, including early childhood teachers, educators working in the funded preschool rooms, and other relevant staff (such as administration staff who interact with families from these rooms).

Q: How can services support and incentivise staff to attend training as part of the Preschool Boost program?

A: Some services have encouraged staff uptake of the training by framing it as a team building opportunity. For example, one service hosted a potluck dinner alongside the training - bringing staff together to learn and connect in a shared, informal setting.

Another service has supported participation by offering training during work hours, removing the need for staff to attend outside of their regular schedules.

Some services have also reflected on the pacing of training, taking a more considered approach to spacing sessions across the year. This allows staff more time to process, embed and apply their learning in practice.

Services are also encouraged to reach out to their Local Team for support with planning and sequencing the training across the year in a way that is manageable and sustainable for staff.

Q: Which Preschool Boost training courses can count towards the 100 hours of professional learning teachers are required to complete as part of their registration?

A: The Teachers Registration Board of South Australia sets the requirements for what counts towards teachers' professional learning.

Training available through Preschool Boost may contribute where it aligns with these guidelines and is relevant to a teacher's professional practice. However, teachers and services should refer to the Board's guidance to confirm eligibility Professional learning | Teachers Registration Board of South Australia.



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