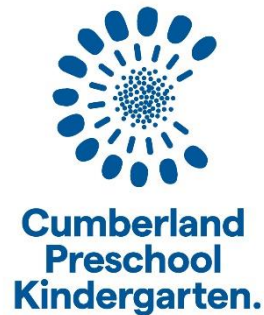


2026 Cumberland Kindergarten Quality Improvement Plan

Site number:
4639



Service name

Cumberland Kindergarten

Service address

4 Tweed St, Cumberland Park SA 5041

Service approval number

SE-00010288

Acknowledgment of Country

We acknowledge the Kaurna 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

Cumberland Kindergarten is a full-time stand-alone kindergarten built in 1956 and situated 6kms south of Adelaide in the Mitcham Council area. The kindergarten is set in a quiet suburban street surrounded by houses, with many families living within easy walking distance. The preschool is well maintained with a small but pleasant outdoor learning environment, including a shaded verandah and interesting nature play areas.

The centre has a maximum capacity of 33 children per session. The children attend full days, Group A Mon, Wed, Fri (3 hrs odd weeks), Group B Tues, Thurs, Fri (3 hrs even weeks) for a maximum of 15 hours per week (provided over a fortnightly cycle). The Mon Wed group is 33 children and the Tues Thurs group 21 children. There is a mixture of socio economic and family structure of the families that access our centre. There are several cultures represented in our families, including Indian, Greek, Chinese, Nepalese, Colombian and Pakistani. In 2026 we have a team of 6 and all staff members are part time. The Director, Melissa works 4 days per week. The permanent teacher, Honi works 3 days per week. There are two contract teachers, Lici works 3 days as Teacher and 1 day as Director backfilling Melissa. Izzy is contracted 3 days per week and Kate who works Friday mornings. The permanent Early Childhood Worker, Victoria works 0.5 with some additional hours as needed. There are additional ECW's who support children with disabilities as well as Kindy Care ECW's.

At Cumberland we have been on a journey (over many years) of incorporating a nature play focus into our curriculum. This has included the gradual re-development of our outdoor learning environment to reflect this. Educators have also participated in a range of professional development sessions to learn about nature pedagogy with Nature Play SA, Claire Warden, Angela Hanscom, Niki Buchan and Green Adelaide and considered how it can be applied in our centre. There is a veggie garden, lawn space, mud play area, timber deck with large shady tree, fort, large sandpit with water course, bark chip spaces and swings. The verandah is also well utilised. We support and encourage children to explore their outdoor environment and learn in it and from it, particularly in all weather (when safe to do so). We have a range of loose parts that the children enjoy using in open ended ways throughout the yard. Our work with the children on this includes completing Benefit Risk Assessments as part of our group learning, to support the children's learning and awareness of safety. We run outdoor (and often nature based) excursions, to locations such as Belair National Park, Morialta Conservation Park, and the Road Safety Centre.

Our closest feeder school is Edwardstown Primary (EPS), where approximately 50% of our children transition to. The two other main feeder schools are Colonel Light Gardens Primary and Westbourne Park Primary, each taking between 8-10 enrolments from our site per year. Other children transition to a range of other public and private school options, including Mitcham Primary, Unley Primary, Black Forest Primary, St Anthony's School, St Bernadette's, St Therese, and St Joseph's School. We have worked extensively over the last 10 or so years to establish, build and maintain a strong relationship with Edwardstown Primary and their leadership team, educators, and admin staff. During the year we take the children for walks to EPS to connect with key staff, explore the indoor and outdoor learning environments, work with Buddy classes, and maintain a connection with old kindy children by visiting the Reception classes. On our last visit to EPS, Year 6 students called out to greet kindy staff, introducing themselves and asking if we remembered them!

Cumberland Kindergarten is a trial site for the Kindy Care Program until the end of 2026, providing extended hours for families 3.30-6pm Mon - Thurs. We are awaiting a decision about the future of this program.

Statement of Philosophy

Relationships - Play - Nature

Our vision is to provide a high-quality play based program where educators and families work collaboratively to provide learning opportunities that meet the needs of individual children.

We value

- Building and fostering strong relationships with children, families, educators, and our community
- An environment where children's learning is nurtured through play and incorporates children's interests
- Our natural environment and opportunities for children to engage with and learn through nature

We recognise

- The need to give children time and space to explore and learn at their own pace
- The importance of embracing and respecting the diversity of each child and their family, including prior experiences, culture, interests, development and learning styles
- That children are competent and capable learners
- The importance of opportunities for educators to engage in professional development, reflective practice, and collaboration with colleagues to provide quality teaching and learning
- The connection Kurna people have with the land and aim to deepen our own understanding of Aboriginal perspectives with the children throughout our program

We will

- Provide an environment where everyone can feel happy, safe and secure and supported to develop a sense of belonging
- Engage with and in our community
- Work in partnership with families
- Give children opportunities to develop dispositions for learning, such as being curious, confident, persistent, independent, resilient, and courageous
- Ensure that our environment reflects our belief in the importance of nature play

This philosophy statement was reviewed in collaboration with families, children, and educators in 2026. This was done through exploring the connections between families' aspirations for their child as documented on their Fund of Knowledge and this philosophy.

Strengths

Quality Area 1: Educational Program and Practice

Educators at Cumberland Kindergarten use the Early Years Learning Framework v2.0 as a basis for the planning, implementation, observation, documentation and reflection of each child's learning and development in relation to the five learning outcomes. The program is a combination of planned and emergent curriculum to ensure that it is child centred and their current knowledge, strengths, ideas, culture, abilities and interests are the foundation. Our site has been on a journey over the past 11 years of incorporating Nature Pedagogy into our curriculum as this creates opportunities to meet learners wherever they're at. Educators have engaged in professional learning in Nature Pedagogy locally and overseas. The Director has been on study tours to New Zealand and the UK to learn about Nature Pedagogy. Our team have embraced this new knowledge and developed a range of new skills, including exploring new outdoor spaces with children and lighting a campfire with a flint. Through this journey we have established a strong relationship with Nature Play SA and created changes to our outdoor learning space to reflect our new learning.

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. We view transitions and routine tasks (eg. hand washing, meal times and sunscreen application, etc) as key points during the day that can also be learning opportunities, such as singing songs, name recognition, reading a story etc. Our flexible daily routine (Flow of the Day) incorporates children's needs and allows for adjustment due to a range of factors, eg. weather, visitors, numbers of children, staff, etc.

This year, we have transitioned to doing a five week programming cycle, following a discussion amongst our staff team and reflection with our Education Lead, Early Childhood. We had often felt the pressure of time and trying to get all our planned learning experiences executed within the two week time frame and wanting to slow down to give the children more time to explore learning experiences. The program is shared with families via the Seesaw app, with an invitation to contribute in any way they feel comfortable. Educators use intentional teaching, deliberate planning and purposeful actions to foster children's learning and development. They act with clear goals in mind, using their knowledge, judgement, and expertise to design experiences that are meaningful, engaging, and developmentally appropriate for each child. The two groups are quite different from each other in terms of ages, skill levels, and regulation and we know that planning for one group, can't necessarily be applied to the other group in the same way. Our educators show flexibility in the way that planned learning is implemented based on the children's responses and needs, often adjusting and adapting in real time. Educators respond to children's ideas and play, often resourcing toys or equipment that they request, and extend children's learning through open-ended questions, interactions and feedback.

