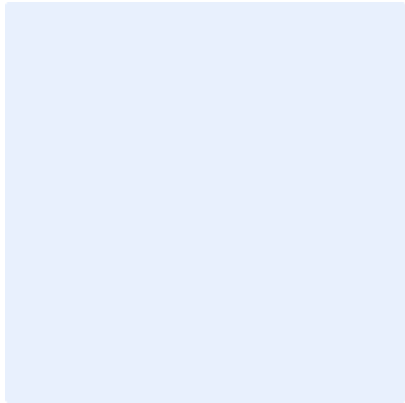


2026

Quality Improvement Plan for Echunga Preschool

Site number:

1570



Service name

Echunga Primary and Preschool

Service address

802 Echunga Road, Echunga

Service approval number

SE - 00010306

Acknowledgment of Country

We acknowledge the Peramangk people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Echunga Preschool is a full time, school-based preschool, in the Heysen Partnership and Mount Barker 1 Portfolio in the picturesque Adelaide Hills. Our Preschool enjoys the school's beautiful and expansive environmental setting with deciduous and non-deciduous trees, a creek, resident chickens and vegetable gardens. We have a warm and nurturing indoor play area as well as a large fenced outdoor nature play area.

Our Preschool will start off 2026 with 1 group of 23 children (Mon – Tuesday and fortnightly Wed) The group is staffed by 2 teachers and 1 SSO and an addition SSO support as needed.

There are strong connections with the primary school, with regular visits to the library, hall and Reception classes. Echunga Primary and Preschool have a strong family and community involvement, and the children feel valued and connected to this school community.

We provide a quality educational program where children feel confident to take risks and be actively involved in their learning. Quality Professional learning through the Music Education Strategy in 2023 - 2025 introduced learning opportunities for staff and new educational experiences for our children. Our QIP has been created in consultation with educators and leader. Our Quality Improvement Plan goal for 2026 closely connects with our primary school goal around developing executive functioning, which can be supported through our music strategy learning.

The preschool program includes learning Spanish which is used throughout the day, building a foundation of language learning to transition into the school.

Strength and growth points have been identified using self-reflective tools and data / observations from children, parents, and teachers.

Statement of Philosophy

At Echunga Preschool, we acknowledge that the land we play on, was, and still is the land that the Peramangk children played on. We respect the past and present and walk, play and learn in their footsteps.

Our educational philosophy is centred around the belief that children learn best through play, guided by curiosity and wonder. We strive to create an environment where each child is valued, respected, and supported to explore their world, develop strong relationships, and dispositions for learning. By fostering an inclusive and safe atmosphere, we embrace diversity, celebrate differences, ensure every child is cared for; physically, emotionally and culturally, and work in partnership with families to ensure that every child's voice is heard and respected.

We aim to cultivate a sense of belonging and responsibility, empowering children to engage with their local community, the environment, and each other in meaningful ways. Through collaborative partnerships, we support families as integral members of our learning community, promoting a shared commitment to the well-being and growth of all children. As a school-based preschool, we value the close relationship we are able to foster with Echunga Primary School, promoting children's sense of belonging and continuity within the transition to school.

As a staff team, we view ourselves as life-long learners and therefore engage in continuous improvement through critical reflection, family feedback and quality improvement practices.

From our regular discussions within our community, we have learned that the following values are important to our families, and we therefore strive to reflect this in our daily interactions:

Kindness; Respect; Play; Creativity; Wellbeing

Revised June 2026

Strengths

Quality Area 1: Educational Program and Practice

Standard 1.3 Assessment and planning

Echunga preschool is school based, located in a small Adelaide Hills community with a strong sense of community. The sites' philosophy prioritises getting to know each child and their family as the foundation for building strong and respectful relationships. The preschool team believe that getting to know the children and families well, right from the start, is the key to informing program decisions and developing educational programs that are purposeful and relevant for all children. We have developed processes to support this, for example, using a parent questionnaire before children start at our service to learn family's goals, concerns and values. Parents are invited to give regular feedback on children's learning through Seesaw, or through informal conversation, and encouraged to meet with teachers to discuss any concerns and to co-construct learning goals for future planning. All educators collaborate with children, their families and members of the community to build culturally safe and secure environments and use this knowledge to inform their practice. This is visible through respectful parent discussions around family beliefs and celebration involvement. Children also work with their families to create an 'About me' page that reflects what is important to the child and their family context. A range of cultural days are learnt about, without placing bias and emphasis that all families value and celebrate differently.

The site has embedded the Early Years Learning Framework's planning cycle into the daily educational program to support educators to implement high quality practice to understand the whole child. Educators take a planned and reflective approach to implementing the program for each child and provide authentic and meaningful experiences that support each child's interests, strengths and learning goals. We support children's social skill development through intentionally spending time with children individually to build strong connections with them and acknowledge and build upon each child's own learning dispositions. Educators intentionally teach social skills, empathy and emotional intelligence, through a range of learning experiences, modelling, books and embedding 'Program Achieve'. Our site values children's individuality and is intentionally responsive and inclusive of all children's wellbeing and ways of learning, for example, using verbal and visual prompts, and regulation spaces and resources. As a school-based site we are fortunate to work in partnership with the school and engage in ongoing discussions with our wellbeing leader, supporting a whole site approach, for example introducing the 'Zones of Regulation'.

Educators engage in ongoing critical reflection, reflecting on processes and practices, in each individual preschool groups, as well as a whole site with educators intentionally communicating with one another to ensure consistency and clarity. The underlying consistency in intent and approach to practice across the service helps to create a sense of continuity, predictability, and security for each child.

Strengths

Quality Area 2: Children's Health and Safety

Echunga Preschool places high importance on children's health and safety to ensure that all children can learn in a safe and supportive environment. We ensure all levels of hygiene are maintained, and individual health and wellbeing, medical and continence care is communicated and followed by all educators. This is reflected through our daily practices, procedures, and educational programming, by educating all children on how to keep themselves safe. This is done through explicit teaching during group times, for example how to wash hands effectively and providing prompts through stories, visuals and reminders. The child protection curriculum is implemented into our programming, however, is also embedded in all educators practice, visible through our language and actions with children, in encouraging personal agency and boundaries. Healthy eating is promoted through daily conversations with children around lunch boxes and supporting them to have personal agency to choose food that meet their nutritional needs and the positive outcomes of this.

The site follows effective illness and injury management. All injuries and incidences are documented and signed by families, and notifying procedures followed. Injuries forms are regularly reviewed to inform our sites risk assessments and robust conversations are had with children to communicate these.

Educators undertake ongoing professional development to strengthen their understanding of wellbeing and how to best support children in the Preschool environment. This involves intentionally setting up a range of experiences that support various children and their wellbeing needs. Our routine reflects our responsiveness to children's need to regulate their bodies, through our purposeful environment design, dedicated relaxation time, and consistent and predictable structure; with room to be flexible to the group's needs. Educators also value children's ability to adapt and regulate to change and will engage in regular conversations with children about significant changes. As a school-based site we are fortunate to work in collaboration with the school and have ongoing discussions with the wellbeing leader to support a Preschool and Primary transitional approach. The site also has a Pastoral Care Worker that is site based two days a week. This Pastoral Care Worker liaises with families and works with children and educators to help foster a sense of wellbeing across our site. This often involves providing additional support for parents and using wellbeing resources with children.

Our site has a consistent and comprehensive approach to wellbeing across site. Our educators are informed by Berry Street Wellbeing Practices to help facilitate and promote emotional understanding and literacy. This is consistent with the pedagogy of our school practice. Our preschool teaching staff reflect the philosophy of Marte Meo within their daily interactions with children. This facilitates their understanding of children's development, recognising the social and emotional elements of the developmental process to support children's development in concrete and practical ways.

Strengths

Quality Area 3: Physical Environment

We regularly receive feedback from families and community members at how serene and pleasing our learning environment is. Educators work hard to maintain a settled and engaging learning environment for children that is stimulating but also encourages children to be reflective in their learning. We regularly discuss and are constantly reflective of the effectiveness of our learning space. We design physical play spaces by seeking feedback from the children, being responsive, flexible and in the moment, supporting children's interests and input. Ensuring best practice, supporting each child's needs and learning development, and inclusion. We give thoughtful consideration into providing space, which caters for sensory, cognitive and physical development – quiet spaces, loose parts play, social and dramatic play, big movement play. We ensure children can access all areas of our physical space, timetabling for long periods of uninterrupted play and support this with active supervision and engagement.

We are responsive to the physical environment, collecting and using natural object in our inquiries, wondering and learning experiences. We intentionally select furniture and resources to create homely, inviting, aesthetic environments which are personalised and reflect our philosophy and the children's needs. Indoor and outdoor learning environments are flexible and inviting, facilitating learning outcomes through encouraging exploration, problem solving and creative expression as they move between indoor and outdoor learning environments.

Ongoing critical reflection on the ways spaces are used allows responsiveness to needs of children and families and supports our extended periods of uninterrupted play. Respect for the learning environment and resources is actively taught, and the children are involved in caring for the learning spaces. Families are directly involved in decision-making regarding the physical environments and its improvement.

Educators strive to obtain and provide resources, materials and equipment which are sustainable, open-ended, inclusive and accessible, to stimulate creativity and promote engagement in play-based learning. At Echunga Preschool we care for the environment by re-using and recycling materials and feeding compostable scraps to our chickens. We work towards sustainability by establishing a butterfly habitat, promoting waste reduction (e.g. use of recyclable containers) and conserving energy and water. We involve the wider community in educational activities relating to sustainability (e.g. gardening). Natural resources (e.g. leaves, pinecones, etc.) are regularly utilised to extend inquiry, observation and sensory play.

Strengths

Quality Area 4: Staffing Arrangements

Our educators are committed to self-reflection, seeking and embracing opportunities to improve practice and to learn. We support ongoing training and development opportunities related to our improvement goals. We dream big, critically analysing and reflecting on our practice, including our strengths, areas for improvement and our vision. As a staff team we highly value collaboration. We work together to build relationships which acknowledge strengths, skills and experience. We support each other to extend and challenge ourselves as educators. Educators are given regular opportunities to work together to reflect on their practice and develop children's programs.

Our team collaboratively critically reflects, identifying challenges of practice and actively seeking the best solutions to provide the best possible learning outcomes for all children. This includes:

- Employing more staff than required for ratio in response to learning and supervision needs.
- Successfully applying for Inclusive Education Support Plan funding to provide for children with extensive needs.
- Consistent staffing and relief staff plus informing families of absences and staffing arrangements.
- Supporting pre-service teachers.
- Developing clear educator roles, responsibilities and induction processes.
- Clearly identifying our person in charge each day

Reflective and collaborative practice is especially evident during the transition to Reception period. Our preschool educators have a close relationship with our early years teachers, discussing at length how they can make transition a highly successful and promising experience for all our learners.

Strengths

Quality Area 5: Relationships with Children

We pride ourselves on the connections and relationships we develop with every child. We begin these relationships at play group, pre-enrolment and orientation connections. We encourage children to have a strong voice and sense of agency plus we intentionally build their sense of belonging and connections with educators, their peers and our space. We utilise Marte Meo informed interactions, modelling being calm and respectful in our interactions with everyone.

We actively listen to our children, supporting them to solve problems. We are present and acknowledge their feelings and individual needs. We intentionally connect with all children, critically reflecting on ways to build meaningful relationships. During team meetings and planning meetings we reflect on and share our interactions and engagement with children. We act on these observations, ensuring every child has a strong sense of agency and wellbeing.

We strive to support every child when they experience big feelings, ensuring their dignity, voice and autonomy is taken in high regard. We critically reflect on our practice and intentions, to best support all children based on their functional needs. We explicitly teach grounding/centering strategies through mindfulness, interoception strategies and are guided by these in our daily interactions with children. We are intentional when supporting children to regulate and empower children to identify their sensory and self-regulation needs. We are deeply aware of individual children's emotional triggers and sensory needs, actively supporting and gently guiding children to use big movements, quiet spaces and access sensory tools. Daily relaxation practices are offered to children supporting stillness and mindfulness. We are committed to responsive, honest and inclusive communication with our families and regularly seek feedback in regard to their child's learning. We do this in many ways ensuring confidentiality and inclusion is paramount. Our community acknowledge our strong relationships with their children through surveys and family feedback. Plus, these relationships are evident in our children's successful learning outcomes and sense of belonging. All children are warmly welcomed each morning. We work in partnership with our families and are reflective of our practice when supporting children to transition into our kindergarten space each morning

Informal feedback from families and children indicates overwhelming satisfaction for the warm, responsive and trusting relationships between staff, children and families. At our preschool positive relationships and connection with the school community are developed further through transition planning with the Reception teacher and support from other school staff, such as library staff, PCW, SSOs, Governing Council and Principal. A culture of inclusivity is fostered and actively maintained. Staff respond to the dignity and rights of each child by using positive and non-judgmental language to support each child to feel a connection to the preschool community, build healthy relationships with each other and become active participants in their own learning.

Children are actively supported to collaborate together to build a learning community. Children are confident in voicing their suggestions for learning opportunities and express their opinions. This is evident in the way children contribute suggestions in individual conversations and during large group work. Elements of the social skills programme are embedded in the preschool culture. The social skills program develops positive mindsets through developing skills around positive relationships (getting along), organisation, persistence, resilience and confidence. These foundations impact on children's achievements, their social-emotional-behavioural wellbeing and relationships and connection to community.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Community connections are embedded, and guide our daily practice, interactions and decision making. We pride ourselves in being inclusive, responsive and welcoming.

As a response to community feedback, we actively share information and communication with our families through a range of different platforms. All families access our Seesaw account, where we share announcements, newsletters, videos and photos of our busy days, individual learning journals, and notification of injuries and special moments for individual children. We also share Microsoft Form QR codes via Seesaw to support families booking into special events. Feedback from families indicate that they appreciate the easy access this provides. We offer an orientation visit for our families in the term prior to commencing, where the children have opportunities to play and the adults are provided with opportunities to chat with our educator team. This is called our Come and Play session. We are sensitive to any children or families who may benefit from extra time to familiarise before beginning. Prior to commencement we provide families with pre-enrolment conversations, plus questionnaires building a picture of their expectations, child's strengths, challenges, triggers, personality and cultural contexts and beliefs. These connections guide our staffing ratios and planning, to provide a welcoming and settled transition into our setting. After our Come and Play session, children have the opportunity to attend two more visits to become familiar with the Preschool environment and develop warm and trusting relationships with educators.

During their first term of preschool, we offer an acquaintance evening event to further build community connections. Throughout the year we have many community events embedded in our yearly calendar, including: a Book Week parade, Sports day, Crafternoon and End of year celebrations. Our parents are warmly encouraged to attend our School Governing Council meetings and begin connections with the broader school community. The school Reception teachers regularly visit the preschool to become familiar with students and build trusting relationships prior to their Reception transition visits. The school PCW also regularly visits to develop warm and trusting relationships to support the transition process.

Families are encouraged to share skills and talents with the children. These have included cooking experiences, cultural awareness, language sharing, environmental activities, the Arts, gardening recreational and vocational experiences. Caregivers are also notified regularly of relevant community events through the School and Preschool newsletters.

Strengths

Quality Area 7: Governance and Leadership

At Echunga Preschool, we are committed to fostering a collaborative and informed community through effective leadership and management practices. Our approach includes the induction process for new staff and introduction to our new families; communication and reporting; fostering a collaborative partnership between families, Preschool educators, the school community and the wider community; regular policy reviews and planning; and clearly established roles and responsibilities for staff as follows:

All new families are introduced to the Statement of Philosophy, Quality Improvement Plan, policies, and procedures upon enrolment. This ensures transparency and understanding from the outset. New educators receive this information as part of their induction process, equipping them to respond to relevant queries from families with confidence.

Staff provide informative reports at Governing Council meetings to highlight the needs and context of the Preschool, ensuring alignment with community expectations. We regularly question and refine our teaching methods and relationships with children and families. Our Preschool philosophy statement is developed with community input and is reflective of team and community values. It represents the core of our commitment to continuous improvement and is regularly reviewed. Staff meet regularly for intentional pedagogical reflection on educational practice and children's development. This is a part of the preschool's ongoing reflective practice, curriculum and quality improvement cycles. Opportunities for professional conversations are created through staff meetings, pupil-free days, progress meetings, and team meetings within the school and preschool.

The preschool team and leadership collaborate to improve daily practices and enhance outcomes for children. The Principal supports educators' professional decisions and ensures professional development is meaningful by co-constructing agendas and sharing relevant literature. The Principal ensures alignment between preschool and school pedagogical practices, routines, and structures, such as transitions from preschool to school. Policies are regularly reviewed during staff meetings and presented to the Governing Council for approval. Safety and Risk Management plans are reviewed in response to incidents and scheduled reviews, with updates shared with families and the Governing Council.

Clear roles and responsibilities are established for staff, supported by a 'Jobs' board to allocate and track tasks, fostering a culture of shared responsibility and understanding of the NQS. This comprehensive approach ensures that Echunga Preschool remains a leader in educational excellence and community engagement.

Learning Improvement Plan – Goal 1

Where are we?

Site name: Echunga Preschool

Goal 1: How are children developing skills in executive function with a focus on self regulation?

Where might we go?

Challenge of Practice:

If we explicitly teach self-regulation strategies, then they will better manage their thoughts, emotions, and behaviours in a learning environment.

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

We will see children

- naming their emotions
- using emotional literacy
- communicating their needs
- negotiating play ideas and resources with peers
- following routines
- using self regulation strategies independently

How might we get there?







Give it a go	NQS Links	Timeline	Roles & Responsibilities	Resources
Build educator capacity to develop their understanding around self regulation	QA4 4.2.1	Terms 1 – 4 2026	Teacher will attend PD Teacher will trial new strategies in program Teachers will collaborate strategies used Teachers will collect data, in multiple ways, and reflect on the data to develop improvement goals	Learning Team with school staff Self Regulation Service Lee Munn Other sites with a focus on self regulation Curriculum Domain self regulation and awareness Wellbeing and Inclusion Leader

			<p>Teachers will build their capacity through educator inquiries throughout the year</p> <p>Leader will give time to connect with SSS and PD opportunities for staff (make staff aware of upcoming PD)</p> <p>Leader will provide staff with time to give feedback</p> <p>Leader will discuss improvement cycle with new staff</p> <p>Leader will give time during staff meetings to discuss QIP and reflect as a team</p>	<p>Self Regulation Service</p>
<p>Using formative assessment practices to enact the planning cycle to provide differentiated support for each child.</p>	<p>QA1 1.2.1 1.2.2 1.3.1</p>	<p>Terms 1 – 4 2026</p>	<p>Teacher will set site agreements to collect data observations for tracking and monitoring</p> <p>Teacher will trial current assessments and make changes as needed</p> <p>Leader will give time at staff meeting to discuss. Make connections with SSS and formulate a plan.</p> <p>Leader will provide time and opportunities to observe other sites and collaborate about assessment</p>	<p>Connect with Student Support Services through B1 Wellbeing and Inclusion Leader</p> <p>Leading Practice paper assessment for learning Observations proforma developed and used</p> <p>Staff meeting time – regularly</p> <p>B1 Leader meetings during staff meeting</p>

<p>For children and families to be aware of the development progress with focus on self regulation</p>	<p>QA5 5.1.2 5.2.2</p>	<p>Terms 1 – 4 2026</p>	<p>Teachers will regularly take observations and record Teachers will use floorbooks to document the process and reflect on learning Teachers will interview children about self regulation Leaders will check in and provide support where needed</p>	<p>Checklist Time Proforma/Template Floorbooks Include in planning – highlight Growth mindset Family survey Informal conversations with families</p>
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Goal 1: How are children developing skills in executive function with a focus on self regulation?

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

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress  Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan		
Build educator capacity to develop their understanding around self regulation	7/4/26 	Teachers have undertaken extensive training over the past few years around self regulation, including Zones of Regulation and other trainings.	Continuing to build educator capacity, especially SSOs. Teachers to share readings
Connect with Student Support Services through B1 Wellbeing and Inclusion Leader Leading Practice paper assessment for learning Observations proforma developed and used Staff meeting time – regularly B1 Leader meetings during staff meeting	7/4/26 	We have started using the proforma to track individual children and it highlighted that children are inconsistent in situations within the same skill.	Adjust the proforma to be more broad or more applicable to more contexts, ie, group play, group times, self directed learning.
For children and families to be aware of the development progress with focus on self regulation	7/4/26 	We have reported to families about some areas of Executive functioning through our Seesaw posts, linking learning in some of the learning experiences to	Send out some more specific information to parents around what executive function is and how we support that development in children.

		executive function development.	
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Goal 1: How are children developing skills in executive function with a focus on self regulation?

What will we embed? What will we stop? 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?**Term 1**

Educators have begun plotting individual children's placement on the scale of supported, developing and consistent for the different areas of executive function.

Educators are regularly modelling and using language in play to support children in their development. We specifically plan for learning experiences that highlight executive functioning skills.

Enablers: What factors have been critical for success?**Term 1**

Staff team working together to co analyse children with observations and critically reflect if improvements are needed.

Inhibitors: What factors have impeded progress? How will we work through this?**Term 1**

Staff need to remember to reflect on QIP goal in staff meetings and document conversations around it. These conversations also need to be shared with SSO – meeting time with whole team, time to do this and other priorities have impeded this

Recommendations: What are the next steps to take?**Term 1**

Have explicit conversations with the children and record the children's ideas about the areas of executive functions, but use child friendly language.

Use explicit language in our planning for executive functioning in our planning documents rather than not using the specific language.

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Strengthen family and community engagement with the service through development of meaningful relationships.		Create surveys Conduct interviews with families Share learning goals Share highlights Invite families in to the preschool Ask for family perspectives and ideas	Term 1 2025 - ongoing	Surveys Interviews Staff meeting to discuss Floorbooks	Educators to create and send surveys to increase family involvement in preschool Leader to give time at staff meetings
Project Connect	Click or tap here to enter text.	Meet preschool and school staff - regularly Set meeting times Set expectations Everyone share ideas and actively listen	Term 3 2025 - ongoing	Time to meet with Reception teachers Continuity of Learning Planning cycle Community excursions	Teachers to organise meeting time Leader to give a staff meeting a term to meet ECL to support project
Assessment and Rating		Use the feedback from the pre visit to continue to deliver a high standard program	Term 4 2025 - ongoing	A&R feedback	ECL to support Action Plan for all educators to contribute and follow through –

		Leadership to give time to work on the Action Plan			report at staff meetings regularly
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.		

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Strengthen family and community engagement with the service through development of meaningful relationships.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Project Connect	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Assessment and Rating	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - 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?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Renee Lynn
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Luke Gray
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Maxine McSherry
Date Click or tap to enter a date.

Signature: