

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 and Area Kindergarten amalgamated with Swan Reach Area School to continue the provision of preschool services. The kindergarten operates from the Early Learning Centre, a modern facility that also provides opportunities for programs such as Occasional Care and Playgroup to run in conjunction with the kindergarten program. Due to fluctuating enrolments, the service alternates between being 'in scope' and 'out of scope' for the National Quality Standard (NQS).

Swan Reach and Area Kindergarten is geographically positioned near the centre of three regional districts and major service centres: the Murraylands, the Barossa, and the Riverland. Our preschool receives support from both the Murray Bridge DfE District Office (leadership and educational support) and the Berri DfE District Office (support services).

Enrolments are drawn from a small catchment area that includes the town of Swan Reach, surrounding farmlands, the nearby township of Nildottie, and as far north as Blanchetown, making Swan Reach and Area Kindergarten the closest service for many families.

The Principal leads the preschool team in collaboration with the Early Years teacher, who has curriculum leadership responsibilities, and an Early Childhood SSO2. When enrolments are below the NQS 'in scope' threshold, Swan Reach and Area Kindergarten is able to facilitate a composite preschool/reception class to ensure continuity of service.

Statement of Philosophy

At Swan Reach and Area Kindergarten, we are committed to fostering an inclusive, high-quality learning environment where every child feels a sense of belonging, being, and becoming. We recognise that children are capable, competent, and creative learners who thrive when engaged in stimulating, challenging, and purposeful play-based learning programs that balance child-initiated discovery with intentional teaching.

We value and actively seek out children's voices, ideas, and interests within our curriculum, embedding respect, trust, and relationships at the heart of our practice. This partnership with children and their families celebrates diversity, promotes wellbeing, and cultivates a love of lifelong learning. We encourage every child to learn at their own pace, follow their passions, and develop dispositions such as gratitude, empathy, mindfulness, and emotional literacy.

We place a strong emphasis on supporting each child to develop self-regulation skills, enabling them to manage their emotions, behaviours, and relationships effectively within a caring and supportive environment.

Our curriculum is guided by:

- The Early Years Learning Framework (Belonging, Being & Becoming) and Respect, Reflect, Relate
- Reflective and ongoing observations of individual children and groups
- Children's interests, family context, and evolving understandings
- Collaborative input from parents and carers, recognising them as each child's first educators

We promote a culture of reflection, empowering children to consider their learning and build confidence for the future. Children are supported to make decisions, exercise agency, and develop critical thinking and problem-solving skills in partnership with peers, educators, and adults. Quality interactions, co-construction of knowledge, and positive relationships underpin our approach to supporting children's holistic development.

Our team of educators is committed to continuous improvement, engaging in daily reflection, documentation of learning, and formative assessment practices. We prioritise professional learning and keep abreast of current research to inform practice, in line with the National Quality Standard and sector expectations.

At Swan Reach and Area Kindergarten, we champion authentic learning experiences within rich natural and built environments, fostering curiosity, awe, and wonder. Sustainable practices are embedded across our kindergarten operations and programs, supporting children to develop a sense of responsibility for their world and community.

Reviewed 5/6/2026

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

Theme 1 – Practice is Embedded in Service Operations

Assessment, planning, and reflection cycles are consistently implemented for all children, forming the foundation of everyday practice.

Children's agency and voices are routinely embedded in daily routines and learning experiences.

Family input and collaboration are a regular, expected part of curriculum planning and review.

Intentional teaching and responsive scaffolding are consistently employed by all educators.

Critical reflection and ongoing improvements are an established part of staff practice.

Diversity and inclusion are authentically embedded across the environment, program, and interactions.

Theme 2 – Practice is Informed by Critical Reflection

Educators consistently engage in regular, collaborative critical reflection on children's learning, the program, and their teaching practices.

Reflections directly inform changes and improvements to the curriculum, routines, and learning environments.

Diverse perspectives—including those of children, families, and educators—are considered during reflection and planning.

Evidence of reflection is visible in planning documents, meeting notes, and adjustments to practice.

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

Families are genuine partners in all aspects of curriculum planning and decision-making, with their feedback regularly sought and acted upon.

Community voices, knowledge, and resources are actively incorporated into the educational program and daily experiences.

Learning goals, experiences, and routines are shaped by the interests, cultures, and contributions of both families and the broader community.

Regular two-way communication builds trust and ensures the program truly reflects family and community priorities.

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
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

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
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Quality Area 4: Staffing Arrangements

Theme 1 – Practice is Embedded in Service Operations

Consistently High Staffing Ratios and Qualifications: Our deliberate approach to staffing ensures coverage well above required ratios (often 1:3). All staff hold First Aid qualifications and National Child Safety Training, and either hold or are working towards relevant educator qualifications. This underpins robust supervision and high-quality learning.

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

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 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 families and the broader school and local community. For example: Floor book stories, assemblies, values programs, and celebrations such as Book Week and Mother's/Father's Day, strengthening their sense of 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

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: We use multiple platforms such as newsletters, SeeSaw, phone calls, and communication books to keep families informed and engaged. This approach ensures that families 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 invited to contribute to the site philosophy and are given opportunities to provide feedback on policies. While contributions to policy review and the philosophy have been sought, feedback has not always been received. This approach aims to ensure the service is responsive to family 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

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: Families' voices are encouraged and supported to shape the service philosophy, annual reporting, and improvement agenda. This approach fosters a strong sense of shared ownership and community investment.

 Effective learners 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. Curiosity Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced. Creativity Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings. Meaning making Learners make connections between past information and/or experiences and new knowledge. Strategic awareness Learners know what to do when you don't know what to do. 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.	 PQIP  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #003366; color: white; text-align: center; width: 25%;">Whole School Goal</td><td style="text-align: center;">For learners to build strong communities, fostering the development of effective learners.</td></tr> <tr> <td style="background-color: #003366; color: white; text-align: center;">Preschool Goal</td><td>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></td></tr> <tr> <td style="background-color: #003366; color: white; text-align: center;">Educators Will</td><td style="background-color: #003366; color: white; text-align: center;">Learners Will</td></tr> <tr> <td style="vertical-align: top;"> Reflecting on thinking - 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. Regulating emotions during collaborative play - 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. </td><td style="vertical-align: top;"> Reflecting on thinking - 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. 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Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Goal	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>					
Actions	Educators Will		Children Will		Evidenced by	Next Steps
Reflect on Thinking	Create opportunities for revisiting activities, ideas, and experiences using the Floor Book.		Record their ideas and thinking in the Floor Book.		Date:	
	Encourage deeper thinking by layering upon children's ideas through open-ended questions, wonderings, and providing additional resources to extend learning.		Look back at the Floor Book to revisit and reflect on past activities, ideas, and experiences.		Date:	
	Foster collaborative thinking by inviting children to share ideas with each other and ask questions of peers.		Respond to open-ended questions, ask their own questions of educators and peers, and engage in meaningful, reciprocal conversations.		Date:	

	Share and discuss the Floor Book during Early Learning Centre (ELC) meetings to promote collective reflection and idea-building.		Layer upon and add to their previous ideas and thinking, building a deeper understanding over time.		Date:	
	Capture and reflect on moments of collaborative play and self-regulation through documentation and group discussion.		Participate in group play, working inclusively with others.		Date:	
Regulate Emotions During Collaborative Play Engage Families	Seek children's opinions about their emotional experiences and, when appropriate, advocate for their emotions.		Avoid excluding peers, ensuring that everyone feels welcome.		Date:	
	Model collaborative skills and self-regulation strategies with both peers and		Listen to others' ideas and confidently		Date:	

	children, highlighting these behaviours during reflective moments.		contribute their own suggestions.		Date:	
	Facilitate collaborative play by providing resources that encourage group engagement, such as placing large playdough or construction materials centrally for group use.		Collaborate towards shared goals, actively problem-solving, negotiating, compromising, and taking shared responsibility within the group.		Date:	
	Reflect with families on children's regulation at home, seeking shared strategies and feedback for consistency across settings.		Share resources and materials generously during play.		Date:	
	Support children's ability to self-regulate by creating a calming environment and introducing calming techniques		Recognise and understand their own needs, and practise strategies for self-regulation.		Date:	

	(e.g., breathing exercises, quiet corners).					
	Recognise and understand individual children’s needs, adapting strategies to support each child’s self-regulation and wellbeing.		• 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 • Educators review excursion risk assessments to ensure that all regulatory requirements are included.		The executive leadership team, including the Nominated Supervisor/Principal, Deputy Principal, Health and Safety Representative and Business Manager, reviewed excursion and off-site procedures using the Department for Education Camps and Excursion Policy and the ACECQA Risk Assessment Tool. Excursion risk assessment templates were revised to include route mapping, transport arrangements, embarking and disembarking procedures, and child accountability steps in line with Regulation 101. A staged approval workflow was introduced with sign-off by the Educator, Health and Safety Representative, Business Manager and Nominated Supervisor. Staff were trained in the updated process during Week 0 and through induction. Staff feedback indicates increased confidence and consistency in planning and managing excursion safety.	Continue to monitor implementation of the excursion workflow through weekly ELC meetings, induction processes and leadership oversight. Review completed excursion documentation regularly to ensure all regulatory requirements continue to be met and embedded in practice.
• Educators develop a risk assessment for the outdoor environment such as having the mud kitchen against the fence.		The mud kitchen was relocated away from the fence to reduce absconding risk while maintaining children's access to engaging outdoor play experiences. A site-specific outdoor learning environment risk assessment was developed to identify hazards unique to the service environment, including areas near fences and gates, and to document risk minimisation strategies. Children have also been involved in recognising and discussing environmental risks through floor book reflections, demonstrating active participation in safety awareness.	Continue to review the outdoor environment risk assessment as part of regular site monitoring and whenever changes to equipment or layout occur. Maintain children's involvement in identifying and discussing safety in the outdoor environment.
• Educators follow their sun protection policy and ensure that children wear hats while outside.		The Sun Protection Policy was reviewed and updated in line with Cancer Council SA guidance and the Department for Education Inclement Weather and Sun Exposure guidance. Daily UV monitoring has been adopted as a more appropriate approach for the early childhood setting. Educators consistently model SunSmart practices by wearing hats, sun protective clothing and applying sunscreen, and children are supported to do the same before outdoor play. Sun-safe routines are evidenced	Continue daily monitoring of UV levels and consistent reinforcement of SunSmart routines with children, staff and families. Review implementation through regular observations, floor book reflections and policy review processes.

		through photos, procedures, floor books and family-shared documentation, showing that these practices are embedded in daily routines.	
7.1.2 Develop comprehensive job descriptions for all educators.		Clear role-specific job descriptions have been developed and shared with educators, outlining responsibilities for supervision, risk management and policy implementation. This work was informed by ACECQA guidance relating to the Nominated Supervisor, Educational Leader and Responsible Person roles. Role expectations have been reinforced through weekly leadership discussions, staff meeting processes and the staff induction procedure. The ECW2 role description was specifically developed and distributed to strengthen clarity and accountability across the team.	Continue to embed job descriptions into induction, leadership discussions and performance development processes so that responsibilities remain clear and consistently enacted. Review role descriptions as part of ongoing governance and staffing review cycles.
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).		Excursion risk assessment templates were updated to address all required elements of Regulation 101. The service has embedded ACECQA's risk assessment and management tool into a collaborative weekly review process during ELC meetings, supporting risk identification, improved excursion planning and stronger documentation practices. Staff received targeted training on risk assessment completion and compliance requirements, and feedback from staff indicates that the updated workflow has improved organisation, reduced stress and increased confidence in managing excursion requirements.	Continue to review excursion risk assessments through ELC meetings and leadership oversight to ensure the process remains a living document. Maintain staff training and induction to support consistent use of the workflow and compliance with regulatory requirements.
Review and streamline Sun Protection Policies, ensuring a single, coherent policy is in use across the service.		A comprehensive review of Sun Protection Policies was undertaken to remove duplication and improve clarity. The preschool and school policies were reviewed for alignment, with the decision made to maintain separate policies due to the differing operational and developmental needs of preschool and school contexts. The preschool policy now reflects early childhood requirements, including active UV monitoring. Policy review and monitoring are supported through an organised policy management system, tracking table and	Continue scheduled policy review through the service's policy management system to ensure the preschool Sun Protection Policy remains current, clearly communicated and consistently implemented in practice.

		the Preschool Policy Implementation Tool, which strengthen oversight, review cycles and regulatory alignment.	
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).		The enrolment procedure has been revised so that children with medical conditions do not commence until all required documentation, medication and health plans are in place. An enrolment checklist supports this process and ensures that administration and the Nominated Supervisor verify medical needs before attendance begins. Required documentation may include Health Support Plans, medical action plans, Individualised Safety and Risk Management Plans, Medication Agreement Forms and contextual emergency response plans. Medication is required in original pharmacy packaging, with expiry dates checked regularly. This process has been further reinforced following the enrolment of a child with anaphylaxis to bees.	Continue to implement and monitor the medical enrolment process for all new enrolments. Audit documentation regularly to ensure plans, medication and records remain current, and continue to communicate expectations clearly with families before commencement.
Review the Medical Conditions Policy to ensure all requirements of Regulation 90 are clearly identified, supported by current ACECQA guidance.		The Nominated Supervisor and Health and Safety Representative reviewed and updated the Medical Conditions Policy with explicit reference to Regulation 90 and current ACECQA guidance. The revised policy was shared at an ELC weekly meeting to build whole-team understanding and commitment. Policy requirements relating to health support plans, risk minimisation, communication and review processes are now clearly reflected in enrolment procedures and supporting documents.	Continue to review the policy through regular governance processes and ensure all staff, including relief staff, remain familiar with medical management procedures through induction, handover and ongoing discussion.
7.2.2 - Developing the Educational Leader's understanding of analysing children's learning against the EYLF learning outcomes, supported by ACECQA educational leadership resources: ACECQA Educational Leadership Resources ACECQA Educational Leader Manual		The Educational Leader has engaged in professional learning through MECL workshops, collaborative sessions with the Education Lead Early Childhood and an education consultant, and ongoing reference to ACECQA's Educational Leader Manual and leadership resources. This professional learning has strengthened understanding of the EYLF as a core reference point for analysing learning and guiding reflective practice. Annotated professional learning evidence demonstrates	Continue professional learning and reflective dialogue to deepen analysis of learning against the EYLF. Use weekly ELC meetings and PDP cycles to monitor progress, strengthen leadership capacity and support educators' understanding of assessment and planning.

		how this has informed changes to documentation and strengthened analysis of children's progress.	
Embed stronger analytical and reflective practice in the planning cycle.		The team critically analysed its floor book documentation and identified an opportunity to make the EYLF more visible within daily practice. In response, educators began embedding explicit EYLF learning outcomes and indicators directly into floor book documentation. Reflective sessions led by the Educational Leader now support collaborative analysis of children's learning, educator strategies and the impact of teaching approaches. This has informed changes in practice, including more intentional questioning, greater focus on resilience and stronger links between documentation, assessment and planning.	Continue to build consistency in using the EYLF within floor book documentation and reflective discussions. Review documentation regularly to ensure analysis remains visible, meaningful and clearly linked to planning decisions.
- Continuing to use self-assessment tools to identify improvements and develop continuous improvement goals, using the: Self-Assessment Tool for Centre-based Care (Education Standards Board SA)		The Education Standards Board Self-Assessment Tool is used as part of the service's quality assurance cycle to reflect on current practice, identify strengths and determine areas for growth. The tool has supported collaborative discussion about service philosophy, planning, documentation, critical reflection, health and safety, and educator practice. Reflections from the tool are used in leadership meetings, QIP strength analysis and service planning, including the development of the QIP one-pager linked to site goals and educator actions. This process has strengthened team ownership of improvement and ensured that QIP priorities are informed by lived practice, not just compliance requirements.	Continue scheduled self-assessment and leadership review processes so that the QIP remains a live document reflecting ongoing reflection, evidence of progress and clearly identified improvement priorities across all Quality Areas.

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?

We have made substantial progress in addressing our identified NQS priorities through deliberate changes to practice, systems and leadership processes across the service. Our work has focused on strengthening child safety, improving risk management, clarifying staff roles and responsibilities, and building stronger educational leadership and reflective practice.

In **Quality Area 2**, we have strengthened daily supervision and risk management by updating excursion documentation and approval processes, relocating the mud kitchen to reduce absconding risk, developing a site-specific outdoor risk assessment, and embedding consistent SunSmart routines supported by updated policy guidance. These changes are now reflected in daily practice, staff induction, documentation processes and leadership oversight.

In **Quality Area 7.1.2**, we have improved governance systems by developing clear educator job descriptions, strengthening enrolment and medical-condition procedures, updating the Medical Conditions Policy, and refining our policy review and compliance systems. These improvements have increased accountability, clarified expectations and strengthened our capacity to manage risk and maintain compliance.

In **Quality Area 7.2.2**, we have strengthened educational leadership through professional learning, reflective team discussions, and more intentional use of the EYLF in planning and documentation. The Educational Leader now plays a stronger role in guiding analysis of children's learning, and self-assessment processes are more clearly informing our QIP priorities and ongoing improvement planning.

Through this work, we have learned that sustained improvement is strongest when it is supported by clear leadership, shared accountability, regular opportunities for collaboration, and ongoing critical reflection. We have also learned the importance of ensuring the QIP captures not only our goals, but also the specific actions taken, the evidence of progress, and the next steps required to maintain momentum.

Our next steps are to continue monitoring the consistency and effectiveness of these improvements, maintain regular review cycles, and ensure our QIP remains a live document that accurately reflects our ongoing practice improvement.

Enablers: What factors have been critical for success?

Critical enablers for our success have included:

- **Strong leadership and shared accountability**, particularly through the active involvement of the Nominated Supervisor, leadership team, Health and Safety Representative and Educational Leader
- **Clear systems and processes to support compliance**, including updated templates, approval workflows, induction procedures, checklists and policy review tools
- **Scheduled collaborative time through weekly ELC meetings**, leadership meetings and whole-site discussions, which has supported reflection, review and consistent implementation
- **Access to professional learning and expert guidance**, including ACECQA resources, MECL workshops, educational consultants and departmental guidance materials
- **Staff commitment to continuous improvement**, including willingness to engage in reflective practice, strengthen documentation and embed agreed processes
- **Strong governance and review structures**, which have helped ensure that changes are not one-off responses but part of ongoing service improvement

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

- **Fluctuating enrolments and resourcing pressures**, which can affect staffing stability and available time for improvement work
- **The complexity of managing multiple policy**, compliance and operational requirements across both preschool and school contexts
- **The need to embed new systems consistently over time**, particularly where changes require both procedural updates and shifts in daily practice
- **Maintaining momentum while responding to external review processes**, rather than allowing improvement work to become focused only on compliance milestones

To work through these challenges, we will continue to:

- provide stable staffing and flexible support where possible
- prioritise regular collaboration and review time
- use leadership meetings and induction processes to reinforce expectations
- monitor practice through documentation, discussion and policy review cycles
- keep improvement planning grounded in daily practice, evidence and reflection

Recommendations: What are the next steps to take?

- **Continue embedding updated risk management and supervision systems**, including regular review of excursion documentation, outdoor environment risk assessments and daily safety practices
- **Maintain consistent implementation of SunSmart routines and policy expectations**, supported by observation, reflection and ongoing communication with staff and families
- **Continue strengthening governance systems**, including job descriptions, induction processes, policy review schedules and medical-condition enrolment procedures
- **Further build educator confidence in analysing learning against the EYLF**, with the Educational Leader continuing to guide reflective discussions and planning reviews
- **Use self-assessment processes regularly to inform QIP updates**, ensuring the QIP documents actions taken, evidence of progress and next steps across all priority areas
- **Strengthen family engagement in improvement processes**, particularly where family voice, shared documentation and everyday practice contribute to service quality
- **Maintain professional learning and collaborative networks** across the portfolio to support shared reflection, consistency and ongoing improvement

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