At Cumberland Kindergarten we encourage the children to be as independent as possible and give them opportunities for agency empowering them to make choices, express their ideas and influence decisions that affect them. This may be related to the flow of the day (eg. eating morning snack earlier if children are indicating they're hungry) or curriculum decision making (eg. purchasing of resources or special events at kindy). Our strong relationships ensure that we know our children thoroughly and this helps inform our decision making for curriculum. Educators contribute to our daily reflective journal to note children's learning and or ideas from the children for our future directions. Educators embrace opportunities for spontaneous learning based on children's interests, and questions and in response to their wonderings. Benefit Risk Assessments are incorporated into our curriculum and conducted with the children to help them have ownership and take responsibility for keeping themselves and others safe. These risk assessments are child focussed with words and drawings and relate to aspects of curriculum, specific equipment or our regular termly excursions.

Families are informed about the program through it being shared via Seesaw and display on the entrance doors. Other posts are made to Seesaw during the week sharing specific learning that has occurred or special features for the week, such as photos of the children holding the visiting guinea pigs or excursion experiences. There are visual displays around the kindy for parents to view to understand more about the children's current learning focus'. Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. We have modified how we have been doing this this year to show stronger links between the documents and processes we use to track and record children's learning and incorporating the use of One Note for a central location for information storage for all educators to access. Educators critically reflect on children's learning and development, both as individuals and in groups at various points through the planning cycle to help drive program planning and implementation. There are opportunities for daily reflection in our educators folder, at the end of the 5 week planning cycle and when reviewing individuals learning when writing goal focus stories or statements of learning.

Parents are informed about their child's progress in formal and informal ways, such as informal chats, parent educator meetings, and written documentation like the Individual Learning Plan, Goal based learning story and Statement of Learning. Children's learning folders are always available to both children and families for viewing, sharing and discussion.

Strengths

Quality Area 2: Children's Health and Safety

At Cumberland Kindergarten ensuring each child's wellbeing and comfort, including their need for sleep, rest, and relaxation, is a fundamental responsibility. Children's daily routines are supported, and we actively teach them interoception, developing an awareness of internal body signals such as hunger, thirst, heart rate, breathing, fatigue, temperature and the need to use the toilet. Mindfulness time is incorporated into the end of the day to provide opportunities for relaxation with dimmed lighting, quiet music, yoga stretches or sensory activities. There are areas for quiet time both indoors and outdoors, eg. a quiet nook outside with a fairy small world play table, or story reading area inside with the lounge. Our approach includes discussing with parents their child's routine, preferences, and family practices regarding sleep, rest, and relaxation to understand their unique needs. The centre has flexible routines designed to accommodate periods for quiet activities, relaxation and, when necessary, sleep. If a child is needing rest or sleep, a safe and comfortable, well supervised space is set up with sleep mats, bedding, and calming resources (such as dim lighting). Parents are phoned when children fall asleep to seek further information (such as symptoms of illness, recent sleep quality, etc.) or so that they can decide what action to take, eg. early pick up, let them sleep, etc. The kindy has a policy on sleep and rest which is aligned with the DfE guidelines and NQS, ensuring safe and appropriate practices.

A range of effective illness and injury management and hygiene practices are promoted and implemented, such as explicit teaching on cough etiquette, tissue use, hand washing, and staying home when sick. Resources are available to support this including tissue stations with issues and bins dotted around the indoors and outdoors, and structured times for handwashing (eg. before eating) and reminders at other incidental times (eg. toileting). If a child is absent due to illness we ask families to inform us via phone or email so that we can notice any illness patterns occurring within the site and inform families accordingly, eg. issue an information sheet on gastro.

We reinforce and model the safe use of facilities, resources and equipment and remind children when unsafe behaviour is observed. If a child becomes injured, staff have completed first aid training and are able to respond to the situation and provide first aid. An incident, injury, trauma and illness record is completed by staff and signed by parents on pick up of the child.

At Cumberland Kindergarten healthy eating and physical activity are promoted through practices that are inclusive and meet the needs of each child. This is achieved through educators modelling healthy eating and supporting children in making healthy food choices. The children are engaged in discussions about food, health and wellbeing, and fostering positive attitudes towards eating. For many years, we incorporated the Eat a Rainbow program into our curriculum. The Rainbow Sisters visited kindy on a weekly basis, delivering fruit and vegetables of the featured colour, eg. red fruit and vegetables. The Rainbow Sisters (educators) would present information about the foods in a humorous way and leave foods for the children to taste afterwards. This program was a huge hit with the children and families with parents often reporting their child's increased willingness to try new fruit and vegetables at home. Families are encouraged to provide nutritious snacks, lunches and drinks. Food allergies, cultural preferences and individual dietary requirements are respected and accommodated. The appropriate health and safety plans are documented with regards to food related medical conditions, eg. allergies, anaphylaxis, diabetes, coeliac, etc. There is a food and nutrition policy (currently under review) incorporating guidelines from DfE, as well as recommendations from the Australian Dietary Guidelines. This policy is shared with families upon enrolment and reviewed regularly. Parents are also provided with some handouts with healthy food ideas for sending to kindy as well as Seesaw posts with examples of lunchbox foods. We have booked a dietician to provide a parent session on food and nutrition in early childhood, early in Term 4.

The children have plenty of time and space for physical activity during their day with our daily routine including planned and spontaneous opportunities for active play, both indoors and outdoors. The physical environment has been designed to be safe, stimulating and accessible for children of different abilities with diverse activities on offer, including, running, jumping, dancing, climbing, ball games, digging, swinging and using equipment like stilts, trampoline, scooter boards, and hopper balls.

The children learn about the importance of physical activity, hydration and healthy foods as our program incorporates nutrition and healthy lifestyle learning through storytelling, group discussions, cooking, gardening and other hands-on experiences.

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. There are staff in both areas, indoors and outdoors for the supervision of children while they engage in free play, during mealtimes, and when toileting/changing. There are a range of Benefit Risk Assessments that are created in conjunction with the children that inform the safe conduct of excursions and other learning experiences, eg. glue guns, indoor and outdoor learning spaces, etc. Children are actively involved in contributing to helping keep others safe, through responding to or reporting unsafe behaviour, or awareness of children's specific health needs like allergies or health conditions, eg. no nuts due to a child having anaphylaxis.

The site has plans to effectively manage incidents and emergencies which were developed in consultation with relevant authorities (eg. Chubb Fire & Security) and are practised and implemented on a regular basis. There is an Emergency Management Plan which is reviewed annually, and emergency procedures (onsite/off site evacuation, shelter in place or lockdown) are practised every three months to ensure staff, children and families know what to do in the event of an emergency. Information regarding drills is always shared with families via Seesaw.

Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect. The Child Protection Curriculum is implemented throughout the year and communicated to parents through newsletters and children's work being sent home with an explanatory note. Staff and volunteers all have up to date Working with Children Checks and have completed RRHAN-EC training.

Strengths

Quality Area 3: Physical Environment

Our staff team place a lot of emphasis on ensuring the physical environment, both indoors and outdoors (including the fixtures and fittings) are suitable for their purpose and support the access of every child. We pride ourselves on creating a space where children, parents and families and educators want to be to play and learn together. Families and visitors to our site often comment on the great atmosphere that exists at Cumberland Kindergarten. They often find it hard to articulate what it specifically is, but they talk about the feeling they have being in our place and notice that the learning spaces have a sense of calm and a positive energy. The premises, furniture and equipment are safe, clean, and well maintained. Resources and equipment are included as a discussion point on our staff meeting agenda, so that we can identify items needing repair or replacement. Educators regularly audit resources and equipment to ensure their continued safety and suitability for use by the children. The centre is cleaned daily by professional cleaners and educators also complete cleaning tasks throughout the day/week to maintain hygiene and cleanliness. Daily and quarterly inspections are conducted of the outdoor learning spaces to ensure their safety for use by children. These inspections are recorded as part of maintaining our WHS obligations.

Although small, our indoor and outdoor environments are organised and adapted to support every child's participation and to engage every child in quality learning experiences in both built and natural environments. There are specific areas set up indoors offering certain types of play, including block play, puzzles, playdough, creative play - making table, reading/lounge area, dramatic play, story table or fine motor activity and construction. Outdoors there is a veggie garden, lawn area, mud pit/kitchen, deck, fort with slide, potion making area, sandpit with water course, fairy garden, swings, and enclosed verandah area. Children can access the equipment and resources they need in their play and often request specific equipment from the shed, which is usually honoured but with respect to the needs of the group at the time. Children can freely choose from indoor or outdoor play options for most of the day as educators are positioned in each space. Children are involved in the planning and use of both the indoor and outdoor environments, eg. selecting and setting up equipment - creating an obstacle course on the lawn using resources supplied.

At Cumberland Kindergarten we believe in the saying 'There's no bad weather, only inappropriate clothing'. During the cooler months we still encourage the children to access the outdoor play space. We support them to explore the garden during periods of rain by providing large umbrellas for the children to use in pairs so they can splash in puddles and notice the magic of the garden during the wet, eg. snails and their silvery trails. We communicate with families regarding our expectations around outdoor play for the children during winter to help them understand it's importance and ensure that they have (or can borrow) the required resources to support this play, such as spare changes of clothes, raincoat, and rubber boots. Likewise, when the weather is warm, children and educators follow our sun safety policy and are still able to access outdoors and play provisions are adjusted to suit the weather, such as shaded play, and water play to cool off. At the end of Term 2 we celebrate Mud/Outdoor Week with a range of outdoor activities on offer, that usually involve getting wet and muddy! Some children find this week really challenging as they prefer indoor activities, but we often find when given the time and space to explore at their own leisure, supported by an educator, they usually end up being comfortable to begin exploring and pushing their own boundaries.

Our educators ensure that the resources, materials, and equipment provided allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. We incorporate a range of loose parts and open-ended resources for the children to use in creative ways as they choose, particularly natural items such as gum nuts, seed pods, sticks, pine cones, leaves, stones, blocks, scarves, etc. Some learning experiences are set up for individuals, pairs of children, small groups of 4-5 children or larger groups. These experiences are resourced according to the number of children for

which it was intended, ensuring there are enough materials and equipment for all. Children can use resources, materials, and equipment in different places throughout the kindergarten based on their play and encouraged to return them to where they belong so others may enjoy using them.

In 2023, our team participated in two bus tours organised by the preschools within the Mitcham Plains Partnership. Preschools visited each other's sites to view their learning spaces, resources, and equipment, and hear about their pedagogy. Our team found the bus tours so beneficial for opening our eyes to new ideas and ways of doing things. It provided the opportunity to take photos, ask questions of other educators and take on new information, which then led to lots of dialogue and critical reflection by our team afterwards. The Director asked staff to bring their 'Top 3' noticing's to our next staff meeting for sharing and discussion. For some educators, their top 3 included new resources or equipment while for others it was ideas around changes to pedagogy or setting up the environment. Interestingly some educators shared common themes within their top 3 while others had different things. As a team, we then decided what changes we wanted to implement at our site and whether they were short-, medium- or longer-term goals. It was great to have this shared experience and for everyone to contribute their ideas. In 2026, we plan to visit other local sites to repeat this process and gain new learnings.

The following holidays, our site then had the opportunity to have other educators visit us. We were excited to share our recent site improvements (new kitchen, library shelving and paint throughout indoors) as well as our wonderful indoor and outdoor learning environments. Setting up for the visits, provided an opportunity to reflect on the intentionality of all that we have and do in our learning spaces and to be able to articulate this to others. When our colleagues visited, they had lots of questions (particularly around our programming processes) and were impressed by our outdoor area. We received a lot of positive feedback from others following this visit, "what a beautiful space to work"..... "we can see that the educators have been very deliberate in what they provide to the children".... "The kindy looked clean, fresh and inviting". All of which provided our team with reinforcement about the effort they put into creating a great place to learn as well as boosting to our morale heading into Term 3. In the 12 months following, we've reached out to some of the kindergartens we visited to follow up and seek further information, eg. asking a nearby kindy about their documentation of children's learning and recording it using One Note.

Cumberland Kindergarten cares for the environment and supports children to become environmentally responsible in numerous ways, because we know and understand that sustainability is more than just having a compost bin or worm farm. Over several years, we have worked with staff who now belong to the Green Adelaide team. Earlier this year we re-visited our previous Site Environment Management Plan (SEMP) and worked with a Green Adelaide team member to develop an updated SEMP using their new framework. We believe that sustainability is an essential part of children's future. They need to learn to love and care for their world now to preserve their future. This is reflected in the way we embed environmentally responsible practices and learning into our day-to-day activities. There are colour coded bins dotted around the kindy for separating recyclables from landfill, and a bucket is used for collecting children's fruit scraps for placing in the green recycling bin. We hire creatures from the Nature Education Centre to support the children's learning about a range of animals, such as their needs for food, behaviours, and habitats. Some of these creatures can be handled which helps to create a more hands on, meaningful and memorable experience for the child. We work with the children to plant and care for fruits and veggies in the raised garden beds and then harvest the foods to use them in cooking experiences. Our handy man has helped us to source an unused bike rack from a local school and installed it in our service yard to create a space where children can safely leave their scooters and bikes for the day before riding home at the end of the day, thus reducing the amount of car use for transportation.

In recent years, we have been working on embedding Aboriginal culture into our everyday learning. A big feature of this is sustainability and being environmentally responsible. Children and educators are learning together about how Kaurna people traditionally used Country, how it is used today and how we can help care for it. This has included learning about the use of fire, collecting food and only taking what is needed, indigenous plants, showing respect to Country and the seasons. The book 'Caring for Country' has provided a focus for our learning. We have had Dave Booth (Yuggera

man, with family ties to Warumunga country, now living on Peramangk country) come to do sessions on Aboriginal culture at kindy with the children and educators have connected with Uncle Tamaru during professional development workshops. In recent years we have connected with Jade Brook (Kurna and Nharangga woman) from Third Camp for staff professional development as well as incursions for the children both at kindy and onsite during excursions. By creating that connection with their world around them, we hope that the children will be motivated to protect and care for their environment so that it is still healthy for them and future generations.

Strengths

Quality Area 4: Staffing Arrangements

The organisation of educators across the kindy week supports children's learning and development. Staff photos are on display for children and families at the sign in area and staff introductions are featured on Seesaw when new intakes of children occur. We have two groups, Mon Wed group and Tues Thurs group and each group has consistent educators as outlined across the roster. Lici is the key teacher for Mon Wed and Honi for Tues Thurs, providing familiarity and consistency for children and families within each group. Jo and Mel work across both groups providing continuity between both groups and across the broader centre. Our ECW Victoria works primarily with the Mon Wed group, however sees Tues Thurs children on Fridays. The roster is set up in a way that most staff are present on alternate Friday afternoons to allow for collaborative program planning and setting up. The other Friday is used for staff meetings and those present are expected to read the comprehensive minutes that are emailed to all staff. Every effort is made for children to experience continuity of educators at the service by using our part time team members or regular relievers (some of whom work at other local centres) to cover absences, planned or otherwise. This also highlights the high level of professional collaboration that occurs between the educators, director and more broadly within the Mitcham Plains Partnership. The Director, teachers and ECW's all contribute and are part of wider professional networks through participation in Directors meetings, COLT (Continuity of Learning & Transitions) and ECW meetings.

The continuity that exists with staffing enables for consistency in the implementation of the program, while also still allowing for individual differences between groups. For the first time, in 2025, educators noticed significant differences in the composition of the two groups of learners and had to make accommodations for the maturity and skill levels of the groups. Although still following the same program, the content covered, depth of learning or level of challenge will not necessarily be the same across both groups. This has required flexibility and adjustment by educators in terms of their pedagogy and expectations of children in each group. Through conversations between small groups of staff to then discussion with the whole team, staff have now reached agreement about the necessary modifications to be respectful of the learners they work with.

There has been regular staff turnover in the kindy, for a range of reasons (eg. maternity leave, end of contract, reduction in time, etc.) however the Director and permanent educators have remained stable for some years. The introduction of new staff to the team every couple of years has bought an injection of energy and new ideas, which has been met by the existing team with interest and enthusiasm. The staff at the kindergarten have all chosen to be working there (no one placed because of DfE placement exercise) and share similar pedagogical approaches. We all prefer working in preschool because of the relationships between educators and collaborative nature in comparison to a junior primary classroom which can be more isolated. This creates a

positive atmosphere, where there is a really strong sense of teamwork, cooperation and sharing of resources and ideas. Each staff member brings their own knowledge, skills, and strengths to the centre, providing the opportunity to learn from each other. Each person's talents are recognised, valued, and used in a way to enhance the children's learning, our connections with families or the overall operation of the kindergarten. Equally, staff recognise their own areas for growth and identify which team member may be best placed to support their learning and professional development, eg. specific skills around a computer program or using a particular DfE application like EMS (Education Management System).

The structure of our team and roster supports work life balance but also belonging within the centre and helps create positive wellbeing for educators. With a part time team such as ours, strong communication is vital. There are several communication processes used to share information among staff, eg. Staff daily reflections folder, main diary, the roll, emails, phone calls, chats, term calendar, meeting minutes, program proforma and informal notes. This helps us keep across important information about children and families and the day-to-day operation of the centre. This also ensures consistent messaging for families and helping them feel well supported. When tricky or confidential conversations need to be had with parents, usually one staff member will initiate this and then is identified as being the contact point for that family for ongoing discussions to be most efficient and effective in supporting families.

As the children have access to both indoor and outdoor play concurrently, we create continuity for them across their kindy day by having staff rostered for the full day as the inside or outside teacher. Relief teachers often comment on this unique structure saying how different it is to other sites that implement a half day in, half day out style of roster. We believe it gives children and educators greater continuity in their teaching and learning by being able to be more flexible in the timings of the day (no definitive half day split) and being able to continue supporting learners by returning to their learning experiences following a break for lunch and knowing exactly where they were up to and without having to relay that to another educator. The inside teacher takes all the group times, and it therefore provides them with greater flexibility in their presentation of specific content for explicit teaching at group times. They have the freedom to choose what they will cover and when based on the children's engagement at the time, eg. they may choose to delay presenting a new topic/resource until later in the day as they know they can follow it up then. This style of rostering is also great for monitoring children's behaviour when necessary as educators are aware of what has been happening in their learning spaces during the day and notice who has or hasn't been in those spaces, eg. the child who tends to avoid outdoor play. Of course, we are always mindful of the wellbeing of educators, particularly in inclement weather, either too hot or too cold, and check in on the outdoor educator to see if a swap is necessary.

Professional standards such as the Early Childhood Australia Code of Ethics, Code of Ethics for the SA Public Sector, and the Australian Professional Standards for Teachers all guide our practice, interactions, and relationships. As a staff team, we consistently maintain high expectations of ourselves and each other.

Strengths

Quality Area 5: Relationships with Children

Educators pride themselves on having responsive and meaningful interactions with children which help them build trusting relationships, supporting each child to feel secure, confident, and included. Educators engage with children from their first visit to kindy to start building a connection with them, noticing their likes, interests, skills, and abilities. They engage in a calm and friendly manner using appropriate verbal language and body language. Educators take time to get to know children's families through interactions, the 'Fund of Knowledge' questionnaire and the Family Boards (displays of children's photos) and talk about their family activities, eg. weekend sport, holidays, or cultural activities. We strive for children feeling like they are known, seen, heard, respected, and cared about. An educator always greets children and families as they arrive, which helps to create that sense of belonging every day. It also provides an important opportunity for educators to receive any information from the caregiver that may impact upon the child's wellbeing that day, eg. poor night's sleep, parent away travelling for work, death of a pet, etc.

With multiple staff, children can develop a range of relationships and can build a strong bond with one or more educators with whom they feel most connected. This provides them with an educator whom they can seek out for support with issues, like an informal 'key educator' approach. This has been particularly successful in supporting children (& parents) who find separation difficult, as by connecting consistently with the same educator, then they are quick to learn and remember the child's individual needs and preferred routine for farewelling their family, eg. waving at the fence, settling at an activity together or assisting with set up tasks. This key educator approach has occurred organically but has enhanced the quality and depth of relationships, pedagogy, and practices, and led to a deeper understanding of individual children's learning, tracking, and monitoring.

Children's dignity and rights are maintained at all times, through respectful interactions as outlined in our Interactions with Children policy. We place a strong emphasis on children being viewed as capable and competent and communicate this expectation to families right from the outset through verbal interactions and printed information. Educators encourage children to be as independent as possible in all areas of their daily lives with regard to their arrival at kindy (walking into kindy and carrying their own belongings), separating from parents, their morning routine (putting library bags in the box, hanging up their bag, and signing in), connecting with peers and beginning play, personal care needs throughout the day (eg. eating, drinking, toileting, dressing etc) and their play and learning. Educators are available at all points to support children as needed to reach the next stage in their learning journey and to encourage and cheer them onto success. Children's voices are heard, valued, and respected by educators and their peers during conversations throughout the day, sharing ideas and contributions during group learning discussions, and their input into the curriculum and day to day learning experiences.

Children are supported to collaborate, learn from, and help each other in all areas of their learning. As a staff team, we had many conversations prior to the mid-year intake wondering what it would look like and what would be the impact on our teaching and learning. We considered how we would need to adjust our practices to accommodate the needs of both groups of learners. The introduction of the mid-year intake has presented increased opportunities for older peers to show initiative and develop leadership skills in helping their new younger peers learn the ways of kindy. In some respects, it made it easier for the new intake of children to settle more quickly because they already had existing role models. We use large and small group work as opportunities for children to work collaboratively and help each other learn new skills. Educators regularly pair children up with peers who are skilled in certain areas to support and teach other targeted skills, such as helping to put the mats out for fruit time, following routines like hand washing and getting fruit or modelling the use of the glue guns.

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts. Educators had critically reflected on changes amongst the children at kindy in the last few years, and their increased need for support in managing their emotions and responding appropriately. The discussions resulting from this led to the QIP focus for 2024 being around wellbeing, particularly focusing on persistence, resilience, and emotional regulation. Educators explicitly taught the children strategies to self-regulate and manage their behaviours and respond to individual needs for those children who require more extensive support to adopt strategies, through modelling, verbal prompting, scaffolding, etc. We invested funding in purchasing resources around teaching emotional literacy including books, games and puzzles. Educators accessed professional development through the Self-Regulation Service to build their knowledge, skills, and understandings in providing appropriate environments for sensory regulation. Educators also conducted their own research, accessing a range of reputable sources for information, ideas and learning experiences to provide for the children, eg. The Smiling Mind App, Playschool, etc. The educators' learning journey has seen the implementation of several exciting initiatives to support children in their relationships with others, including the Calm Corner, the Wellbeing Warrior packs and mindfulness time at the end of the day. The Calm Corner, a place where the children can spend time engaging in quiet, calming play and learning to support their self-regulation. There was a Calm Cubby where 1 or 2 children can spend time in the big cosy cardboard box with windows and sparkly sheer drapes to relax and unwind, taking a moment for themselves. The children helped establish the play guidelines for the Calm Cubby to help keep each other safe and ensure equitable use through having a timer. The Calm Corner also provided children with access to fidget tools to help them self-regulate, books to read, soft toys to snuggle and ideas for breathing activities. Educators encouraged children to spend some time in this space when feeling dysregulated after farewelling a parent, however other children will bring themselves to the space throughout the day to spend time self-regulating alone or with a small group of friends, before moving off to engage in broader play again.

The Wellbeing Warrior pack was a 'take home' pack to share kindy learning with children's families at home and help bridge the gap between the two. Children took turns at taking the pack home and it asked families to record what they like to do to take care of their wellbeing. The child then brought this back to kindy to share with their peers at group time.

Educators have always implemented relaxation time at the end of the day to help children unwind, calm and restore their energy prior to home time. Since this QIP focus though this time has been more focussed and intentional in the learning that has been occurring. Children have been explicitly taught strategies to calm their minds and guide their thoughts and feelings to being more mindful and 'in the moment'. Educators have explored a range of resources (physical and digital) with the children to offer different modes of relaxation, eg. guided yoga video clips, auditory guided relaxation through Smiling Minds, blowing bubbles across the group laying on the floor listening to music, using sensory tools (such as different textured balls) passed amongst the group or paired back massages using massage tools. This variety of approaches to mindfulness for the children has been shared amongst the team and has become embedded in our daily work with children.

Through critical reflection around other parts of our daily routine and rhythms, we were trying to be more intentional about our inclusion of Aboriginal culture in all aspects of our program. This resulted in the incidental use of the clapping sticks by an educator to call the children inside to gather for transitions, eg. moving to fruit/lunch time. Prior to this we had always used hand bells, which 3-4 children would ring (usually quite loudly!) often standing right beside a child who was needing more time to make the transition indoors. This usually exacerbated the situation and dysregulated those around them as well. With the use of the clapping sticks, we noticed almost immediately that the children were calmer than when the bells were used, putting their hats in their bags, and then walking (rather than running) quietly inside. Following discussion at staff meeting, the team decided to implement the clapping sticks in an ongoing way and now it is embedded in our daily practice. The children are now enjoying the educators experimenting with creating different sound patterns to call them to gather and will join in with clapping the rhythm.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Engagement with families begins on first contact, whether that be a phone enquiry, email, pop in visit, at a local school or even an informal chat at the local café. Our site prides itself on creating a great first impression with families, so that they feel welcome, well informed, and keen to continue connecting with us. Once a child is enrolled, families are supported to be involved in kindy and contribute at the level they feel most comfortable, such as participating in our washing and gardening rosters, being on Governing Council and contributing to the management and decision making of the service, volunteering on excursions, and visiting kindy to share skills, interests, or vocations. Every fortnight the program is shared with families via Seesaw and we ask for feedback from families around the learning they would like to see happening for their child or if there are areas of our learning where families would like to contribute. The Parent Opinion Survey (a DfE initiative) is conducted annually in Term 3, seeking opinions and feedback from families around the operation of the service, across 5 areas including Teaching and Learning, Support of Learning, Relationships and Communication, and Leadership and Decision Making. The data provided by this questionnaire also informs the improvement process. The Director shares the results with the team and encourages critical reflection to identify changes and areas for growth resulting in positive outcomes for families. Feedback in the last parent survey said 'Such a great experience for the children. We have enjoyed watching our child grow and develop this year' and another saying 'Cumberland Kindy is a fabulous kindergarten. The teachers make everyone feel welcome and included, the teachers appear to absolutely love what they do, and their commitment shows in the quality of the teaching. No wonder the kids love going!'

We regularly work closely with families to support them in aspects around their child's learning and wellbeing, including food intake and mealtimes, toileting, speech support needs, sleep patterns, grief and behavioural aspects. We often provide families with current reliably sourced information around specific parenting areas. We respect parents' expertise, culture, values, and beliefs and encourage shared decision making regarding moving forward with the area of concern. For example, key staff have supported individual children with toileting. We provided parents with online articles, children's picture books and video links around positive toileting. We worked collaboratively with parents to have a shared goal and ensure toileting strategies were aligned. A Continence Care Plan was developed by the child's GP with the parent, which was then implemented at kindy by all staff but mostly by the designated ECW who received a toileting allowance for providing practical support to the child. This ECW was also a contact point for parents for communication to ensure consistency and for building relationship. This approach had a positive outcome for the child and over the year they were able to move to being increasingly independent in their toileting.

Due to a rise in recent years in the number of children starting kindy requiring toileting support the staff team critically reflected upon communication with families around toileting accidents and changes of clothes during the day. We developed a comprehensive process to support all children; children come to the bathroom with their spare clothes and are encouraged to be as independent as possible in changing their clothes following a toilet accident or mud/water play and taking care of their (used) belongings. Educators provide support to individual children as needed and document the process on a short information record that helps inform parents of the particulars around the reason for the change of clothes, including the time, whether they're wearing their own clothes or kindy spares and which educator supported the child so that families can follow up if necessary. This information is also documented on a kindy log so that educators can notice any toileting patterns that may be occurring or for data to support conversations with families. The bag of used clothes is placed in a red bucket for collection by parents at the end of the day.

Our centre places great importance on transitions for the children within our kindergarten. Transitions refer to enrolment at kindergarten and beginning to attend as well as supporting children to move from kindergarten into their chosen school. Supporting children to have a positive transition, requires the development of strong relationships. Each child is booked for an orientation visit prior to beginning kindy to give them the opportunity to get to know the educators and the learning space. We value families as their child's first educator and we work with them to learn about their child through various processes, eg. parent interviews, Individual Learning Plans, informal chats, email discussions, and the 'Funds of Knowledge' questionnaire. This all contributes to our relationship building with families.

About 8 years ago the Director and Teachers became involved in the Continuity of Learning and Transition (COLT) Group, run by the Mitcham Plains Partnership. This group included Preschool and Junior Primary Teachers from local sites and met termly to work on creating agreed best practice around Transitions to School for children and families. Through participation in this group our educators built collaborative partnerships with neighbouring schools, which led to establishing a connection with a Buddy Class at Edwardstown Primary School. This enabled us to engage in reciprocal learning experiences with older children, go on regular walks to access the Edwardstown School facilities and resources and for the kindy children to have older buddies looking out for them upon starting Reception. We have continued to enjoy a strong relationship with Edwardstown Primary despite staffing changes over the years. We have hosted the Reception Teachers and Leadership Team for afternoon teas at our site to encourage information and resource sharing, and planning for upcoming transitioning children. We have also had termly visits from St Anthony's School Principal and Year 5 students for special events, such as Book Week, music performances, IT sessions and Christmas.

Our participation in the COLT Group stimulated discussion and critical reflection within our team about how we support families by creating a sense of community and the impact on Transitions. Our Governing Council implemented 'Grown Up's Dinners' some years ago as a way for parents to connect with each other. These continue to be held each year with 10-12 parents in attendance, plus some educators. Supporting parents to build relationships has a flow on effect on the children then building relationships. As a result of Covid and less face to face contact for families we produced a Mon Wed group and Tues Thurs group contact list (with consent from parents). This enabled families to connect outside of kindy and facilitate park play dates. This has now grown to include the creation of School groupings lists later in the year to support families with the transition to school and potential play dates over the Christmas holiday break.

We work closely with external agencies and providers to support children's access, inclusion, and participation in the program. A few years ago, we had a child who had a genetic condition who was accessing a private Occupational Therapist, speech pathologist and physio. We worked collaboratively with this team through having them visit the site to support the child's needs in the kindy setting and share goals around his learning. This ensured strong communication and all working in the same direction in supporting the child's development. The family were supported by the kindy to explore school options, including considering mainstream or special options (eg. special class). This involved seeking input from DfE specialists (psychologist and speech pathologist), gathering information through assessments, and coordinating meetings with parents and key support personnel. The result of this process was that the child was supported to enrol in mainstream school and successfully transitioned with his peers with appropriate support.

Through interactions with the schools around class placement we came to the realisation that due to our two separate groupings of children (Mon Wed group and Tues Thurs group) they were going off to school with children from the same kindergarten, but they had not actually known each other as the groups operate in isolation. As a result of critical reflection, we created the idea of placing children going to the same schools in a common group at some stage during the year so they could build relationships with all children they would be transitioning to school with. We implemented 'Funky Fridays' as it is now known by the children, staff and families. The alternate Friday groupings are based upon which school the children will be going to, eg. Edwardstown Primary enrolments attend even weeks of term and children going to other feeder schools attend on odd weeks of term. There is occasionally some juggling with balancing the numbers to maintain staffing ratios, but this can always be managed. Parents have been very supportive

of this initiative and understand the benefits of their child interacting with a broader range of children. Some families have even juggled their work and care arrangements to enable their child to be part of this. The children really enjoy the change and meeting children from the 'other group' and we've often found some already have connections through attending local childcare centres together. Our educators can use these Fridays as an opportunity to look at the mix of children and their needs, positive relationships and those that perhaps need separating at school and provide this information to the schools to support their planning.

We believe that our approach to Transitions helps families feel supported and connected through collaborative partnerships with our team of educators resulting in them developing a strong sense of belonging not only to our kindy community but also their future school community. Our practices also illustrate our collaborative partnerships with our local feeder schools. We also engage in strong relationships with our broader community, including Child & Family Health who visit termly to conduct 4 year old health checks; DfE Psychologist, Speech Pathologist & Inclusive Educator; Resthaven Westbourne Park intergenerational visits, Nature Play SA; Willunga Charters for transport; Bunnings and local business owners.

We recently had a past kindy family comment that once you become part of the Cumberland Kindergarten community, you never truly leave it, despite your child moving onto school. Due to the consistency of our staffing, and history of being part of the community, families return with their 2nd, 3rd or 4th child and are greeted by familiar faces, and even though the people are the same, families notice and often comment on the continuous improvements. We are fortunate to share a boundary with the local tennis club and often have past families pop in and say hello on their way to tennis lessons after school, helping to maintain those connections with community and help children and families preserve their memories of their kindergarten year.

Strengths

Quality Area 7: Governance and Leadership

The Statement of Philosophy guides all aspects of the centre's operation. It was developed in 2024 in consultation with children, families, and educators. We called the review process 'Rock Solid Values'. Families were given a rock and asked to chat with their child about what was important to them about kindy. Parents were asked to consider what they value in their child's kindergarten and combined with their child's thoughts write a word or two on the rock to depict their views. The rocks were then returned to kindy to create a visual display in the form of a word cloud. This was accessible for families to view to see which words others selected. The children were invited to draw pictures to share their views and opinions about what is important to them about kindy. Their drawings depicted common themes of friends, being happy, playing, and specific areas of the outdoor learning environment. This information was shared with Governing Council and together we looked at recurring values or themes, eg. relationship, communication, etc. Educators then met on a pupil free day to critically reflect on the information gathered from the children and families and used values to create the Statement of Philosophy. The draft version was shared with the children, Governing Council, and families for feedback. Families felt that the document accurately captured the essence of what is the heart of our centre. We pride ourselves on delivering a service that is centred around embedding Relationships, Play and Nature in all that we do. Relationships are at the core of everything and provide a solid foundation for our work - connections with and between children, families, educators, and local community partnerships (eg. local schools, community members, etc). Some of our educators have been in the site more than 9 years and have built ongoing relationships with families as they have returned with subsequent children. Parents often comment how wonderful it is to re-connect with staff and be back in the Cumberland Kindergarten community again. Learning through play is the focus of our day-to-day work with children and is how the curriculum is delivered. Nature is an essential element that provides a framework for our play and learning. We have created a unique outdoor learning environment for the children and access spaces and places beyond our kindy fence to provide opportunities for real world exploration in nature.

There are a range of systems in place to manage risk and enable the effective management and operation of a quality service that is child safe. Educators have developed risk assessments to ensure that the children and staff can safely learn and work in the kindergarten environment, for example using glue guns, loose parts play, mud play, etc. These risk assessments help identify how to minimise or eliminate the hazards for children and enable learning experiences to be safely offered. The risk assessments are shared with Governing Council and reviewed 6 monthly to account for the new intakes of children and their individual needs. New risk assessments are developed as needed, such as when new equipment is purchased, or a risk is identified by DfE. We also use the DfE IRMS (Incident Response Management System) to record any hazards to inform the DfE and ESB (Education Standards Board) or have issues escalated within facilities services. The implementation of STAR (Safety Task and Action Reporting System) also helps to manage risk by ensuring that maintenance tasks are completed regularly, documented consistently and issues are actioned.

Staff, Parent volunteers or visitors to the centre (eg. photographer, visiting performers/incursions) are required to have a current Working with Children Check which is stored on file. Certificates of Currency are conducted every 12 months. Parent volunteers and staff are also expected to complete RRHAN-EC training and provide a certificate of completion.

The staff team collaborated to create a list, outlining educators' roles and responsibilities and ensure they are clearly defined and understood and support effective decision-making and operation of the service. There is flexibility within this as the team work well together in supporting each other within their roles, at times sharing tasks to ensure responsibilities are met in a timely manner. Relief staff are given clear directions around their role and responsibilities to ensure they understand our site philosophy and ways of working and fulfil the expectations of the position. Once onsite they are given a service walk

through, highlighting important areas including location of children's health and medical information and medications, emergency management procedures, WHS requirements and information about specific children. We value and respect our families and Governing Council as active participants in the management, reflection, and vision of our centre. Parents considering a role on Governing Council are given an outline of the position and expectations at the Annual General Meeting prior to nominating themselves, so they understand what they are committing to. The Director supports their continued understanding throughout the year to ensure effective decision-making of the Governing Council and the subsequent operation of the kindergarten.

The self-assessment tool is used to support continuous improvement within the service, identifying current practice but also highlighting any gaps and areas for growth. All educators contributed to the self-assessment tool through discussion and critical reflection and was then drawn together by the Director. The document was taken back to the staff team for review and further reflection and edited where needed. Once a year, in Term 4, a pupil free day is allocated to undertake a thorough self-review to ensure continuous improvement, examining progress against the QIP for the year and planning directions for the following year. Part time staff are encouraged and supported to attend this day and are paid to do so or use the hours toward their professional development requirements.

The Director provides educational leadership to the staff team and provides opportunities for educators to lead the parts of the program that best utilise their strengths, knowledge, skills, and abilities. Although educators are all part time, lead educators drive the planning and programming, implementation, and assessment process. Most of the staff team meet fortnightly on a Friday afternoon to reflect on the current fortnightly program, also considering individual and group observations, children's interests, and spontaneous learning. This reflective process then informs and drives the development of the next fortnightly program. Those who do not work on Fridays are expected to contribute their ideas for the children's learning and our program through our daily educator reflections as the information in this, forms the basis of the reflections. The completed program is emailed to all educators so ensure they can be prepared for the implementation of the learning the following week.

As part of the DfE requirements for performance development, educators all meet with the Director twice a year to develop and review their individual plan, documenting their goals in relations to the site PQIP, as well as their own personal goals. This plan helps to identify any support the educator may need from peers or leadership to achieve the desired outcomes. This may include access to professional development to support their learning and positively influence their work with children and families. The Director allocates funding in the budget to support staff to attend professional development of their choosing that aligns with the priorities of the centre by paying the fee to attend and or release time from the centre. The Director regularly checks in with staff on an informal basis to provide verbal feedback and encourage reflection by educators on their progress with their goals.

Learning Improvement Plan – Goal 1

Where are we? (What challenges were identified during self-assessment)

In relation to our first goal, when evaluating our 2025 QIP and children's learning we noticed and wondered:

- At times families seem unsure how to connect with their child's learning
- Our Creativity Expo was very successful with great attendance by families and high levels of engagement with children's learning

We identified this inquiry based on changes that we have noticed over the last 5 years (post covid). Covid times caused a disruption to preschool education in terms of relationships with parents and families. Parents had to drop their children at the gate and were unable to access the learning environments to see their child's learning for themselves. Educators worked hard to maintain relationships and make children's learning visible, however social media posts, emails and phone calls didn't make up for the in person sharing and connections that occur. The demographics of our families have also changed. Previously, one parent was usually working full time, while the other parent (often the mother) was employed part time or was a stay at home parent. This has shifted dramatically in recent times, with most families having two parents working, children accessing more child care or sometimes grandparents are involved in care providing (dropping off and picking up from kindy). These changes have also influenced parent engagement with kindy and their child's learning. We have also had an increase in the number of children enrolling who come from EALD backgrounds. Staff had reported that it felt challenging to engage families from EALD backgrounds and wondered about the reasons for this.

The implementation of Kindy Care (care provided after kindy from 3.30-6pm) also impacted on opportunities for preschool educators to connect with families as they collect children from the program after staff have left for the day. It reduced the ability to establish or maintain relationships and have face-to-face conversations that would have normally occurred at kindy pick up at 3.30pm.

Our 2026 inquiry aligns with the DfE Strategy for public education in SA within the Wellbeing Area of Impact, particularly belonging and safety, with the Lever for Impact being Partnering with families and communities. This relates to 'learners feeling they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened' (DfE Strategy).

Where do we want to get to? (What outcome or goal do we seek?)

To strengthen our capacity to build genuine, ongoing relationships with families and community members from diverse cultural backgrounds, ensuring that all children and their families feel welcomed, respected, and valued within our learning environment.

How will we measure our success? (What will children, families & educators know, do and understand)

Through observation, critical reflection, analysis of our pedagogical documentation and parent feedback we will see and hear children experiencing genuine, ongoing relationships with families and the community from diverse cultural backgrounds, where they feel welcomed, respected and valued within our preschool.

This may look like:

- Children talking about themselves and their families
- Children noticing themselves and their families represented within the learning space
- Children and educators building connections between the kindergarten and the local community
- Children being curious, inquisitive and building relationships with their peers showing genuine understanding and respect
- Families engaging with other families and building connections demonstrating authentic partnerships
- Families engaging with their child's learning through participation in kindy activities
- Educators building their awareness in culturally responsive practices
- Educators embedding Aboriginal and Torres Strait Islander perspectives in the kindergarten environment

How might we get there? (Steps)

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators to participate in professional learning in parent and family engagement and building links with community	QA 7.2.3	Throughout the year	All educators to engage	Professional development content - Plink? Pupil free day Link with Blackwood Kindergarten
Furthering educators understanding of Aboriginal & Torres Strait Islander perspectives through PD and working with Jade Brook	QA 7.2.3	Terms 2-4	All educators	Plink PD Jade Brook
Educators to regularly document children's learning and development - Funky Friday catch ups - Siblings play date	QA 6.1.1 QA 6.2.2	Terms 1-4	All educators to support or facilitate	Parents to be contacts/leaders for coffee catch ups
Invite families to co-lead and participate in special event planning (eg. 70 th birthday celebration, family events, play dates/coffee mornings)	QA 6.1.1 QA 6.2.2 QA 6.2.3	Early Term 4 - 70 th birthday	All educators to contribute Special birthday committee	Budget allocation
Identify and invite parents and local community organisations or businesses to run workshops at kindy for the children or for parents	QA 6.1.3 QA 6.2.2 QA 6.2.3	Throughout the year	Speak to Governing Council about what parents would like or benefit from	Bunnings? Allied health professionals?
Develop 'Community Connections' posts on Seesaw for families that highlighting local activities, resources, and support services	QA 6.1.3		Director or teachers to share posts	Examples of services to share
Regularly seek feedback from families and community partners through surveys and informal conversations to guide future initiatives	QA 6.1.1 QA 6.1.2 QA 6.2.2	T1 - questionnaire, T3 - DfE Parent survey Governing Council meetings	Director to create questionnaires & add topics to Governing Council agenda	Parent involvement questionnaire, Governing Council discussions, surveys Post it note jottings Informal conversations

Critically reflecting once a term on the actions to determine impact on our teaching, learning, and collaborative relationships	QA 7.2.1	End of each term	All educators	Time during staff meeting
Develop a 'take home' learning pack to create opportunities to share learning and build relationships between home and kindy	QA 1.1.2 QA 1.1.3 QA 6.1.1 QA 6.1.2 QA 6.2.2	Start circulating the packs by end of Term 1 - eldest children first	Director to create the packs Educators to manage the borrowing of packs	Focus text for the packs Folder of information and for recording learning

Give it a go (Progress notes)

Actions	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?
Educators to regularly document children's learning and development	Funky Fri coffee catch ups held on 13/02 & 20/02 Easter breakfasts (1 per group) 1/04/26 & 2/04/26	4 parents attended each group catch up Really well attended. Only 1 or 2 children per group that didn't have family in attendance.	Parent feedback at AGM was that perhaps it would be better to do an 'after FF' picnic
Educators intentionally plan for family involvement and community participation with the curriculum	20/02/26 & 6/03/2026	Parents supporting specific learning experiences: Elodie's Mum (Danae) teaching the FF children finger knitting	Be deliberate in asking specific parents to be involved in curriculum in specific ways Harper's Dad - police talk Ned's Dad? - fishing talk

	11/02/26 13/03/26 20/03/26 16/03/26 & 17/03/26 12/05/26 & 13/05/26 10/04/26 & 1/05/26 3/06/26	Baani's Mum (Gagan) providing large syringes to use as "squirters" for colour mixing Mia's Mum (Nicola) helped with making smoothies Elodie's Mum (Danae) helped with smoothies Parent helpers on library excursion - Ravi, Jyoti, Amy, Leah, Janella, Alex Nicola & Daphne Parent helpers on Road Safety excursion - Andrew, Che, Kelly, Amber Janella, Antoni, Tim, James, Beth, Claire Mother's Day gifts (Harvey M's Mum), Police visit (Harper's Dad) Call out for resources linked to curriculum plans, eg. vintage scales. 5 parents responded and lent us scales to use in our learning.	
Educators to participate in professional learning in developing the planning cycle	3/03/26	Care, Connection, Country & a Cuppa workshop at Belair National Park with Jade Brook - 4 educators attended	Build on this relationship with Jade and other Third Camp colleagues (Sharon - song writing?)
Invite families to co-lead and participate in special event planning (eg. 70 th birthday celebration, family events, play dates/coffee mornings)	Term 1 - Discussed at Governing Council, small sub committee formed	Involve children in birthday party preparations, making bunting	Artwork for birthday Time capsule contents
Identify and invite parents and local community organisations or businesses to run workshops at kindy for the children or for parents	Dietician from Sprout Cooking booked for Term 4 parent session		

Develop 'Community Connections' posts on Seesaw for families that highlighting local activities, resources, and support services		Seesaw posts - New mental health service shared, CaFHS 4 year old health checks	
Regularly seek feedback from families and community partners through surveys and informal conversations to guide future initiatives	5/03/26 10/03/26 August 2026	Parent questionnaire (Jotform) shared via Seesaw Discussion at Governing Council to reflect on information already gathered & what initiatives parents want DfE parent opinion survey conducted	Reminder message to encourage more families to complete it Action the initiatives discussed Share results with staff
Critically reflecting once a term on the actions to determine impact on our teaching, learning, and collaborative relationships	End of Term 1, & 2	Discussions at staff meetings	Plan for Term 4 pupil free day - visit to Blackwood Kindy
Develop a 'take home' learning pack to create opportunities to share learning between home and kindy	Packs went home with children in T1, Wk 8	Borrowing of packs is going well. 3 packs on rotation. Children are returning to kindy and sharing home food experience with the group. Parents are commenting on things other families cooked and enjoying new ideas.	Continue to follow roster to ensure everyone gets a turn to borrow the pack

Learning Improvement Plan – Goal 2

Where are we? (What challenges were identified during self-assessment)

The last few years we've continued to grapple with the cycle of planning for an individual child and being able to clearly demonstrate this. We felt we were catering to the group well, but not confident in our planning and assessment, documentation for individuals. There were a range of processes in place and occurring but upon deeper exploration we realised that there were gaps and that it was hard to determine the links between each of the processes.

Where do we want to get to? (What outcome or goal do we seek?)

To ensure each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

How will we measure our success? (What will children, families & educators know, do and understand)

Through observation, critical reflection, and analysis of our pedagogical documentation and parent feedback, we will see each child's learning and development being assessed and evaluated as part of an ongoing cycle of observation, analysis of learning, documentation, planning, implementation and reflection.

This may look like:

- Each child's learning and development is documented regularly
- Observations directly inform planning
- Evidence of reflection and collaborative analysis
- Families are informed about their child's learning and development
- Planning cycle in alignment with EYLF and NQS
- Continuous improvement is evident

How might we get there? (Steps)

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators to participate in professional learning in developing the planning cycle	QA 1.3.1 QA 4.2.1 QA 7.2.2, 7.2.3	Term 2 & 3-	All educators to engage	Catharine Hydon PD Funding to pay staff to attend
Educators to regularly document children's learning and development	QA 1.3.1 QA 1.3.2	All throughout the year	All educators to contribute	One Note system set up for each child as they begin kindy
Observations used for program planning with clear links between children's goals and learning experiences	QA 1.1.2	Every 5 weeks of term	All educators	Curriculum planning time
Strengthen the planning cycle - move to 5 week planning cycle	QA 1.1.1 QA 1.1.3 QA 1.3.1 QA 7.2.1 QA 7.2.2	Term 1	Director/ teachers	Professional dialogue with ELEC 5 wk planning proforma
Embed collaboration and reflection - team spend time together analysing individual observations & documenting (One Note - blue text)	QA 1.3.1 QA 1.3.2 QA 4.2.1 QA 7.1.2 QA 7.2.2	End Term 1 Mid Terms 2-4	Director/teachers	Meeting schedule for Fridays
Engage with families over their children's learning - parent educator conversations, ILP's, Show & Share events, informal chats	QA 1.3.3	Once each term	Director/teachers	Time off the floor for meeting with parents Flyer to inform parents about Show & Share
Ensure that the planning cycle aligns with EYLF & NQS at each stage	QA 1.1.1 QA 7.1.1 QA 7.2.1	Term 2	Director/Teachers	Time to check that each type of documentation incorporates EYLF & NQS
Monitor and review how overall process is going and any changes needed along the way, document continuous improvement	QA 7.2.1	End of each term	All educators	Staff meeting time

Give it a go (Progress notes)

Actions	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?
Met with ELEC to discuss moving to 5 week planning cycle	20/03/26	New planning document	Try planning for the next 5 weeks of term rather than fortnightly
Educators participated in professional development with Catharine Hydon, including the planning cycle	19/05/26	Resulted in staff discussion and sharing key messages with educators who weren't able to attend	Attend next Catharine Hydon PD session in Sept
Updated Documentation Cycle summary to be shared with families to communicate about what we do in terms of documenting and assessing children's learning and how parents can engage with that			
Embed collaboration and reflection - team spend time together analysing individual observations & documenting (One Note - blue text)	End of Term 1 & 2	Individual children discussed at staff meetings. Reflection about analysis of separate observations or doing at end of term.	Review observations in One Note at end of Term 3 and write analysis comment
Engage with families over their children's learning - parent educator conversations, ILP's, Show & Share events, informal chats	Beginning Term 3 Term 3, Week 5	Show and Share event held for children starting their 3 rd term Parent educator conversations held with new intake & ILP's developed	Start 2 nd phase of planning cycle with addressing individual goals

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Continue to implement the Kindy Care trial	QA 6.2.1 QA 6.2.2 QA 6.2.3	-Implement Kindy Care across Terms 1 & 2 -Participate in the review process	Terms 1 & 2 End of Term 2	Support from the Kindy Care team and ECL	Director Kindy Care Staff
Develop an online induction package	QA 7.1.2 QA 7.1.3	-Determine the contents of Induction package -Create online file of resources -Provide relievers with access to Teams group	Terms 2 & 3	Documents, policies, etc.	Director to create with support from admin ECW
Create an indigenous garden near entrance to kindy	QA 6.1.2 QA 6.2.3	-Seek input from indigenous community members regarding native plants -Visit State Nursery	Terms 1-3	-Community members -Plant nurseries -Volunteer parents	-Director to initially liaise with community members for advice -All staff involved in consultation & creation phase

Give it a go (Progress notes)

Priorities	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? How effective have our actions been? Enter the evidence of impact of your actions for children and families	What are our next steps? Potential adjustments?
Create an indigenous garden near entrance to kindy	Garden bed cleared ready to be prepared for planting - July 2026 Visit to State Nursery - June 2026		Share information with families about plans for garden bed. Ask for parent volunteers to help with establishing garden. Talk with the children about the kinds of plants we might plant there
Continue to implement the Kindy Care trial	Still no decision about program for 2027 and beyond. Explore long day options by surveying families	Parents are hoping the program will continue but frustrated by lack of clarity. They're pleased about the potential of moving to long day model as an alternative.	Survey future families about long day model

Endorsements

Endorsed by director/principal

Name Melissa Slater
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: