

Practice and Planning Review

ROOM: Preschool

DATE: 14-Jan-26

Programming Cycle Review	Yes	No	Notes
Observations are current and linked to EYLF outcomes	✓		Observations were updated weekly and clearly connected to Outcome 1 and 3.
Learning stories reflect child voice and agency	✓		Children's choices in art and play were documented, showing strong agency in decision-making.
Planning shows intentionality and responsiveness	✓		Children's choices in art and play were documented, showing strong agency in decision-making.
Reflections are documented and inform future planning	✓		Weekly reflections highlighted group dynamics and guided next month's focus on collaboration.
Families are invited to contribute to planning	✓		Family feedback on home interests was incorporated into the dramatic play area.
Educator Reflection & Practice - For Individual Room	Yes	No	Notes
Did any learning moments stand out to you this month?	✓		The group's spontaneous storytelling circle was a highlight of shared creativity.
Did you face any challenges this month?	✓		Transition times were occasionally difficult, requiring additional visual cues.
Did you respond to children's emotional needs this month?	✓		Comfort strategies were used effectively during separation moments.
Would you like to try something new next month?	✓		Plan to introduce a sensory storytelling basket.
Learning Environment Audit	Yes	No	Notes
Spaces reflect children's interests and cultural identity	✓		Displays included family photos and cultural artifacts shared by families.
Nature, movement, and sensory play are visible	✓		Outdoor area was enriched with sand, water, and climbing challenges.
Provocations are intentional and varied	✓		Rotating materials encouraged exploration of textures and problem-solving.
Quiet zones and emotional safety areas are maintained	✓		Chill Zone was refreshed with new cushions and emotion cards.

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QA1 Compliance Check	Yes	No	Notes
1.1.1 Approved learning framework guides practice	✓		EYLF principles were consistently referenced in planning documentation.
1.1.2 Program is child-centred and inclusive	✓		Activities reflected diverse abilities and cultural backgrounds.
1.1.3 Program documentation is accessible and meaningful	✓		Documentation was displayed with photos and simple language for families.
1.2.1 Educators are intentional and responsive	✓		Educators adjusted group times based on children's energy levels.
1.2.2 Critical reflection informs practice	✓		Team reflections led to changes in transition strategies.
1.2.3 Collaboration with families and children is evident	✓		Family suggestions shaped the cooking experiences offered.
Emotional Literacy & Wellbeing	Yes	No	Notes
Children's emotions are acknowledged and documented	✓		Emotional check-ins were recorded during morning group time.
Educators use warm, responsive language	✓		Positive affirmations were consistently used during play and routines.
Transitions are supported with rituals or visual cues	✓		A goodbye song and picture cards eased transitions.
Staff wellbeing is considered in planning cycles	✓		Team meetings included wellbeing check-ins and resource-sharing.

Next Steps/ Follow Up

Moving forward, educators will continue to strengthen the link between observations and EYLF outcomes by ensuring documentation highlights both child voice and intentional teaching strategies. Family contributions will be actively sought through surveys and informal conversations, with their insights embedded into upcoming planning cycles to enrich cultural identity and inclusivity.

To support emotional literacy and wellbeing, the team will refresh quiet zones with new visual cues and introduce sensory storytelling baskets to foster engagement. Regular reflective discussions will be scheduled to identify challenges and celebrate successes, ensuring that critical reflection informs practice and staff wellbeing remains a priority.