v2026

Quality Improvement Plan for Echunga Preschool

Site number:

1570

ECHUNGA
PRIMARY & PRESCHOOL



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 25 children (Mon – Tuesday and fortnightly Wed) The group is staffed by 2 teachers and 1 SSO and additional 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

Echunga Preschool is a school-based service in a small Adelaide Hills community with a strong sense of connection and belonging. Our philosophy emphasises that building strong, respectful relationships with children and families is the foundation for effective teaching and learning. Educators prioritise getting to know each child and family from the outset to inform intentional, purposeful and relevant curriculum decision-making.

Families are recognised as children's first teachers and are actively involved in the program. Before children begin preschool, families complete a questionnaire to share their goals, values and any concerns, enabling educators to develop an informed understanding of each child's identity, strengths and family context. Ongoing family input is encouraged through Seesaw, informal conversations and meetings with teachers, where learning goals can be discussed and co-constructed. Educators work in partnership with children, families and the wider community to create culturally safe, inclusive and responsive learning environments. This is reflected in respectful conversations about family beliefs, values and celebrations, and in opportunities for children and families to contribute an "About Me" page that acknowledges what is important to them. Educators support children to explore a range of cultural events and perspectives in ways that recognise and respect the diversity of family experiences, without assumption or bias.

The Early Years Learning Framework planning cycle is embedded in daily practice and supports a consistent approach to observation, planning, implementation and reflection. Educators use their knowledge of each child's interests, strengths and learning goals to design meaningful learning experiences and intentional teaching opportunities. Responsive teaching strategies promote children's agency by providing opportunities for choice, decision-making, problem-solving and active participation in their learning. Educators listen to children's ideas, build on their questions and interests, and adapt experiences to support children to contribute to and influence the program.

Each child is supported through an individual cycle of planning that guides educators to respond to their learning, development and wellbeing needs. This process supports the setting of individual goals, intentional teaching, and regular reflection on progress. All educators contribute observations and insights, creating a shared understanding of each child and strengthening collaborative decision-making. This team approach ensures teaching practices remain responsive, inclusive and focused on supporting every child to flourish.

Educators place strong emphasis on children's social and emotional development. Through intentional teaching, modelling, books and planned learning experiences, children are supported to develop empathy, emotional literacy and positive relationship skills. Educators also respond to individual regulation and learning needs through strategies such as visual and verbal prompts, regulation spaces and supportive resources.

As a school-based preschool, we work closely with the school and wellbeing leader to promote a consistent whole-site approach to children's wellbeing, including the use of Zones of Regulation. Ongoing critical reflection is embedded in practice and documented through our Critical Reflections book and children's planning cycles. Educators reflect on individual and group learning, teaching strategies and the learning environment to continuously improve practice and support positive outcomes for all children.

Strengths

Quality Area 2: Children's Health and Safety

Echunga Preschool places a high priority on children's health, safety and wellbeing to ensure all children can learn in a safe, supportive and responsive environment. Effective hygiene practices are embedded across the daily program, and individual health, medical, wellbeing and continence care needs are clearly communicated and consistently implemented by all educators. These practices are supported through established procedures, daily routines and intentional teaching that promotes children's understanding of how to keep themselves safe and healthy.

Educators maintain active and adequate supervision throughout the day, using consistent staffing practices, thoughtful positioning and ongoing communication to ensure children are supported across all learning environments. Indoor and outdoor environments are inspected daily to identify and address any hazards before children access the space. Out-of-bounds areas are clearly defined and regularly discussed with children, and safety agreements are co-constructed with children to support their understanding of safe practices at preschool. These strategies promote shared responsibility, support children's developing awareness of risk, and help create a safe and predictable environment.

Educators explicitly teach health and safety practices during group times and throughout the day. This includes modelling and teaching effective handwashing, using stories, visuals and verbal reminders, and engaging children in conversations about safe practices. The Child Protection Curriculum is implemented through planned learning experiences and is also embedded in everyday practice through educators' language, interactions and expectations. Children are supported to develop personal agency, understand boundaries, and build confidence in making decisions about their own safety and wellbeing.

Healthy eating is promoted through everyday conversations with children about their lunchboxes and food choices. Educators encourage children to develop independence and agency by making choices that support their nutritional needs, while also building their understanding of healthy lifestyles in positive and respectful ways.

The preschool follows effective illness, injury and incident management processes. Incidents and injuries are documented, communicated to families and managed in accordance with required notifying procedures. Injury records and the site injury log are regularly reviewed to identify patterns, inform risk assessment processes and strengthen preventative strategies. Educators also engage children in age-appropriate conversations about safety and risk to support their understanding and safe decision-making.

Educators engage in ongoing professional learning to strengthen their knowledge of children's wellbeing and ensure practice remains informed, intentional and responsive. This is reflected in a program and environment that support children's regulation, emotional wellbeing and sense of safety through predictable routines, quiet spaces, mindfulness, interoception and flexible responses to individual needs. As a school-based preschool, Echunga Preschool works collaboratively with the school wellbeing leader, Reception buddy class and site-based Pastoral Care Worker to promote a consistent approach to wellbeing and positive transitions. Educators are further guided by Berry Street wellbeing practices and Marte Meo philosophy, supporting a strong, relationship-based approach to children's social and emotional development across the site.

Strengths

Quality Area 3: Physical Environment

Echunga Preschool provides a calm, inviting and aesthetically pleasing learning environment that supports children to feel secure, engaged and reflective in their learning. Educators regularly receive positive feedback from families, visiting educators and community members about the serenity and quality of the environment. Ongoing critical reflection and discussion ensure the physical environment remains responsive, purposeful and aligned with children's learning, development and wellbeing needs.

Educators intentionally design indoor and outdoor spaces to be flexible, inclusive and accessible, with opportunities for sensory, cognitive, physical, social and creative development. Quiet spaces, loose parts play, dramatic play, and opportunities for large movement are thoughtfully incorporated to support a range of learning styles, interests and developmental needs. Children are able to access all areas of the environment and are supported through extended periods of uninterrupted play, with educators maintaining active supervision and meaningful engagement.

The physical environment is shaped through ongoing consultation with children and families. Educators seek children's feedback and respond in the moment to their ideas, interests and inquiries, ensuring spaces remain relevant and engaging. Families are also involved in decision-making about the environment and its continuous improvement. Respect for the environment and resources is explicitly taught, and children are encouraged to take an active role in caring for their learning spaces.

Natural materials and open-ended resources are regularly used to extend inquiry, creativity, problem-solving and sensory exploration. Educators thoughtfully select furniture and materials to create homely, welcoming spaces that reflect the service philosophy and support multiple entry points for play. Resources are sustainable, inclusive, accessible and plentiful, enabling many children to engage at once without overcrowding and supporting collaborative, play-based learning.

Sustainability is embedded in daily practice and the preschool environment. Children are supported to care for the environment through reusing and recycling materials, reducing waste, conserving water and energy, and engaging in experiences such as gardening and maintaining a butterfly habitat. Links with the school further strengthen sustainable practices, including composting food scraps.

Daily safety checks are conducted to ensure the indoor and outdoor environments, equipment and resources are safe for use. Cleaning procedures are consistently followed to minimise hazards and maintain a safe, healthy and well-maintained environment for all children.

Strengths

Quality Area 4: Staffing Arrangements

At Echunga Preschool we are a cohesive, and collaborative staff team who are willing to learn and grow while supporting each other. This helps us to critically reflects, identifying challenges of practice and actively seeking the best solutions to provide the best possible learning outcomes for all children. All staff have a solid understanding of the policies and processes that support the welcoming environment for children and families.

Our relief staff undergo induction from both the teachers and Nominated Supervisor, the Principal. We have a TRT book that has information about our preschool and the children who attend to support relief staff to easily access information. Our relief staff are regular and consistent. This supports the children to build relationships and reduces the impact of change. We have a thorough process that we follow to ensure that all certificates are up to date, every term our Nominated Supervisor checks and signs that they have all be done.

Due to having consistent staff across the week and our relief staff we are able to have more consistency around language and expectations supporting children to understand how things work at preschool. Families are made aware of staff absences, when appropriate and especially if both teachers are absent, by a Seesaw message being sent to families prior to the absence.

As a part time preschool, our staff are able to meet regularly to collaborate on planning and reflections. This enables all voices to be represented in the program and planning cycles of the children.

As a school-based preschool, we have built and continue to enhance our positive relationship with school staff. Pupil Free Days are one opportunity for this to happen. We have developed Project Connect, a project to support the transition of preschool children to school. Preschool staff and Early Years teachers meet regularly to align pedagogy to make the transition process a highly successful one for children.

As a staff team we highly value collaboration. We work together to build relationships which acknowledge strengths, skills and experience of each other. We support each other to extend and challenge ourselves through discussions and critical reflections. Through our work with Olivia Thomas, we have had robust whole staff discussions that at times have challenged our thinking and have helped us to have a shared understanding around our goals and expectations.

To support staff wellbeing and child safety, we budget for and roster staff so that we are above our minimum ratio. This gives children the opportunity to have more flexibility and choice in the spaces they access and activities they can do.

Our staff are committed to critical-reflection and self-assessment, 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, our strengths, areas of improvement and our vision.

Over the last 12 months there has been an evolution of the staff team. This meant that we quickly formed positive working relationships and became a cohesive team. It has allowed us to critically reflect on our processes, which are embedded, and make informed changes around the induction of staff and make our roles and responsibilities clear.

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 and families 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 teachers 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 offer orientation/transition visits 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. 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.

During their first term of preschool, we offer parent/teacher conversations for parents to formally meet with educators to discuss the needs and goals for their child. Throughout the year we have many community events embedded in our yearly calendar, including: a Book Week parade, open classrooms, local walks with parent volunteers, whole school musical involvement, Junior Assemblies, 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, as well as holding regular Buddy Classes with the reception classes to strengthen connections with the school. This now forms part of Project Connect where the Reception and Preschool teachers meet termly to plan, reflect and set goals for the project. 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, playing musical instruments, 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 and communications through SeeSaw.

Strengths

Quality Area 7: Governance and Leadership

At Echunga Preschool, we are committed to fostering a collaborative, inclusive and informed learning community through effective governance, educational leadership and management practices. Our approach is underpinned by a shared commitment to continuous improvement, critical reflection and meaningful engagement with educators, children, families, the school and wider community. Within our unique school-based preschool context, leadership and governance practices are embedded in our everyday operations and are responsive to the needs, perspectives and priorities of our preschool community.

Our preschool philosophy provides the foundation for our decisions, practices and ongoing improvement. The philosophy has been developed collaboratively with input from educators and families, ensuring it reflects our shared values, beliefs and aspirations for children's learning, development and wellbeing. It is regularly revisited and reviewed to ensure it continues to represent our evolving preschool context and community. Our philosophy, Quality Improvement Plan (QIP), policies and procedures are shared with families as part of our enrolment and transition processes, providing opportunities for families to develop an understanding of our approach and contribute their perspectives.

We actively seek and value family voices in shaping our practices. During pre-transition meetings, families are invited to share their hopes and dreams for their child's preschool experience. As children transition to school, families are also encouraged to reflect on what they will remember about their child's time at Echunga Preschool. These conversations provide opportunities to reflect on the experiences we offer and consider how our practices align with the expectations and aspirations of our community.

Our transition processes are regularly reviewed and refined in response to family feedback. Following a conversation with a family who expressed concern about the length of time between transition visits in December and the commencement of preschool in January, we introduced an opportunity for families to revisit the preschool on the Friday before the preschool year begins. This enables children and families to reconnect with educators, familiarise themselves with the learning environment and build confidence before commencing preschool. We also hold a parent information evening prior to formal transition and an Acquaintance Night early in the year, providing opportunities for families to develop relationships with educators, gain an understanding of preschool routines and engage with their child's learning environment. These practices reflect how meaningful engagement with families informs our decision-making and leads to improvements that are responsive to our community.

As a school-based preschool, our governance arrangements provide opportunities for collaboration and shared decision-making across the school and preschool. The Governing Council includes five parent representatives from the site, with preschool matters included as an ongoing agenda item. The Principal provides regular updates on progress towards our QIP priorities, while educators contribute reports that highlight the preschool's context, strengths, emerging needs and areas for improvement. These established processes support transparency, accountability and opportunities for family and community perspectives to inform ongoing planning and decision-making.

Educational leadership is an integral part of our preschool's culture of collaboration, professional learning and continuous improvement. The Principal, as Educational Leader, works collaboratively with educators to strengthen pedagogical practice and support positive learning

outcomes for all children. Leadership is responsive to the professional knowledge, strengths, interests and development needs of individual educators, as well as the priorities identified through our ongoing self-assessment processes and QIP learning improvement goal.

The Educational Leader actively seeks and values educators' ideas and perspectives through staff meetings, incidental professional conversations, collaborative planning and intentional opportunities for critical reflection. Educators are encouraged to contribute to pedagogical decisions, identify areas for professional growth and reflect on the effectiveness of current practices. This collaborative approach supports shared responsibility for the educational program and ensures that professional learning is purposeful, relevant and connected to the needs of our preschool.

Professional development is strategically planned in consultation with educators to support both individual and whole-team growth. Our Performance Development Plan (PDP) process is undertaken twice yearly with the Nominated Supervisor/Educational Leader, providing opportunities for educators to identify professional goals and reflect on their progress. These conversations draw on our QIP priorities, professional learning needs, the Australian Professional Standards for Teachers, the ECA Code of Ethics and relevant professional frameworks. Educators are supported to access professional learning opportunities aligned with their goals and are encouraged to share new knowledge and understandings with colleagues through professional conversations and collaborative reflection.

Professional learning and reflection are embedded within our everyday operations through staff meetings, pupil-free days, progress meetings and collaborative meetings across the school and preschool. Staff meetings are intentionally structured to ensure dedicated time is provided for both quality improvement and operational matters. Meetings alternate between a focus on the National Quality Standard (NQS), pedagogical reflection and continuous improvement, and a focus on administration and operational requirements. This intentional approach ensures that critical reflection is prioritised and educators have regular opportunities to examine practice, engage in professional dialogue and contribute to ongoing self-assessment.

Our commitment to critical reflection is further strengthened through engagement with external professionals and critical friends who provide alternative perspectives, challenge existing assumptions and support deeper analysis of our practices. Recently, the Educational Leader has led a collaborative review of our assessment and planning cycle, providing opportunities for educators to critically examine current approaches and consider how these support children's learning and development. This process has encouraged shared professional inquiry and informed our ongoing curriculum and quality improvement cycles.

The preschool team and leadership work collaboratively to review and strengthen everyday practices. The Principal supports educators' professional judgement and contributes to meaningful professional learning by co-constructing meeting agendas, sharing relevant professional literature and facilitating opportunities for discussion and reflection. This approach ensures that professional learning is informed by educator perspectives and is responsive to identified priorities rather than being undertaken in isolation.

Our unique school-based context provides opportunities to strengthen continuity of learning and promote consistent pedagogical approaches between preschool and school. The Principal supports alignment in educational practices, routines and organisational structures, particularly in relation to children's transition from preschool to school. Project Connect was developed to support this alignment and strengthen connections between the two learning environments. Through ongoing collaboration and reflection, educators consider how these shared approaches can support children's confidence, sense of belonging and continuity of learning.

Our staffing arrangements have also been intentionally considered to support collaboration and consistency across the preschool week. The current two-day and three-day teaching model enables both teachers to work collaboratively while maintaining consistent educator relationships and approaches to the educational program. This arrangement reflects our consideration of how organisational decisions can support effective teamwork and continuity of learning experiences for children.

Clear roles, responsibilities and induction processes support the effective operation of our preschool and enable educators to develop a shared understanding of expectations and practices. New educators are introduced to our philosophy, policies, procedures, pedagogical approaches and ways of working as part of their induction. An induction checklist and regular meetings throughout at least the first term provide opportunities for ongoing support, clarification and professional conversations.

Our current induction processes for new and relief staff were developed following critical reflection on previous practices. Through this review, we considered the National Law and Regulations, Department for Education policies, staff certification requirements and information available through the Department's intranet. This informed the development of a more structured and context-specific induction process, supporting educators to understand the unique needs, expectations and operations of Echunga Preschool. This is an example of how our self-assessment practices lead to meaningful changes in our everyday operations.

Policies and procedures are regularly reviewed to ensure they remain current, relevant and reflective of legislative, regulatory and departmental requirements. The Preschool Policy Implementation Tool (PPIT) is used to guide our review schedule and support ongoing self-assessment. Policies are discussed collaboratively at staff meetings before being presented to Governing Council for ratification and subsequently shared with the preschool community.

Our policy review schedule has been intentionally developed in response to the complexities of operating three different services within the Echunga site, each with its own policy requirements. This structured approach supports consistency, accountability and opportunities for Governing Council to engage meaningfully with the governance and operation of the preschool. Regular review also provides opportunities to critically reflect on how policies are implemented in practice and whether they continue to meet the needs of our children, educators and families.

The safety, health and wellbeing of children, educators and families remain central to our governance and decision-making processes. Safety and risk management plans are reviewed when planning excursions and special events, in response to incidents and through scheduled review processes. Relevant changes are communicated with families to support shared understanding and ensure our practices remain responsive to identified risks and emerging needs.

We also work collaboratively with families, Student Support Services and external professionals to ensure children are supported to participate meaningfully in the educational program. Where appropriate, and in response to family requests, external therapy providers are welcomed into the preschool to support children's individual learning and developmental needs. These opportunities also enable educators to observe specialist approaches, develop their professional knowledge and incorporate relevant strategies and language into everyday practice when external providers are not present. This collaborative approach strengthens our capacity to respond to individual children and demonstrates how family perspectives and partnerships with external professionals contribute to improvements in educational practice.

Across all aspects of governance and leadership, our ongoing self-assessment and QIP processes provide a framework for reviewing our practices, identifying priorities and planning meaningful improvements. Through collaborative leadership, intentional professional learning,

regular policy review and genuine engagement with families and the wider community, we continue to build a culture in which educators feel supported, valued and empowered to contribute to the ongoing development of Echunga Preschool.

Our leadership and governance practices are informed by our unique context and strengthened through critical reflection and meaningful partnerships. This ensures that continuous improvement remains an embedded and shared responsibility, supporting high-quality educational practices and positive outcomes for children, families and our preschool community.

Learning Improvement Plan – Goal 1

Where are we?

Site name: Echunga Preschool

Goal 1: How are children developing their skills in executive function and how can we further support children to flourish?

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	Teachers will attend PD Teachers 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

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

For children and families to be aware of the development progress with focus on self-regulation	QA5 5.1.2 5.2.2	Terms 1 – 4 2026	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	Checklist Time Proforma/Template Floorbooks Include in planning – highlight Growth mindset Family survey Informal conversations with families

Goal 1: How are children developing their skills in executive function and how can we further support children to flourish?

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 / Needs attention/work in progress / Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	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?
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.
	12/8/26	Teachers have not undertaken any external trainings around self-regulation for most of this year. Educators are using the resources available on the Shared Teams "Inclusive education" folder and had some discussions with school staff (Kayla through Project Connect) around using consistent strategies to use across the whole school early years. SSO's have not yet been a part of specific trainings. Teachers are sharing ideas and strategies	Continue to connect with the school through the B1 leader and experienced teachers such as Kayla to upskill and build resources. Follow up with B1 leader regarding child's referral to Autism SA program.

		learned through their own professional learning. Educators are regularly researching new techniques for teaching calming strategies. Educators have sent a request (Through the B1 Leader) to Autism SA to refer one child who requires significant support. Autism SA is offering a program that supports children diagnosed with autism and offers strategies and resources to build the capacity of educators.	
		27/10/26 Preschool Teachers along with Principal and Reception teacher completed Day 1 (Body) Early Years Berry Street Education Model (BSEM) training to expand skills and capacity of educators. We identified to find common language and strategies that could be used across both the Preschool and School for continuity for children/students and to identify and agree weekly on strategies with the children that they can be used when they are feeling escalated and heightened. SSO's are to attend training with David Ward, a behaviour	Identify as a group and implement language and strategies including individual Ready to Play and Learn Plans (agreements between the educator and the child about what strategies they can use when they are feeling escalated and heightened). Project Connect to include identifying common language and strategies that can be used across the Preschool and School.

		coach along with School SSO's on Monday, 2nd November. Autism SA Consultant has started supporting educators at the site with visits starting in Week 1, Term 4. She has provided some strategies to try with supporting one particular child and will continue to work with her throughout the 4th term. A referral has also been submitted for another child and support is expected to commence in Term 1, 2027.	Continue to work with Autism SA to upskill and implement specific strategies that have been suggested.
Using formative assessment practices to enact the planning cycle to provide differentiated support for each child.	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.
	12/8/26 🟢	Teachers have attended trainings with Catharine Hydon (19/5/26) around the cycle of planning to support the development of effective Cycles of Planning for each child. The proforma that was developed to track children's progress for all executive function areas was very difficult to complete. A change was made to choose one area specifically for each child and have an executive function goal in their termly goals. This progress is then tracked through	Create goals for the new mid-year children to begin their tracking progress.

		formative assessment and reported on to families through Seesaw and parent conversations.	
	2/11/26	Goals were formulated for the mid-year starting children and meetings with parents were held at the end of Term 3 2026. Educators met with Olivia Thomas on 14/9/26 and 28/10/26 and continued to refine our formative assessment processes and planning cycle procedures. We have adjusted our documentation process and looked at revising children's goals to ensure learning is deep and formative assessment is more achievable and effective.	Children's goals to be reduced to 1 per child to be able to deeply and effectively plan for and support learning. Look at adjusting our whole group plan overview- Separate "constant" learning areas and focuses from the "adaptive and responsive" learning areas and focuses.
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 executive function development.	Send out some more specific information to parents around what executive function is and how we support that development in children.
	12/8/26	Children have an executive function focused goal that is discussed with families and reported on.	Ensure all beginning of the year children have their updated goals reported to families.
	2/11/26	Children have demonstrated self-regulation strategies to families and with each other at group time.	Children develop their Ready to Play Learn plan.

		Some songs that have been shared	

Goal 1: How are children developing their skills in executive function and how can we further support children to flourish?

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.

Term 2-3 (12/8/26)

The template for the tracking of individual progress against all domains of executive function was deemed too challenging to use effectively. We have instead chosen to focus on one aspect of executive function for each child, which forms part of their individual planning cycle and reporting, rather than something separate. This came from the training with Catharine Hydon and through critical reflection of our practices and processes.

Tracking is now much easier to monitor and more effectively implemented.

Reporting to families can still be improved.

Term 4 (2/11/26)

Teachers are now using a new documentation process for recording the children's individual planning cycles to better support planning for effective teaching and promote learning. Educator actions are now clearly visible, improving communication for relief staff and prompting educators to be mindful of support strategies for all children.

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.

Term 2-3 (12/8/26)

The staff team having the **time** to be able to reflect on our processes and refine what we are doing. We now have time with one of the SSO's on our non-contact day to be able to discuss children and planning for individuals.

Term 4 (2/11/26)

Educators meeting with Olivia Thomas and having a "critical friend" to highlight and support areas for improvement and supporting us with documentation ideas.

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

Term 2-3 (12/8/26)

Time to meet as a whole team with SSO's and communicate what is happening. We now have some time in the afternoons and Wednesday morning with one SSO, which is helpful, however more time is always great.

Term 4 (2/11/26)

The SSO's have only been present at one training which has impeded whole team growth.

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.

Term 2-3 (12/8/26)

Reporting the executive function goals to families.

Reviewing children's progress on current goals and making goals for the new children.

Term 4 (2/11/26)

Introduce Ready to Play and Learn plans with the children. Reflect and identify different self-regulation strategies. With the children identify 2-3 that we can use each fortnight. Provide the opportunity for children to create their own Ready to Play and learn Plan.

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.	QA6 6.1.1 6.1.2 6.2.2 6.2.3 QA1 1.3.3	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 2026 - ongoing	Surveys Interviews Staff meeting to discuss family engagement Floorbooks	Educators to create and send surveys to increase family involvement in preschool. Leader to give time at staff meetings. Educators to conduct interviews with families. Educators to invite families to be involved.
Project Connect	QA4 4.2.1 QA6 6.2.1 6.2.2 6.2.3	Meet preschool and school staff - regularly Set meeting times Set expectations Everyone share ideas and actively listen	Term 1 2026 - ongoing	Time to meet with Reception teachers Continuity of Learning Planning cycle Community Buddy Class and Excursions	Teachers to organise meeting times. Teachers to implement agreed actions in Project Connect meetings.
Assessment and Rating	All QA	Use the feedback from the pre visit to continue to deliver	Term 4 2025 - ongoing	A&R feedback	ECL to support Action Plan for all educators to contribute and

		a high standard program. Leadership to give time to work on the Action Plan.			follow through – report at staff meetings regularly
Assessment and Planning Cycle	QA1 1.3.1 1.3.2 1.3.3	Ensure new teachers are familiar with and using the Planning Cycle format that has been developed and make adjustments where improvement is needed. Ensure educators RECORDING critical reflections each day, not just talking about them. Implement efficiency changes from professional development session with Olivia Thomas to streamline and combine information gathered for parent conversations and children's ILP's.	Term 3 and 4 2026 Term 4 2026	Children's individual learning cycles. Critical Reflections Book.	Educators to ensure each child's cycle of planning is regularly reviewed. Ensure process is ready to start for 2027 Intake.

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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. 🟢 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	**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**
Strengthen family and community engagement with the service through development of meaningful relationships.	🟢 14/8/26 Preschool educators have developed strong relationships with children and families. We offer warm welcomings and parents appear to be very comfortable talking with educators. A new teacher who started shared that it is obvious that we have a strong connection with families. Preschool teachers are regularly reflecting on how we can involve the families more at preschool. We have asked for parent volunteers to join us in walking down for the School Musical rehearsal, as well as asking any members of the community if they would like to share their musical skills with the children. Educators are becoming more familiar with SeeSaw to be able to report and share learning with families.	The families entering the preschool in the mornings are responsive to educators and keen to have a chat. Many of the parents enjoy staying to have a casual, informal chat to educators which is evidence of comfortable, happy families. Children have developed strong relationships with educators, with some children developing a preference for an educator, which demonstrates a belonging at preschool and feeling safe in the environment.	Educators that are new to SeeSaw need to become more familiar with posting learning. All educators are to manage time effectively to be able to report on child learning regularly to families.

	2/11/26 Parents have been offered a questionnaire asking about preschool and transition processes and overall the responses have been very positive. We have had a grandparent volunteering her time on fortnightly afternoons sharing her musical talents. The parent volunteers for taking the preschool washing was full in term 3. Parents have been eager to help us out.	Family connections remain strong with support's the children's feeling of being safe and secure at preschool, maintaining a nurturing environment for the children to play and learn in.	There has been an offer from one of the mid-year families to be involved in gardening at preschool. Organise for this family to be involved.
Project Connect	14/8/26 Preschool educators have met with reception teachers each term this year to discuss key matters regarding transitions and creating consistency across the site. Survey's have been sent to families to seek feedback on the current processes and procedures in place. Preschool and reception classes have met at least 2 times each term as "Buddy Class", with 2 Nature Play events planned for term 3. Further transition buddy classes have already been discussed for term 4. Educators are to meet again in August to specifically discuss how we can be more consistent across the early years in regards to benchmarks and expectations. Reception teacher has provided some resources to Preschool teachers that will enhance consistency across the site.	We have sought feedback from transitioned families regarding the effectiveness of our transition program which will help to inform our future actions. We are awaiting the responses.	Next meeting to discuss "benchmarks" and "expectations" around where preschool teachers would like to see children by the end of preschool vs where Reception would like to see the children. August 2026

	2/11/26 Preschool educators have met with Reception teachers regularly to discuss our priorities, and plan for our next steps each term. We have attended trainings together to develop common strategies and language to support transitions from preschool to school. Educators have developed a "Skills benchmarks" assessment that the reception teachers will find useful to receive during/after transitions.	Children will be supported more wholistically by the reception teachers when they start school. The teachers will already know some of their main strengths and areas for growth when they are transitioning.	Preschool teachers to complete the skills assessment in week 7 term 4.
Assessment and Rating	14/8/26 The preschool team are working on ensuring that we are meeting or exceeding all aspects of the NQS to ensure we have a high quality educational service. Educators have reviewed the recommendations from the pre-visit, though new staff need to familiarise themselves with this. Educators are working closely with our ECEL to ensure we keep up to date about changes in the NQS and how the A&R process has changed recently. Educators and leadership are working through ensuring all policies, procedures and risk assessments are up to date and reviewed where necessary.	Keeping on top of the changes in the NQS ensures that we are maintaining a quality educational service that meets the National Quality Standards to a high standard. This ensures that children are supported to learn and flourish in a safe, supportive and effective learning environment.	Continue working through policies, procedures and risk assessments.

	2/11/26 Teachers have been working weekly, ensuring all policies, risk assessments and documentation is completed. We have been critically reflecting on our work and making changes where needed.	This work ensures we maintain a high quality education service for all children.	Continue to ensure all documentation is up to date.
Assessment and Planning Cycle	14/8/26 Our new teacher is familiarising herself with the format of our Planning Cycle. Teachers are taking effective observations and engaging in regular critical reflections to inform the planning cycle. Educators are working on physically recording our conversations to ensure we are documenting our reflections to better inform the planning cycle. Educators are working on ways to improve time management to ensure that all children are intentionally, effectively and efficiently planned for regularly. The Critical Reflections book has been very helpful in recording our thinking and informing the planning for the next day, or the next overall fortnightly plan. 28/10/26 All Preschool staff met with Olivia Thomas to critically reflect the planning cycle and identified improvements to more efficiently record and share learning with families.	Critical reflections on practice have supported the planning and implementation of plans for individual children and all children as a whole. It helps to capture where the child is at and identify the next steps for learning for the children. Teaching strategies and environment are more visible for families. Enables new template to be used without duplicating previous processes.	Ensure educators are being time-efficient to be able to document all of the planning cycles in a timely manner. Start new changes from start of year intake in 2027.

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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?
14/8/26
Kayla has been instrumental in driving Project Connect and ensuring that we are meeting and setting priorities and goals. We are well on our way to achieving our priority.
Educators are continuously working on family engagement in our community and making strong connections with them. We are doing well in this, however still have room to grow.
Educators are beginning to get on top of the requirements for A&R and meeting all of the required standards.

Enablers: What factors have been critical for success?
14/8/26
Kayla has been instrumental in getting Project Connect off the ground and keeping it moving and achieving goals.
The extra time that has been given to educators has supported getting Risk Assessments and Policies up to date.

Inhibitors: What factors have impeded progress? How will we work through this?
14/8/26
New staffing team several times this year has impeded progress, as new personnel need time to come up to speed on processes and current status.
Supporting new staff to settle in and clear communication is key.

Recommendations: What are the next steps to take?
14/8/26
Continue to work on Policies and Risk Assessments.
Continue to meet with reception teachers to strengthen connections with school.
Continue to meet with families. Offer interviews to all families, especially the new mid-year children.
Ensure time-effective practices to ensure cycles of planning are a priority.

Endorsements

Endorsed by director/Principal

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

Signature:

Endorsed by governing council chairperson

Name Cassandra Brennan
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Dannielle Gibson
Date Click or tap to enter a date.

Signature: