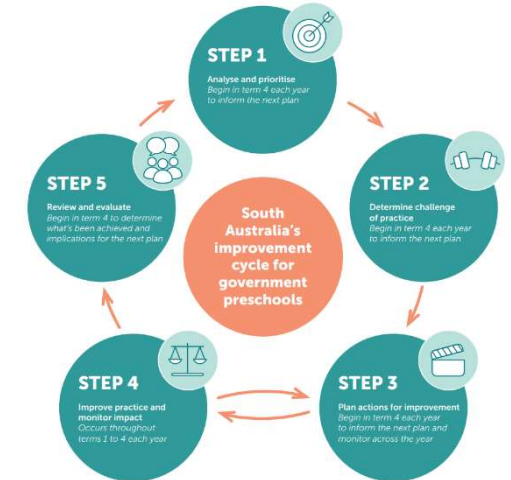


2026

Quality Improvement Plan for Swan Reach Area Kindergarten

Site number:

6552



Service name

Swan Reach and Area Kindergarten

Service address

8 Showgrounds Road, Swan Reach, 5354

Service approval number

SE-00011010

Acknowledgment of Country

We acknowledge the [Nungaraku People of the Ngarrindjeri Nation](#) 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

In 2018, Swan Reach Area Kindergarten (SRAK) and Swan Reach Area School amalgamated to continue preschool services. The Kindergarten, locally known as the Early Learning Centre (ELC), was modernised. Varying enrolments means the service fluctuates between being 'in and out of scope' of National Quality Standards (NQS).

SRAK is geographically in the centre of three main regional districts and major service centres – Murraylands, the Barossa, and the Riverland. Our preschool is serviced from Murray Bridge DfE District Office (leadership and educational support) and also DfE Berri District Office (Support Services).

SRAK attracts enrolments from a small catchment zone, from the town, surrounding farmlands, and the nearby township of Nildottie. Children also enrol from as far north as Blanchetown, as SRAK is the nearest service.

The Principal leads the preschool team and works collaboratively with the Early Years teacher, who has delegated curriculum leadership, and an Early Childhood SSO.

Additional programs on offer include Playgroup, Occasional Care, and Parent Mother Goose sessions. When enrolments are under NQS requirements to be 'in scope', the ELC can facilitate a composite preschool/reception class.

The SRAK improvement goal is to intentionally encourage and promote children's Oral Language during purposeful play, through the evidence-based approach of 'Sustained Shared Thinking'. This goal was collaboratively developed by the preschool educators after a deep review of the 2022 Preschool Quality Improvement Plan (PQIP). The implementation of this high-impact strategy will be aided by additional focus on the NQS priority of fostering collaborative partnerships with families and the community.

Statement of Philosophy

At Swan Reach Area Kindergarten (Early Learning Centre - ELC), we believe children learn best when they engage in a stimulating, challenging, high-quality, child-initiated, and intentional play-based learning program. We believe children blossom in an environment where they have a sense of belonging and connectedness to their learning environment. This includes building strong, reciprocal relationships with children and their families, respecting their diversity and uniqueness.

We value 'children's voice', ideas, and initiative within our curriculum, promoting wellbeing, trust, respect, and valuing life-long learning. We provide opportunities for children to learn at their own pace and take control of their learning, following their passions and making their own unique marks on the world. We support the development of learning dispositions of gratitude, empathy, mindfulness, and emotional literacy.

Our curriculum is guided by:

- The Early Years Learning, Belonging, Being and Becoming, and Respect, Reflect and Relate Frameworks
- Observations of each child (both as an individual and within a group)
- Children's interests, understandings, family context, and ideas
- Parents' and Carers' knowledge and ideas

We encourage children to be reflective in their learning, to validate current learning and to empower them for future learning. We view children as capable and competent, with agency to make decisions and choices as they develop and learn. Our image of the child is that they are capable, competent, creative, and curious learners who are full of potential.

Our children learn best through purposeful play to enrich learning, and intentional teaching to build on and expand children's concepts, ideas, and understandings. Their deeper thinking and knowledge to solve problems, clarify concepts, and extend narratives is developed in partnership with peers, educators, and adults through co-construction and quality interactions during play.

All staff are involved in reviewing our curriculum daily, reflecting on emerging directions, and recording evidence of learning. We aim to stimulate children's thinking and build upon their existing knowledge and skills to enrich learning. Staff have a strong commitment to life-long learning, keeping up to date with current research and engaging in professional reflection and dialogue through formative assessment practices.

Swan Reach Area Kindergarten (Early Learning Centre) has a strong commitment to the authentic and amazing learning that occurs in the ELC learning environments. We actively encourage curiosity, awe, and wonderment, discovery, and engagement in their natural and built environments. Sustainable practices are promoted in kindergarten operations and consistently applied throughout the weekly program.

Reviewed 1/12/2025

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

Our Biggest Strengths (QA1: Educational Program and Practice)

Theme 1 – Practice is Embedded in Service Operations

Individualised and Responsive Programming: The Early Years Learning Framework and Child Protection Curriculum are consistently enacted through a robust formative assessment cycle, ensuring individual learning plans are tailored for every child.

Seamless Transitions: Well-established connections with families, school staff, and community partners ensure smooth transitions and continuity of care, supporting a strong sense of belonging.

Theme 2 – Practice is Informed by Critical Reflection

Collaborative, Ongoing Reflection: Educators engage in daily and weekly reflective practice to adapt and improve curriculum in response to the evolving interests, strengths, and needs of each child.

Evidence-Based Improvement: Regular critical reflection ensures programming and planning remain current, effective, and informed by both educator observation and family feedback.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or Community

Active Family and Child Partnerships: Families are engaged as partners through ongoing communication, feedback, and shared decision-making, while children's voices are central drivers of inquiry, play, and curriculum decisions.

Connected Community Practice: Partnerships with the wider school and local community enrich the learning environment and ensure all children experience strong engagement and developmental support.

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 2: Children's Health and Safety

Our Biggest Strengths (QA2: Children's Health and Safety)

Theme 1 – Practice is Embedded in Service Operations

Comprehensive Health and Hygiene Practices: Health routines, risk management, and responsive support for individual medical needs are consistently and rigorously embedded in daily practice, ensuring all children's safety and wellbeing.

Empowering, Inclusive Health Support: Children are actively supported to develop self-help, hygiene, and emotional regulation skills, with resources and routines—such as sun safety, mindfulness spaces, and accessible hygiene stations—fully integrated into the environment.

Theme 2 – Practice is Informed by Critical Reflection

Continual Improvement Through Reflection: Health, safety, and wellbeing practices are actively reviewed and enhanced through reflective staff meetings, feedback from families, and ongoing policy review, leading to proactive updates and best-practice implementation.

Collaborative Risk Management: Regular risk assessments and first aid checks are conducted collaboratively—including input from children where appropriate—and documented improvements are actioned promptly to maintain the highest safety standards.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or Community

Strong Family Partnerships: Families are partners in all health planning and risk-minimisation, with regular opportunities for feedback and co-construction of health, safety, and care plans tailored to individual needs.

Community-Connected Health Education: Partnerships with health professionals, emergency services, and local providers enhance the service's health practices, extend children's safety learning, and reinforce a culture of healthy living at home and within the community.

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 3: Physical Environment

Our Biggest Strengths (QA3: Physical Environment)

Theme 1 – Practice is Embedded in Service Operations

Child-Centred and Inclusive Design: The environment is purposefully designed to support all learners, with accessible indoor and outdoor spaces, ramps, child-level facilities, and inclusive resources, ensuring every child’s comfort, access, and participation.

Optimal Safety and Upkeep: Daily environment inspections, regular WHS reviews, and quality maintenance practices ensure all equipment and furniture are always safe, clean, and well-maintained, exceeding regulatory standards.

Flexible and Homely Learning Spaces: Multiple quiet and active zones, natural light, comfortable furniture, and soft décor create a warm, inviting atmosphere that supports wellbeing and learning.

Theme 2 – Practice is Informed by Critical Reflection

Continuous Environment Improvement: Educators regularly review and adjust the environment based on observations, staff reflection, and feedback, ensuring areas, resources, and routines meet evolving needs and interests of all children.

Responsive Arrangement and Resources: Children are regularly invited to share their ideas for yard setup and resource choices, with layout and equipment modified to enhance engagement, focus, and collaborative play.

Sustained Risk Management: Risk assessments are reviewed and updated collaboratively, incorporating input from staff, families, and children, ensuring ongoing safety and best practice.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or Community

Strong Family/Community Partnerships: Family and community perspectives inform the physical environment through ongoing dialogue and feedback, and families are welcomed to utilise and participate in learning spaces for play and events.

Community-Connected, Culturally Rich Spaces: The environment reflects local context and cultural practices—including natural and “river living” features—fostering a sense of belonging and shared identity.

Environmentally Responsible Practice: Children actively participate in sustainability initiatives (worm farming, composting, recycling, nature craft), building environmental awareness in partnership with families and community.

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 4: Staffing Arrangements

Our Biggest Strengths (QA4: Staffing Arrangements)

Theme 1 – Practice is Embedded in Service Operations

Consistently High Staffing Ratios and Qualifications: Our deliberate approach to staffing ensures well above ratio coverage (often 1:3), with all staff holding, or working towards, appropriate qualifications, first aid, and child protection certification. This underpins robust supervision and high-quality learning experiences for all children.

Strong, Stable and Professional Team: Roles, responsibilities, and rosters are strictly observed (including non-contact time), fostering a committed, enthusiastic, and well-supported teaching team that works seamlessly and enhances children’s learning and wellbeing.

Effective Record Keeping and Compliance: Systems are in place for up-to-date staff records, appointment of responsible and nominated supervisors, and transparency around all educator qualifications and attendance—consistently exceeding compliance requirements.

Theme 2 – Practice is Informed by Critical Reflection

Collaborative Culture of Reflection: Weekly staff meetings prioritise reflective dialogue, affirmation, and inquiry, driving ongoing improvements in practice, relationships, and service delivery. Performance management processes are in place for all staff, grounded in regular feedback.

Professional Learning & Mentoring: Generous investment in professional learning is matched by active mentoring and networking opportunities, including participation in relevant local networks and targeted PL aligning with the PQIP and preschool priorities.

Continuous Policy Calibration: Access to updated professional publications, codes of ethics, and policies (incl. NQS, EYLF, DfE) ensures the team reflects upon, and operates according to, the highest standards and current best practice.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or the Community

Responsive to Family/Community Needs: Staffing is adapted to support children with additional needs, with extra staff recruited as required and families consulted and kept informed of staffing arrangements for their child.

Welcoming, Transparent, and Accessible: Information about staff roles, qualifications, and responsible persons is clearly displayed and regularly updated for families' reference. Families and community members can engage in student and volunteer placements, fostering strong community connections.

Ethical, Respectful Relationships: A culture of respect, mutual support, and open communication extends to families and colleagues alike; policies for grievance resolution are transparent and actively shared.

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 5: Relationships with Children

Our Biggest Strengths (QA5: Relationships with Children)

Theme 1 – Practice is Embedded in Service Operations

Genuine, Respectful Interactions: Positive, consistent, and personalised interactions are the foundation of daily practice. Educators greet every child warmly, listen attentively, and foster a relaxed, happy atmosphere centred on trust, respect, and belonging.

Child Voice and Agency: Children's ideas, opinions, and choices are actively sought, valued, and embedded in decision-making. Morning meetings and yarning circles provide daily opportunities for children to express themselves and participate in group dialogue.

Dignity and Rights of Every Child: All routines and interactions protect and uphold each child's dignity and individual rights, including privacy, cultural identity, and comfort.

Theme 2 – Practice is Informed by Critical Reflection

Intentional, Reflective Practice: Staff regularly reflect using tools like "Reflect, Respect, Relate" and collaborate in practitioner inquiry to improve relationships, outcomes, and equity for all children, including those from minority and diverse backgrounds.

Responsive Relationship-Based Planning: Ongoing observation, collaborative learning, and feedback from children and families shape individualised learning plans and strengthen educator responsiveness in daily interactions.

Commitment to Continuous Improvement: Team meetings, program adjustments, and ongoing review of behaviour support, guidance strategies, and wellbeing programs (e.g., Resilience Project) embed ongoing critical reflection.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or the Community

Partnerships with Families: Regular, two-way communication and sharing of information (face-to-face, SeeSaw, phone, communication books) allows educators to learn about each child's home life, interests, and cultural context, ensuring programming is inclusive and responsive.

Collaborative Problem-Solving and Belonging: Families are welcomed to settle new children, contribute to individual planning, and participate in decision-making, supporting children's self-regulation and sense of community.

Community and Peer Connections: Children engage in collaborative group work, peer helping, and partner investigations, fostering empathy and strong social skills.

Connections to the broader school and local context (e.g., assembly, values, cultural celebrations) foster belonging and appreciation.

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 6: Collaborative Partnerships with Families and Communities

Our Biggest Strengths (QA6: Collaborative Relationships with Families and Communities)

Theme 1 – Practice is Embedded in Service Operations

Open and Welcoming Environment: Families are invited to participate at any time, with an open-door policy, regular reporting, and transparent communication embedded in daily practice.

Consistent and Responsive Communication: Multiple platforms (newsletters, SeeSaw, phone, newsletters) are used to keep families informed and engaged, ensuring they have ongoing access to program updates, child progress information, and service policies.

Seamless Transition Practices: Robust, well-planned transition programs connect families and children from playgroup/occasional care into preschool, and then into school, providing consistency and support throughout.

Theme 2 – Practice is Informed by Critical Reflection

Individualised, Responsive Planning: Learning plans, ILPs, and transition plans are created through genuine collaboration with families and are continuously updated in response to family insights and reflective assessment of each child's needs.

Inclusive Decision-Making: Families are actively invited to contribute to the site philosophy, PQIP, and policy review, ensuring the service respects and evolves in response to their perspectives and values.

Continuous Service Improvement: Family feedback and community input are regularly sought and considered during reflective team practice to better meet the diverse needs of all children and their families.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or Community

Celebrating Diversity and Community Connections: Cultural backgrounds, traditions, and family values are celebrated and represented in the program; educators invite family and community expertise into the curriculum further deepening community bonds.

Broader Community Engagement: Strong partnerships are forged with local organisations, emergency services, the library, local government, and community groups, maximising children's sense of belonging, civic engagement, and opportunity for authentic community learning.

Family Support and Advocacy: Current information about services, resources, and tailored family support are consistently available and regularly reviewed in partnership with families and local agencies.

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 7: Governance and Leadership

Our Biggest Strengths (QA7: Governance and Leadership)

Theme 1 – Practice is Embedded in Service Operations

Robust Governance Structures: The SRAS Governing Council actively supports and oversees all aspects of service operations, including policy endorsement, annual budget approval, compliance monitoring, and continuous improvement, ensuring a high-standard, community-aligned service.

Systems for Quality and Compliance: Comprehensive systems manage all risk, safety, incident reporting and document storage, with ongoing site and financial audits ensuring all legal and regulatory obligations are consistently exceeded.

Clear Roles, Standards, and Ethics: Staff roles and responsibilities are well-defined, and all operate under professional standards and codes of ethics, maintaining a transparent, ethical, and accountable culture.

Theme 2 – Practice is Informed by Critical Reflection

Continuous Quality Improvement: Ongoing self-review using the NQS, responsive PQIP processes, and performance development plans foster a cycle of improvement underpinned by critical reflection and collaborative enquiry.

Reflective Leadership Practices: Regular internal reviews, weekly staff meetings, and whole-site engagement in updating the Statement of Philosophy ensure leadership practice evolves to meet new challenges and community feedback.





Data-Informed Decision-Making: Use of parent surveys, reflective documentation, and assessment cycles strengthen governance priorities and strategic directions.

Theme 3 – Practice is Shaped by Meaningful Engagement with Families and/or Community

Community-Driven Leadership: Families and community, through the Governing Council and open feedback channels, inform policy review, priorities, and service improvement. Council membership actively represents the user base and encourages new family involvement each year.

Transparent and Accessible Communication: Families are regularly informed about governance, policy changes, achievements, and invited to contribute to future directions. Leadership connections extend to local networks and community partners, enriching the service's capacity.

Responsive, Inclusive Approach: Systems are in place to ensure families' voices shape the service philosophy, annual reporting, and improvement agenda, supporting a strong sense of shared ownership and community investment.

	 
 <h3>Effective learners</h3> <p>Education must develop children and young people who can learn, not only when they are being taught. At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.</p> <p>Curiosity Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced.</p> <p>Creativity Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.</p> <p>Meaning making Learners make connections between past information and/or experiences and new knowledge.</p> <p>Strategic awareness Learners know what to do when you don't know what to do.</p> <p>Metacognition and self-regulation Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.</p>	<p>Whole School Goal For learners to build strong communities, fostering the development of effective learners.</p> <p>Preschool Goal For children to reflect on their thinking and regulate their emotions during collaborative play. <i>During collaborative play, children are encouraged to reflect on their thinking and regulate their emotions. This process helps them develop greater self-awareness and self-regulation, supporting their growth as effective learners. Guided by the principles of the Early Years Learning Framework (EYLF) and supported through approaches like Pedagogical Documentation and Making Thinking Visible, we foster a dynamic learning environment where children become confident, resilient, and collaborative learners.</i></p>
<p>Educators Will</p>	<p>Learners Will</p>
<p>Reflecting on thinking</p> <ul style="list-style-type: none"> • Create opportunities for revisiting activities, ideas, and experiences using the Floor Book. • Encourage deeper thinking by layering upon children's ideas through open-ended questions, wonderings, and providing additional resources to extend learning. • Foster collaborative thinking by inviting children to share ideas with each other and ask questions of peers. • Share and discuss the Floor Book during Early Learning Centre (ELC) meetings to promote collective reflection and idea-building. <p>Regulating emotions during collaborative play</p> <ul style="list-style-type: none"> • Capture and reflect on moments of collaborative play and self-regulation through documentation and group discussion. • Seek children's opinions about their emotional experiences and, when appropriate, advocate for their emotions. • Model collaborative skills and self-regulation strategies with both peers and children, highlighting these behaviours during reflective moments. • Facilitate collaborative play by providing resources that encourage group engagement, such as placing large playdough or construction materials centrally for group use. • Reflect with families on children's regulation at home, seeking shared strategies and feedback for consistency across settings. • Support children's ability to self-regulate by creating a calming environment and introducing calming techniques (e.g., breathing exercises, quiet corners). • Recognise and understand individual children's needs, adapting strategies to support each child's self-regulation and wellbeing. 	<p>Reflecting on thinking</p> <ul style="list-style-type: none"> • Record their ideas and thinking in the Floor Book. • Look back at the Floor Book to revisit and reflect on past activities, ideas, and experiences. • Respond to open-ended questions, ask their own questions of educators and peers, and engage in meaningful, reciprocal conversations. • Layer upon and add to their previous ideas and thinking, building a deeper understanding over time. <p>Regulating emotions during collaborative play</p> <ul style="list-style-type: none"> • Participate in group play, working inclusively with others. • Avoid excluding peers, ensuring that everyone feels welcome. • Listen to others' ideas and confidently contribute their own suggestions. • Collaborate towards shared goals, actively problem-solving, negotiating, compromising, and taking shared responsibility within the group. • Share resources and materials generously during play. • Recognise and understand their own needs, and practise strategies for self-regulation. • Reflect on moments when challenges or emotional dysregulation occur, considering ways to address and learn from these experiences.

Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Goal	<p>Children improve their ability to reflect on and regulate their thinking in their own play experiences. <i>When children engage in metacognitive processes, such as reflecting on their thinking and regulating their learning, the principles of the EYLF and Pedagogical Documentation/Making Thinking Visible can help create a dynamic and engaging environment that encourages self-awareness and self-regulation.</i></p>					
Actions	Educators Will		Children Will		Evidenced by	Next Steps
Reflect on Thinking	<ul style="list-style-type: none"> • Create opportunities for revisiting activities, ideas, and experiences using the Floor Book. 		<ul style="list-style-type: none"> • Record their ideas and thinking in the Floor Book. 		Date:	
	<ul style="list-style-type: none"> • Encourage deeper thinking by layering upon children's ideas through open-ended questions, wonderings, and providing additional resources to extend learning. 		<ul style="list-style-type: none"> • Look back at the Floor Book to revisit and reflect on past activities, ideas, and experiences. 		Date:	
	<ul style="list-style-type: none"> • Foster collaborative thinking by inviting children to share ideas with each other and ask questions of peers. 		<ul style="list-style-type: none"> • Respond to open-ended questions, ask their own questions of educators and peers, and engage in meaningful, 		Date:	

			reciprocal conversations.			
	<ul style="list-style-type: none"> Share and discuss the Floor Book during Early Learning Centre (ELC) meetings to promote collective reflection and idea-building. 		<ul style="list-style-type: none"> Layer upon and add to their previous ideas and thinking, building a deeper understanding over time. 		Date:	
Regulate Emotions During Collaborative Play Engage Families	<ul style="list-style-type: none"> Capture and reflect on moments of collaborative play and self-regulation through documentation and group discussion. 		<ul style="list-style-type: none"> Participate in group play, working inclusively with others. 		Date:	

	<ul style="list-style-type: none"> Seek children's opinions about their emotional experiences and, when appropriate, advocate for their emotions. 		<ul style="list-style-type: none"> Avoid excluding peers, ensuring that everyone feels welcome. 		Date:	
	<ul style="list-style-type: none"> Model collaborative skills and self-regulation strategies with both peers and children, highlighting these behaviours during reflective moments. 		<ul style="list-style-type: none"> Listen to others' ideas and confidently contribute their own suggestions. 		Date:	
					Date:	
	<ul style="list-style-type: none"> Facilitate collaborative play by providing resources that encourage group engagement, such as placing large playdough or construction materials centrally for group use. 		<ul style="list-style-type: none"> Collaborate towards shared goals, actively problem-solving, negotiating, compromising, and taking shared responsibility within the group. 		Date:	

	<ul style="list-style-type: none"> • Reflect with families on children's regulation at home, seeking shared strategies and feedback for consistency across settings. 		<ul style="list-style-type: none"> • Share resources and materials generously during play. 		Date:	
	<ul style="list-style-type: none"> • Support children's ability to self-regulate by creating a calming environment and introducing calming techniques (e.g., breathing exercises, quiet corners). 		<ul style="list-style-type: none"> • Recognise and understand their own needs, and practise strategies for self-regulation. 		Date:	
	Recognise and understand individual children's needs, adapting strategies to support each child's self-regulation and wellbeing.		<ul style="list-style-type: none"> • Reflect on moments when challenges or emotional dysregulation occur, considering ways to address and learn from these experiences. 		Date:	

Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

National Quality Standard priorities

Priority		Evidenced by	Next Steps
2.2.1 <ul style="list-style-type: none"> • Educators review excursion risk assessments to ensure that all regulatory requirements are included. 			
<ul style="list-style-type: none"> • Educators develop a risk assessment for the outdoor environment such as having the mud kitchen against the fence. 			
<ul style="list-style-type: none"> • Educators follow their sun protection policy and ensure that children wear hats while outside. 			
7.1.2 <ul style="list-style-type: none"> • Develop comprehensive job descriptions for all educators. 			
<ul style="list-style-type: none"> • Review and update excursion risk assessments to ensure all regulatory requirements are included, referring to ACECQA's risk assessment and management tool (pages 29–33). 			

<ul style="list-style-type: none"> Review and streamline Sun Protection Policies, ensuring a single, coherent policy is in use across the service. 			
<ul style="list-style-type: none"> Strengthen the enrolment process to ensure children with medical conditions do not attend without their medication and relevant plans, with condition clarity confirmed prior to commencement (as per Regulation 90). 			
<ul style="list-style-type: none"> Review the Medical Conditions Policy to ensure all requirements of Regulation 90 are clearly identified, supported by current ACECQA guidance. 			
<p>7.2.2</p> <ul style="list-style-type: none"> Developing the Educational Leader's understanding of analysing children's learning against the EYLF learning outcomes, supported by ACECQA educational leadership resources: <ul style="list-style-type: none"> ACECQA Educational Leadership Resources ACECQA Educational Leader Manual 			
<ul style="list-style-type: none"> Continuing to use self-assessment tools to identify improvements and develop continuous improvement goals, using the: <ul style="list-style-type: none"> Self-Assessment Tool for Centre-based Care (Education Standards Board SA) 			

Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Endorsements

Endorsed by director/principal

Name
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name
Date Click or tap to enter a date.

Signature:

Date Click or tap to enter a date.
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Signature: