Gowrie South Australia



Annual Report

2025-2026

Our Vision

Gowrie SA is a progressive organisation that builds on our history to lead learning and inclusion with children, families and communities.

Our Purpose

At Gowrie SA we support children's learning, wellbeing and development by providing and advocating for safe and inclusive environments for all children and their families. We work in partnership with families and the community and build leadership capacity in the sector.

Our Board (as at 30 June 2026)

Dr Victoria Whitington (Chairperson)

Lyndsay Healy (CEO)

Julian Belatti

Nanette Allen

Dr Brigid Mahoney

Alycia Mead

Marcus Pearse

Jodie Stribling

Vanessa Bendikov

Marylouise Freeman (appointed March 2026)

Members during the year ended 30 June 2026

Lynne Rutherford served as CEO and ex-officio Board member until September 2025.

Lyndsay Healy was appointed Interim CEO in September 2025 and subsequently confirmed as CEO on 1 December 2025 following a formal recruitment process.

Dr Yasmin Harman-Smith retired November 2025.

Leadership

Chief Executive Officer, Lyndsay Healy

Children's Program Directors: Sally Braddy and Krystal Kimble, as well as Assistant Directors Eleanor Forndran, Kate Stone, and Eleanor Behrens, and Emily Harris, Educational Leader of the Infant and Toddler Programs

Professional Learning Program
and Registered Training Organisation Leader, Mary Scales

Inclusion Agency Leader, Laura Chamings

Parenting Program Leaders: Pam Murphy and Christina Moutos

Aboriginal Consultant, Kauwanu (Uncle) Tamaru

Finance and Administration Team Leader, Sandra Greco

Project Officer, Naomi Phillips

HR Officer, Sunadha Patta

Kaurna miyurna ngadlu Kaurna yarta tampinthi. Yaitya miyurna ngadlu, ngaitalya.

Kaurna people we acknowledge, Kaurna Land we recognise. All Aboriginal and Zenadth Kes peoples we acknowledge with our respect. We also acknowledge Ngangkipurka and Purka (Elders) past and present. Our organisation welcomes all Aboriginal and Zenadth Kes peoples, acknowledging they are the Traditional Owners and Custodians of the unceded land and waterways throughout our Country.

Contents

Chairperson and CEO report	4
Financial report	6
Our people	8
Reconciliation	10
Supporting high-quality early childhood education and care	12
Family partnerships, Warri Kaurna Warra and slow pedagogies	14
Fly away with us – our year of building stronger connections	15
Inclusion in practice	16
Building secure attachments through parenting programs and playgroups	18
Trusted partners in professional learning	20
Flying Start Pathways - building the early childhood workforce of tomorrow	22

Chairperson and CEO report

Gowrie SA's breadth and depth of experience ensured the transition to a new Chief Executive Officer was as smooth as we had hoped. After stepping into the Interim CEO role in late September 2025, Lyndsay Healy was officially appointed CEO of Gowrie SA in November 2025 after a competitive recruitment process. Lyndsay brings extensive experience and deep organisational knowledge to the role, having contributed to Gowrie SA for more than two decades in positions including kindergarten teacher, director of the Thebarton Children's Program and acting CEO. Lyndsay brings a systems-thinking approach to her role, identifying opportunities, connections and new ways of working to support positive change across the organisation.

Gowrie SA proudly partnered with the Office for Early Childhood Development to offer Flying Start 3- and 4-year-old preschool from January 2026. The Children's Program offers the Flying Start 15-hour program and was also selected as a Preschool Plus site, meaning children from priority cohorts can be referred to our program for 30 hours of preschool. The introduction of 3-year-old preschool gave Gowrie SA the opportunity to share our expertise with the sector, drawing on our many years of experience operating integrated preschool programs that support the learning and development of this diverse age group. Preschool Boost funding has enabled the Children's Program to expand wrap-around support for children and families through cross-disciplinary programs such as music and occupational therapies. These programs have connected families to evidence-based information about parenting and children's development, so they feel able to seek the help they need when they need it.

Gowrie SA is deeply committed to recognising the professionalism and commitment of our educators. Successfully securing the Early Childhood Worker Retention Grant ensured that our eligible staff continue to access highly competitive remuneration, in addition to our enterprise bargaining agreement commitments and the 15% Fair Work Gender Undervaluation award increase. Alongside competitive salaries, Gowrie SA invests significantly in educator conditions, including additional leave provisions, above-award non-contact time, study leave for relevant qualifications, ancillary roles to support rostering and compliance and extensive paid professional learning opportunities.

Our Thebarton and Underdale Children's Program underwent pre-assessment and rating visits from the Education Standards Board in September 2025 and December 2025 respectively. With a significant amount of time having elapsed since our last assessment and rating visits, it was pleasing to see both services successfully meet compliance requirements, allowing the upcoming assessment and rating visits to focus on demonstrating our high-quality pedagogy and practice. We recognise that all Children's Program staff contribute to the success of the assessment and rating process - leaders, early childhood teachers, educators, administration staff and cooks. It is through this shared commitment to innovative and responsive services for children and families that we hope to celebrate successful assessment and rating outcomes for our services.

After a decade of delivering the Australian Government's Inclusion Support Program, the decision to put the program to tender marked a significant period of change and uncertainty for Gowrie SA. Preparing the tender application required a substantial investment of time, collaboration and expertise across the organisation, as we reflected on our achievements, strengthened our approach and prepared for the next iteration of the program. We were pleased to be awarded the contract to continue delivering the Inclusion Support Program for a further two years, recognising the strength of our experience and commitment to supporting inclusive practice. However, like other providers nationally, we have been affected by changes to how services are supported within the program. Although the Inclusion Agency may now operate slightly differently, supporting staff through these changes and ensuring continuity of support for services has remained our focus.





Our commitment to strong governance and compliance has continued through a period of significant regulatory change. A review of our policies, procedures and practices reflects our principle that the rights, safety and wellbeing of children are a paramount consideration. This commitment to child safety begins at staff recruitment, with strengthened processes to ensure the safety and best interests of children are considered from the outset.

The beginning of the financial year saw continued work on the Preschool Toolkit and an intensive, rolling recruitment drive as we launched the Flying Start Pathways Program. Our administration building is filled with renewed energy, collaboration and a shared sense of purpose in helping build a stronger, more diverse and sustainable ECEC workforce.

Our work is strengthened by the partnerships we have built across the sector. Working collaboratively with the Office for Early Childhood Development (OECD), Time Education and Training, The Umbrella Collective and the Australian Council for Educational Research, as well as ECEC services allows us to draw on shared expertise, respond to local needs and create meaningful, lasting impact.

Our standing and reputation across the sector have also seen Gowrie SA approached by Community Early Learning Australia (CELA) and ECEC services to partner on network and workforce grants offered by the OECD. We have also been approached to work collaboratively with Dandolo Partners on its Preschool Reforms in Action project, coaching and mentoring selected services around the implementation of 3-year-old preschool.

We welcomed two delegations from Gowrie Queensland interested in learning about our approach to embedding culture throughout our programs. Tours of our Thebarton and Underdale services were complemented by presentations from staff working in the Inclusion Agency, the Children's Program and Professional Learning Program.

As the early childhood sector navigates ongoing regulatory and policy change, our advocacy and sector leadership remain an important part of our work. Across a series of advocacy meetings in Canberra alongside CELA, we engaged in discussions on important sector reforms and funding challenges facing early childhood education and care. We continue to monitor emerging changes and advocate for reforms that we consider improve outcomes for families and children.

Our staff have continued to demonstrate remarkable adaptability and commitment throughout a year of sector and organisational change and growth. The diversity of experience and transferable skills amongst our staff has strengthened our organisational capability, enabling us to respond flexibly to changing needs while creating opportunities for staff to build capacity and share their expertise. Several staff from the Inclusion Agency were successfully recruited to the Pathways Program. Staff from across our programs support delivery of Responding to Risks of Harm, Abuse and Neglect, facilitate our Teach-Do-Learn© parenting program, and facilitate professional learning fee-for-service sessions, including the Flying Start Preschool Boost menu offerings. Our staff bring a broad range of professional backgrounds, lived experiences, qualifications, and specialist expertise, enriching service delivery across all programs.

We extend our heartfelt thanks to all in our community who make Gowrie SA what it is today. We thank families for your partnership, your openness, and the confidence and trust you place in our educators every day. We thank children for bringing curiosity, joy and boundless energy into our services. We thank our committed staff whose dedication, patience and passion shape the future of our communities and the sector. Your commitment to quality early childhood programs is at the heart of everything we achieve. And we thank the wider professional community, including our partners and sector colleagues for their collaboration and shared commitment to the best outcomes for children across South Australia. Together, we continue to build strong foundations for the next generation.

We thank each of you, the committed team of program leaders who guide and shape our Gowrie SA programs: Mary Scales, Krystal Kimble, Sally Braddy, Laura Chamings and Christina Moutos; and senior staff Kauwanu (Uncle) Tamaru, Sandra Greco, Naomi Phillips, Sunadha Patta, Kate Stone, Eleanor Forndran, Eleanor Behrens and Emily Harris.

Thank you also to our Board members, who generously volunteer their time, knowledge and experience to Gowrie SA. Through your participation in six-weekly Board meetings and your thoughtful guidance, you contribute valuably to our strategic direction and decision-making, helping us strengthen our organisation and achieve the best possible outcomes for children, families and communities. We would like to particularly recognise the service of Marcus Pearse and Brigid Mahoney who have served on the Board for three years and six years respectively. Both are retiring from their positions, and we thank you both for your strong contributions to Gowrie SA's strategic direction.

Finally, as Gowrie SA Board chair, I would like to extend my deep thanks to our Chief Executive Officer Lyndsay Healy. In your first year as organisation leader you have shown great commitment to your new role, at a time when Gowrie is expanding its reach and influence in the early years sector to a level as yet unsurpassed.

Dr Victoria Whitington
Adjunct Associate Professor of Education, Adelaide University
Chairperson Gowrie SA Board

Lyndsay Healy
Chief Executive Officer

Financial report

For the year ended 30 June 2026

The 2025-2026 financial year marked another period of strong financial performance for Gowrie SA, with the organisation continuing to deliver high-quality services while maintaining a strong financial position.

Revenue increased related to new funding streams and increased utilisation of programs. Employee benefits expenses rose in line with organisational growth, investment in staff retention, and professional development. An operating surplus was achieved before other comprehensive items. This demonstrates that core operations have remained sustainable. Gowrie SA's managed investment portfolio continues to provide an important source of long-term financial resilience. During the year, investment markets experienced some volatility, resulting in an unrealised fair value reduction (net unrealised gains from our managed investment portfolio remain positive).

Our audited financial statements reflect the continued strength of our financial governance. The annual audit was completed without any significant issues relating to financial controls, fraud, or compliance.

Program funding and performance

Grant-funded programs, including the Whyalla Parenting Program and the Teach-Do-Learn© parenting program, continue to be delivered on track. The successful addition of the Flying Start Pathways Program has increased organisational revenue and broadened the professional knowledge and experience of our team. The Professional Learning Program secured approval to add an eleventh session to the Preschool Boost menu, to be offered from 2027. The menu's existing 10 sessions generated additional income for the program this year. Feedback from funding bodies, stakeholders, and participating families has been consistently positive.

We were pleased with the successful outcome of re-tendering for the Inclusion Agency. We will be continuing to provide this program to the sector for a further 2 years in a modified form. During the year, unspent grant funding liabilities reduced significantly as program delivery milestones were achieved and grant-funded activities were completed. The program had accrued revenue of around $0.6m at year end.

Our Children's Program remained in high demand throughout the year, delivering a higher than anticipated surplus at year end. The fee-for-service Professional Learning Program, including facilitation of RRHAN-EC training, also achieved a higher than anticipated surplus, reflecting the number of funded projects undertaken during the year. Together, these results further strengthened our financial position.

Investment in people and infrastructure

Staff costs, including wages and associated on-costs, continue to represent our largest area of expenditure. Gowrie SA remains committed to investing in our workforce through competitive employment and retention conditions, and robust staff development. Opportunities for professional learning, conference attendance, and formal study were supported throughout the year. Securing the Early Childhood Worker Retention Grant meant that Worker Retention Payments to eligible staff ensured Gowrie SA maintained salaries that were competitive with the sector.

We also invested significantly in maintaining and enhancing our physical infrastructure. Property-related expenses this year included the purchase of plant and equipment, internal and external painting, and the installation of new gutters and shade sails. The surplus generated this year will enable further reinvestment in our facilities to enhance the experience of children, educators, and families.

In alignment with our social justice commitments, we allocated funding to support a family to continue participation in the Gowrie SA Children's Program. Gowrie SA continues to allocate reserves to support reconciliation initiatives, including:

- Providing funding for NAIDOC Week events to 3 South Australian early childhood education and care services
- Organisational memberships (e.g. Supply Nation, Reconciliation SA, SNAICC, Turkindi Network)
- Procurement of goods and services from Aboriginal-controlled businesses.

Financial position and reserves

Net assets increased in 2025-2026 and on 30 June 2026, liabilities continue to represent 5.5% of net assets. This highlights the organisation's healthy financial position and indicates ongoing financial health and low financial risk. Cash and cash equivalents decreased during the year offset by an increase in financial assets reflecting capital investments during the year as the weighting of our managed investment portfolio was reviewed. These resources provide a stable foundation for delivering on our strategic priorities in the years ahead.

The Board affirms that Gowrie SA remains in a sound financial position. We will continue to invest in our people, programs, and infrastructure, while exploring new opportunities to diversify revenue and strengthen our long-term sustainability. The organisation's reserve position provides a high degree of financial stability and supports long-term planning without undue dependence on short-term funding outcomes.

Julian Bellati
Board Financial Commentator



Our people

Milestone celebrations

As we celebrate another successful year together, we take the opportunity to recognise the commitment of team members who have reached significant service milestones. Their contributions have helped shape our organisation, and we are proud to thank them for their years of service.



Welcoming our new leaders

Sally Braddy was appointed Director of the Thebarton Children's Program in January 2026. Since joining Gowrie SA in 2021 as Assistant Director and Educational Leader, Sally has enriched the program and community through her focus on strong relationships, meaningful partnerships, continuous improvement and innovative play-based pedagogies.

We also welcomed Eleanor Behrens to Gowrie SA as Assistant Director – Children's Program Thebarton in March 2026. Eleanor brings a wealth of experience to the role, having previously led a community children's centre.

Farewell

After almost 20 years with Gowrie SA, CEO Lynne Rutherford resigned in September 2025 to take up an executive position with the Department for Education. During her time with Gowrie SA, Lynne held many roles, including Program Manager and Leader, Deputy Chief Executive, and CEO. Her leadership secured funding for new programs that continue to strengthen outcomes for children, families and educators, and help build a strong, professional early childhood workforce. Her passion for social justice was at the heart of Gowrie SA's work, and she leaves a wonderful legacy.

Our team

142 staff

13 staff completed, or are studying towards, higher qualifications. These include a Master of Teaching, a Master of Educational Leadership, a Master of Developmental Education, a Bachelor of Early Childhood Education, a Certificate in Disability Practice and a Certificate IV in Training and Assessment

1 diploma and 1 cert III are being completed through a traineeship

1 traineeship completed

2 staff studying Auslan



Professional learning

The Children's Program closure day focused on Dyadic Developmental Psychotherapy (DDP), a therapeutic and parenting approach for children with trauma and attachment difficulties. This was coupled with learning about Playfulness, Acceptance, Curiosity, and Empathy (PACE), which is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the needs of children and young people who have experienced trauma.

Brighton Deaf School and the South Australian School and Services for Vision Impaired hosted the Inclusion Agency's closure day, giving inclusion professionals a tour of both sites, and a demonstration of Auslan in classrooms at Brighton Deaf School.

Celebrating 85 years

Gowrie SA's 85th anniversary was celebrated during Early Learning Matters Week 2025.

We were honoured to be joined by Her Excellency the Honourable Frances Adamson AC, Governor of South Australia, Mr Rod Bunten, and the Minister for Education, Blair Boyer MP, alongside Gowrie SA children, families, staff and Board members.

A special highlight was welcoming Wendy, who attended Gowrie SA in 1946 at just three years of age, connecting our celebrations with our long and proud history.

Ngaitalya to Kauwanu Tamaru from Deadly Mob for the Welcome to Kaurna Yarta.

Our 85-year anniversary pins were beautifully created by Ochre Dawn Creative Industries, and our celebration was catered by Ngutu College and Block Ya Dot, bringing together our community through food, connection and celebration.



Wendy (right) with CEO Lyndsay Healy



Reconciliation



Reconciliation is woven into the very fabric of Gowrie SA. Our collaboration with Elders, the Aboriginal and Zenadth Kes (formerly Torres Strait Islander) community, and the practices and connections we hold close are at the heart of everything we do. We know that even the smallest actions can ripple outward, influencing others within and beyond our circle, wherever we may be on our Reconciliation journey.

We were thrilled to support Kalaya Children's Centre and Port Lincoln Children's Centre with funding for their 2025 NAIDOC week activities. Kalaya hosted an incredible annual NAIDOC Children's Ball, and Port Lincoln Children's Centre held family days for parents and community members with art activities, story-sharing and a shared lunch. Providing this funding each year to Aboriginal and Zenadth Kes children's services is a valued part of our Reconciliation Action Plan.

Aboriginal and Zenadth Kes Reference Group

Families shared the importance of having increased female representation within our Aboriginal and Zenadth Kes Reference Group. Their feedback was carefully considered and, following a meeting with Amy Graham, a Kaurna/Narungga woman, we warmly welcomed Amy to the Reference Group in April 2026.

Current Aboriginal and Zenadth Kes Reference Group Members:

Kauwanu (Uncle) Ivan-Tiwu Copley

Kauwanu (Uncle) Karrl Tamaru Smith (internal Aboriginal Consultant)

Gambarnu (Uncle) Alex Houthuysen (Hill)

Awa (Uncle) Eddie Peters

Rodney Welch

Nicole Gollan

Amy Graham

The Reference Group has provided valued cultural advice, guidance and support to Gowrie SA for over 10 years. We are fortunate to work with many long-standing members whose knowledge, experience and connection to our organisation continue to guide and strengthen our commitment to Reconciliation. This year CEO Lyndsay took the opportunity to conduct a review of guiding systems of the Aboriginal and Zenadth Kes Reference Group and as part of this review presented a draft Terms of Reference for the group's consideration. A clear Terms of Reference will help ensure continued focus on the issues that matter most to members, providing a shared framework to guide priorities and decision-making going forward.

In partnership with Kauwanu Tamaru and the Reference Group, Gowrie SA began transitioning to the Kaurna Warrapiipa Kaurna Dictionary to guide language governance across our programs. This ensures that our Kaurna Warra learning comes from a community-recognised language authority. We also began incorporating Key Word Sign into our Kaurna language learning with Kauwanu, giving children and families another way to engage with and communicate through language.

Honouring Aunty's legacy

We celebrated our first Elder in Residence, Aunty Leonie, during NAIDOC week, unveiling a plaque in the Underdale garden beside the artwork she created with her granddaughter, Chloe. We were fortunate to have her family join us for the unveiling, and the plaque now stands as a lasting reminder of her teachings. The 2025 NAIDOC theme, "The Next Generation: Strength, Vision & Legacy", felt especially fitting as we honoured Aunty Leonie's legacy, celebrated the strength of her family and reflected on our shared vision for the future.

Closure day

Our whole-organisation closure day was held in the newly built Yitpi Yartapuultiku, Aboriginal Cultural Centre in Port Adelaide. The focus of closure day was to support staff understanding of Gowrie SA's procurement practices, take a cultural tour of the venue with Aunty Margaret Brodie and hear from Rodney Welch and Alex Houthuysen (Hill) about the community consultation and collaboration that brought Yitpi Yartapultiku to life.

Connecting with our new surroundings

Following the Inclusion Agency's relocation to our new Findon office, staff from the Inclusion Agency and Children's Program - Underdale joined Kauwanu Tamaru for a cultural walk along Karrawirra Pari 'Red Gum Forest River' (River Torrens). This walk was part of the Inclusion Agency's Cultural Circle activities, giving staff the opportunity to connect with Country, deepen their cultural understanding, and build a meaningful connection with their new surroundings.





Nurturing children's cultural connections

Early in the year, educators in the infant and toddler space noticed children's growing interest in art. Guided by our commitment to Reconciliation and to embedding meaningful learning throughout our programs, educators created a dedicated area for children to freely express themselves through art, giving them the time, resources and opportunity to create and explore their ideas.

Excursions to the APY Gallery, right on our doorstep and a significant resource for the local community, gave children the opportunity to explore artworks that resonated with them. Artwork was displayed at the children's eye level, creating an accessible and inviting space for them to engage with the colours and textures of each piece. Children were welcomed into the studio space to observe artists at work and were fortunate to speak with one artist about the stories and meaning behind their current painting.

Watching the artist work was a mindful experience; the children were mesmerised by the artist's concentration and slow, careful brushstrokes.



"When your hands are busy, your mind is free to think about connections, to think about ways in which you're working, and ways in which you can share that knowledge across generations"
(Tarnanthi Virtual Launch 2020).

Connection was a theme of this experience too, as children had the unique opportunity to view artworks by Yankunytjatjara artist and musician Zaachariaha Fielding, whose work was featured on the 2026 NAIDOC Week poster. Following one visit, a child returned inspired by what they had experienced and immediately engaged with the art provocations, selecting a pencil and slowly drawing long blue strokes across a fresh page, focused intently on what they were creating.

This experience became a meaningful continuation of learning and naturally extended into NAIDOC Week, as children continued to explore art, artists and what makes artists 'deadly'. Exploring mixed media and multiple ways of accessing children's Hundred Languages (Malaguzzi 1988), other educators worked with children to investigate and collage many years of NAIDOC posters.

Children's lived experience of connecting in person with artists at the APY Gallery gave them inspiration for their own mark making, and their own knowledge building and sharing.

Supporting high-quality early childhood education and care

Government-funded programs and projects

Preschool Boost menu of services: Demand has been strong for our 10 evidence-based programs on the Office for Early Childhood Development's (OECD) Preschool Boost menu for 3-year-old preschool partnered services. Following an influx of inquiries once the menu went live, our facilitators have been delivering sessions to services across South Australia, drawing on the expertise, lived experience and knowledge that comes from working across a range of programs within Gowrie SA. Our application to include a new session, 'Connected to Country: Intentional Bush Kindy Practice', was accepted, expanding our offering for the next financial year. Services can use Preschool Boost funding to purchase programs from the menu.

Scan the QR code to view our Preschool Boost menu.

Preschool Reforms in Action: Funded by the OECD, this multi-year action research project sees us partnering with research and consulting firm Dandolo Partners (project lead) and Gowrie Victoria to gather research through coaching sessions across eight Flying Start 3-year-old preschool partnered services. Working closely with Dandolo and the OECD we supported the identification of research sites (services), offering practical insights into services' readiness and capacity to engage in action research. Experienced inclusion professionals trained in coaching and mentoring began conducting in-person visits, walking alongside services as they plan how to implement 3-year-old preschool at their sites. Data from the project will be used to create a guidance resource for future partnered sites. The project runs until August 2027.

Preschool Toolkit: Work on the OECD's Preschool Toolkit continued in partnership with the Australian Council for Educational Research (ACER). Tranche 1 concluded with the delivery of in-person professional learning sessions and the finalisation of online PLINK modules. Tranche 2 overview booklets and 'Reflection on Practice' cards were completed in collaboration with expert writers, and we await news on plans for future tranches. More about the development and outcomes of the Preschool Toolkit is shared in the Trusted Partners in Professional Learning section later in this report.

Flying Start Pathways Program: The OECD's Flying Start Pathways Program commenced in July 2025. Working in partnership with The Umbrella Collective and Time Education and Training, the program supports future educators at each stage of their early childhood education and care career pathway. It aims to attract and retain educators through career progression and wrap around support services, and to enhance the quality and diversity of the workforce. The program is contracted until 30 June 2027, with the option of renewals that could see the program continue until 31 May 2030. More about each element of the program is shared in the Flying Start Pathways section later in this report.

Flying Start Professional Networks: The Professional Networks connect professionals in early childhood education, allied health, and community services to better address child developmental vulnerabilities and support the delivery of preschool programs for 3-year-olds. We lead two western professional networks, building collaborative relationships among partnered services, identifying local challenges that contribute to child developmental vulnerabilities, developing shared goals and actions to support reforms in early childhood education and care and mobilising local expertise and resources to assist children and families. We have also met with Community Early Learning Australia (CELA) to discuss providing facilitation support to its regional networks. The networks operate until 1 June 2027, with a possible extension to 1 June 2028 by mutual agreement.

Kindy Care trial: The Kindy Care trial has entered its 6th term, with some modifications to the program and operating sites. A Kindy Care director has been appointed to increase the level of presence at sites every week to mentor practice and manage the program's day-to-day requirements.





Panels, forums, consultations and memberships

- Thebarton Children's Program Director Sally Braddy contributed to the Australian Education Research Organisation's (AERO) research on professional development in the ECEC sector, which examined barriers to participation and found that whole-centre professional development was more effective in driving change.
- CEO Lyndsay Healy attended a small group meeting with HumanAbility representatives at TAFE SA, providing in-depth feedback for the review of the national Certificate III and Diploma of Early Childhood Education course content.
- Lyndsay attended a series of advocacy meetings at Parliament House on Budget Day, including with the Minister for Early Childhood Education, Dr Jess Walsh; Senate President Sue Lines; the Prime Minister's Early Childhood Advisor; and Steve Georganas MP, Member for Adelaide. Key points of advocacy included the extension of the Early Childhood Worker Retention Payment; the pacing of sector reforms and support for services to translate them into practice; and the constraints of the small-provider Building Early Education Fund.
- Aboriginal Consultant Kauwanu (Uncle) Tamaru and Family Day Care Service Manager Liz Whitbread appeared as guests on the Department for Education's Teach podcast, sharing insights on their 'Walking Alongside' project, which helps educators embed Kaurna language and culture in their services. The episode is titled: 'Walking alongside: Embedding Aboriginal perspectives in Family Day Care'.

Sector learning materials

- Our educators and children featured in an OECD short video on 3-year-old preschool learning for the Preschool Toolkit, and examples of research and documentation were incorporated into the modules.
- Underdale Children's Program Director Krystal Kimble and educators were interviewed for a UniSA video as part of the Culturally and Linguistically Responsive Pedagogies Research focusing on 'Weaving the fabrics of who we are'.

Presentations

Family Day Care Conference 2025

- *Walking alongside: Our relationship with Kauwanu Tamaru teaching us about Kaurna language and culture* (Paula Pittam, Director of Family Day Care Program; Kauwanu Tamaru, Aboriginal Consultant; and Jemma Henley, Inclusion Agency Team Leader).

National Early Childhood Australia Conference 2025

- *Building equitable systems: Inclusive early childhood education in South Australia* (Jade Quirk, Inclusion Agency Team Leader and Christina Moutos, Programs Manager). More about this work is shared in the Inclusion in Practice section later in this report.

Family partnerships, Warri Kaurna Warra and slow pedagogies

Our strategic approach to professional learning through educator-led action research groups continued in 2025-26, focusing on three areas of research: family partnerships, Warri Kaurna Warra (Wind Kaurna Language), and slow pedagogies.

Action research projects provide practical and valuable learning opportunities for educators, leading to real, measurable outcomes for children. Engaging in action research offers early childhood educators a powerful, hands-on form of professional learning that goes beyond traditional training models. By identifying a genuine question or challenge from their own practice, gathering evidence, trialling new approaches and reflecting on outcomes, educators develop a deeper, more critical understanding of how children learn and how pedagogy can be strengthened in response. This cyclical process of inquiry, action and reflection builds educators' confidence as reflective practitioners and researchers in their own right, fostering a culture of curiosity and continuous improvement within the Children's Program. Ultimately, action research empowers educators to take ownership of their professional growth, positioning them as active contributors to the broader knowledge base of the early childhood profession.

Family partnerships

The family partnerships action research group focused on critiquing and updating systems and documents to strengthen our relationships and partnerships with families. We gathered data on which children and families were seen and connected, and who we needed to think about more deeply. The reflections and insights gained led us to approach our response from a systems perspective, evaluating and updating our systems and information-sharing processes.

We have updated our enrolment process, along with room and service handbooks, induction checklists, and information-gathering templates. We also incorporated learning from our participation in the trial of the Emerging Minds Family Partnerships Model, which led to a redesign of the Family Partnerships for Early Intervention Flowchart. This redesigned flowchart better supports families in their parenting journey, equips educators with tools for sometimes challenging conversations, and offers targeted, early developmental support.



Warri Kaurna Warra

The Warri Kaurna Warra action research group has been engaging in payinthi kumungka (Kaurna learning together) with Kauwanu (Uncle) Tamaru to strengthen Kaurna culture and language in the children's rooms. Through this, we have expanded our knowledge and learnt words to incorporate into the rooms. Educators and children began learning familiar taikurtirna warra (family words) that are inclusive of, and respectful towards, Kaurna perspectives on family roles.

As part of this learning, families and children created a taikurtirna wirra (family forest) of leaves, each one meaningful to an inquiry within the children's rooms. Families across both services have been deeply invested in this partnership approach to learning language.

A presentation about this work was shared at the Gowrie SA 2025 AGM, describing how padninthi kumangka (walking together) strengthens our relationship with Kauwanu Tamaru and supports Kaurna Warra learning.

Slow pedagogies

The slow pedagogies action research group responded to a world that is dictated by the clock and busyness of what Alison Clark (2023) terms 'accelerated childhood'. We made it a priority to review our routines and practices in order to implement slow pedagogies. Slow pedagogies offer many benefits for children, including long periods of uninterrupted time to play, explore and learn. They offer the opportunity to revisit play over days and weeks, enabling children to experiment with and trial new ideas over time. They also give educators permission to take a moment longer in their individual interactions, not rushing routines and rituals but enjoying the rare one-on-one times.

Fly away with us – our year of building stronger connections

Step into our kindergarten environments on any given day and you will notice the hum of curious minds in conversation, children engaging with real materials, small-group interactions, deep concentration, and educators and children working alongside each other. This is what play-based learning looks and feels like in practice.

Our Thebarton kindergarten rooms (Jacaranda and Wisteria) and Underdale kindergarten room (Melaleuca) received OECD funding for both 3-year-olds and 4-year-olds. As a long-standing demonstration centre for high-quality early childhood practice, Gowrie SA played a visible role in the launch and rollout of Flying Start Preschool, with many familiar educator faces and voices contributing throughout. This enabled us to showcase our expertise, contribute to a new South Australian initiative, and maintain steady enrolments.

Flying Start Networks broadened our partnerships, connecting our early childhood teachers with kindergarten educators in ways we haven't previously been able to achieve. Through the Preschool Boost professional learning funding, our educators took part in sessions on leadership coaching, Marte Meo, Circle of Security® Classroom and restorative justice. We were also able to introduce new and innovative additions to our kindergarten program, including music therapy, occupational therapy and additional parenting support programs.

The year also prompted us to think more deeply about how we promote and share the value of our programs with families and the community. Our refreshed website and brochures now challenge community perceptions of 'school readiness', presenting the years before school as grounded in exploration and play-based learning.

Our long-established integrated kindergarten model allowed us to adapt to this year of change with ease. In May 2026, we were invited to share our pedagogical practices with South Australian early childhood leaders at the Flying Start Leaders Forum. At the forum, we highlighted the holistic learning that occurs through play. Our curriculum is underpinned by the Early Years Learning Framework and invites play-based inquiry through projects, giving children the time and space to explore learning dispositions, life skills and connection to people and place.

The Reggio Emilia approach can be seen and felt throughout our environments. Children have uninterrupted time to play and explore, wonder and express themselves through engagement with the natural world, real world experiences and problems to solve.

Educators are present to observe and analyse children's learning and interests, developing inquiry projects that captivate children's sense of wonder in the world and drive natural learning. They also play, work and learn alongside children, scaffolding their learning as they explore and investigate inquiry questions. Throughout each day, educators engage in intentional teaching with individuals, small groups and large groups through meeting times. Learning also looks like cultivating self-help skills, independence, emotional regulation and resilience.

Our goal is to work in partnership with families to identify their hopes for their child's ongoing educational journey. All learning domains work in conjunction to lay the foundation for a child who is eager for school.... not just ready!



Inclusion in practice

1,560 service visits

776 strategic inclusion plans developed

2,947 support calls made

66 inclusion-aware certificates issued



Family day care - the ripple effect

The Inclusion Agency and Kauwanu (Uncle) Tamaru continued to work closely with Family Day Care South Australia, helping family day care educators to connect with Aboriginal cultures and build their confidence in creating culturally safe programs.

During several hub group sessions held in Cudlee Creek and Scott Creek, Kauwanu shared Kaurna language, protocols, activities and strategies to support educators to embed Kaurna language in their programs and enhance interactions with children.

As a result of this work, Kauwanu Tamaru and Inclusion Professional Jemma Henley were invited to give a joint presentation with Paula Pittam (Director, Family Day Care SA) at the Family Day Care Australia Conference. Their session titled 'Walking alongside: Our relationship with Kauwanu Tamaru teaching us about Kaurna language and culture' offered insights and steps forward on the journey towards Reconciliation. Kauwanu presented photos and stories from his teachings during the hub sessions, noting the enthusiastic engagement of children and the growing connectedness of educators, who became more confident to ask questions as they learned ways to embed culture in their daily practice.

Following this presentation, Kauwanu Tamaru and Family Day Care Service Manager Liz Whitbread appeared as guests on the Department for Education's Teach podcast episode 'Walking alongside: Embedding Aboriginal perspectives in Family Day Care'. In this episode, Kauwanu and Liz discussed their project, sharing stories of how they connect children, educators and families with Country, the ripple effect of knowledge sharing, and practical advice for educators wanting to engage respectfully with Aboriginal cultures. You can listen to the episode on your favourite podcast app or read the full transcript on the Department for Education's podcast page:

https://www.education.sa.gov.au/podcast/podcasts/walking-alongside-embedding-aboriginal-perspectives-in-family-day-care.

"The walking side-by-side is the Family Day Care community and the Kaurna community walking together to share language and culture. And it's been quite powerful over the time where I share my language in baby steps and we move forward." - Kauwanu Tamaru

'Behaviours that challenge: A practical tiered approach – Inclusion Agency webinar

Drawing on widely recognised frameworks such as Multi-Tiered Systems of Support (MTSS), Inclusion Professionals Kirstine and Rose explored how behaviour communicates underlying need and how effective responses are built through layered support. This webinar equipped educators with the confidence to define behaviours that challenge, identify what sits beneath behaviour, and apply practical, responsive strategies aligned with a structured, whole-setting approach.

Scan the QR Code to watch a recording of the webinar.

Equitable systems, community impact

How do we work towards sustainable access to high-quality tailored support in education settings that promotes every child's success, inclusion and rights regardless of background or ability?

With locally relevant, evidence-based solutions, inclusion professionals facilitate opportunities for families and children to have their voices represented in systemic change, enabling us to honour the unique needs of children, early childhood education and care (ECEC) services, and communities, while supporting the broader active citizenship rights of all children. Within the Gowrie SA Inclusion Agency, we prompt educators to consider children's fundamental rights, shifting thinking towards justice, empowerment, and access. Through this approach, we are seeing shifts in how educators understand and enact inclusion for children within ECEC settings.

Our work is grounded in a rights-based framework, while recognising the influence of social models of disability within education. Through our work with educators, we encourage critical reflection on both charitable and social understandings of disability, supporting a shift towards recognising children as rights-holders with agency and strengths, and a right to participate fully. We empower services to meet the needs of all children while promoting equity in access to early education through coaching, mentoring, capacity-building and the removal of accessibility barriers. Context-specific solutions that benefit children from diverse backgrounds contribute to more equitable systems and create broader community impact. The story to the right reflects the significant influence these strategies can have on outcomes for children and families, demonstrating how shifting perspectives about our environments, communities and beliefs can lead to more inclusive and respectful approaches that centre children's rights, autonomy, strengths and participation.

A family contacted the Inclusion Agency for support after their child's enrolment was declined by a school-connected early learning service. The school and service both expressed concern for the child's safety due to their lifelong genetic disability, which affected growth and development in several areas. In the early meetings, intentions were positive on all sides: the family hoped for the best outcomes for their child, and educators prioritised safety. However, the conversations were consistently shaped by a narrative of limitations, focused on what the child could not do, and the risks that might follow. The dialogue gravitated toward statements of inability: they couldn't walk safely, they couldn't communicate clearly, and they might get hurt.

The child was not being seen as competent or capable. They were being defined by their diagnosis rather than their potential.

Through partnership, reflection, and collaboration, the inclusion professional supported the service and family to begin to unpack these beliefs. The service agreed to enrol the child, and together we supported educators with mentoring, coaching, and resources. Initially, the funded educator stayed close to the child, a protective, well-intentioned act, but one that limited exploration and peer connection.

This is what we might call the charitable model in practice; support given from a place of care but in a way that limited the child's ability to explore their potential and build social connections. When the educators considered their role from a child-agency perspective, they began to see the ways they could purposefully foster autonomy through their practice.

Gradually, their practice changed. The educator shifted from one-on-one supervision to supporting small groups in sensory play, aligning with the child's interests. Transitions became calmer, guided by non-verbal cues and gentle prompts rather than physical direction.

And then something profound happened; the child began seeking out peers. They laughed, played, and communicated more confidently. Through collective reflection, the team had moved beyond managing risk toward creating possibility. When the educators saw the child differently, the child saw themselves differently too.

By creating space for open conversation between the family, educators and inclusion professional, assumptions could be questioned, perspectives shared and new possibilities considered. It is in these spaces of dialogue, reflection and relationship that rights live, through the everyday decisions and practices that enable children to exercise agency, participate and belong.

Building secure attachments through parenting programs and playgroups

A decade of growing together in Whyalla

This year we celebrated a special milestone: 10 years of the Whyalla Parenting and Family Support Program. Since its first session, more than 1,800 parents, carers and children have walked through our doors, returning week on week to learn, connect and find support alongside other local families.

Families come together for two supported playgroup sessions. Each term, parents and carers can join our eight-week Circle of Security Parenting (COSP) course, and once a month we head out into the community for 'Out and About' Whyalla. Together, these experiences nurture positive parenting, secure attachments, early learning and the kind of social connections that help families feel they belong.

Family engagement and inclusion

This year we welcomed 132 new participants to the program, including four Aboriginal and Zenadth Kes families, six families from culturally and linguistically diverse backgrounds and one family with a child with disability. When families come regularly, educators get to know each parent/carer and child, and individual needs become easier to notice and respond to. Friendships form between families, too, creating informal support networks that carry on well beyond playgroup. Where a family needs a little more, individual consultations and referrals help connect them with the right support.

Play-based learning and secure attachment

In our weekly playgroup sessions, you will see children and their parents and carers exploring together through sensory play, construction, music, movement, storytelling, creative experiences and outdoor play. Each experience is intentional, designed to support children's physical, social, emotional, language, communication and cognitive development.

Educators model positive parent/carer-child interactions and weave attachment-focused activities into each session. Using the Circle of Security® graphic, visual resources and guided discussions, educators help parents and carers recognise when their child needs connection, reassurance and comfort, and when the child is ready to play and explore. This practical approach builds parent and carer understanding of secure attachment and their confidence in responding to their children's needs.

Parenting education and community learning

Twenty-four families participated in the COSP program this year. Delivered in partnership with registered COSP facilitators from Centacare Whyalla and Mission Australia, the course builds on what families experience at playgroup, deepening their understanding of attachment and positive parenting strategies. Referrals from the Department for Child Protection and the Child and Family Health Service reflect the strong connections we share across Whyalla's family support network.

'Out and About' Whyalla takes learning beyond our walls and into the places families visit every day. This year, families explored the wetlands nature trail, practised ball skills, learned about road safety, shared a playground picnic and spent a fun day at the beach. Families receive information about free child and family-friendly spaces and are encouraged to prepare simple activity bags to support play and learning during everyday outings.

Early literacy remained a focus. Shared reading and storytelling are part of our sessions and families can borrow books from our community library service. Our 'story tables' session gave families practical ideas for bringing books, conversation and storytelling into everyday family life.



Communication and community partnerships

We used Facebook to help families stay connected between sessions, sharing information about child development, attachment, parenting strategies, playgroup activities, community events and family support services.

Our strong partnerships with Centacare Whyalla, Mission Australia, the Department for Child Protection and the Child and Family Health Service mean families receive coordinated support, enabling the program to reach further into the community.

Professional development and continuous improvement

We also continue to support early childhood education and care professionals in Whyalla. Educators from TAFE SA and Wynbring Jida Child Care Centre took part in professional learning on early literacy and how everyday interactions support children's language development. Follow-up in-room mentoring helped educators put new ideas into practice with the children in their program.

Families' voices continue to shape the program. Through two rounds of program evaluation questionnaires this year, families shared overwhelmingly positive feedback along with valuable insights that guide our continuous improvement.

Looking ahead

Ten years on, this milestone belongs to everyone who has been part of the journey: the families and children, our dedicated educators and facilitators, and community partners. We remain committed to inclusion, secure attachment, purposeful play-based learning and strong community partnerships so that Whyalla's children and families can continue to connect, learn and thrive.

This program is funded by the Australian Government Department of Social Services.



Trusted partners in professional learning

139 RRHAN-EC sessions held for **2,664** professionals

106 in centre visits to **1,443** professionals in the sector

45 professional learning calendar sessions held for **374** professionals

241 Flying Start Preschool Boost Menu sessions held for **1,931** professionals

"I want to sincerely thank you for delivering such an informative and engaging session. It was wonderful to see how inspired the team felt afterwards. You really encouraged meaningful discussion, thoughtful questions, and collaboration amongst the educators, which has been fantastic to witness."
- Service director.

Learning together: connecting expertise, practice and community

Our work on the Preschool Toolkit (the Toolkit), funded by the Office for Early Childhood Development (OECD) and delivered in partnership with Australian Council for Educational Research (ACER), expanded significantly this year as we moved from Tranche 1 to Tranche 2.

A systematic literature review undertaken by ACER laid the foundation for the development and selection of resources, identifying key themes and establishing selection criteria that ensure alignment with contemporary research on 3-year-old preschool practice. Together with the OECD and expert writers from the sector, this work has resulted in a suite of contemporary, evidence informed early childhood educator resources that support high-quality teaching and learning and build educator knowledge of child development in the early years.

The physical Toolkit highlights six themes, supported by an overview booklet, Reflection on Practice cards and curated hard-copy resources. Online and face-to-face professional learning sessions, along with online modules available on the PLINK platform, support and extend the learning within the physical Toolkit. Engagement with the modules has been strong, with participants noting that the training reinforces their existing practice while offering new perspectives on areas such as belonging, curriculum design, children's voices, documentation, and inclusion.

Crucial to the Toolkit's success was the opportunity to develop and deliver resources alongside the sector through a robust engagement process. Subject matter experts brought specialist knowledge and worked alongside Gowrie SA to ensure the material is relevant to educators, translating complex and current knowledge and theory into practical learning. Participant narratives, gathered through case studies and semi-structured interviews, documented how the Tranche 1 materials were being received by educators, teachers, and early childhood leaders, and illustrated how their use shapes practice improvements, family engagement, and children's outcomes. These narratives guided the design and delivery of Tranche 2, critically informing resource choices, guest author selection and the professional learning opportunities offered.

Close and frequent engagement with the Flying Start 3-year-old Preschool Program's professional learning community gave facilitators meaningful opportunities to connect with participants and gather feedback on how well the Toolkit was meeting expected outcomes. Delivering the Toolkit professional learning over multiple days enabled facilitators to build rapport and listen for emerging needs and interests. This was complemented by a Site Needs Analysis, Reflection and Planning Tool, which supports critical reflection on a site's strengths, priorities, and community needs and interests. Facilitators' own critical reflections were also part of the engagement process.

The Preschool Toolkit has demonstrated that meaningful professional learning is not only about providing access to information. It is about creating opportunities for early childhood education professionals to connect knowledge with practice, learn from one another and vision 3-year-old preschool together. This project provided a valuable opportunity for Gowrie SA and ACER to work collaboratively with the OECD and achieve success through the collective wisdom, expertise and contributions of the sector.

Impact snapshot
Sharpening and reframing practices

For an inner-south early learning centre leadership team already experienced in delivering a 3-year-old preschool program, the Toolkit did not replace existing practices so much as sharpen and reframe them. The service used the Toolkit to translate familiar ideas into clearer shared language for planning, particularly around learning trajectories, curriculum decision-making and intentional teaching. The team refined its planning approaches, helping staff think more deliberately about the who, why, what, how and where of children's learning. Being Me resources, curriculum design materials and PLINK modules helped educators connect theory to everyday decisions and make children's learning more visible. The team's All About Me work strengthened educators' understanding of children's identities, languages, interests and aspirations, and deepened partnerships with families.

These shifts led to positive outcomes for children. Leadership observed that smaller, more intentional group experiences supported children's social, emotional and sensory regulation, and that in-room coaching and mentoring strengthened educator responsiveness. Additional supports, including allied health input through Preschool Boost, reinforced this work and helped build staff capability. As a result, the learning environments have become more thoughtful, responsive and inclusive.

Impact snapshot
Translating learning into observable practice change

Within a long day care preschool setting, the Toolkit supported the team to view curriculum as encompassing the whole day, from arrival to departure, and to use this understanding to reconsider routines that were limiting children's engagement. This led to practical changes, such as more uninterrupted play time and the introduction of a progressive afternoon tea to support sustained involvement in play. In this way, the Toolkit helped the team put its professional learning into practice.

The Toolkit's relationship resources gave the team stronger, strengths-based language for explaining to families the value of learning through play and of the program. Leadership resources also broadened the team's understanding of leadership as a shared responsibility, not something confined to formal roles, which supported team voice and collaboration during implementation. This strengthened both individual capacity and shared understanding across the service.



Flying Start Pathways - building the early childhood workforce of tomorrow

In partnership with The Umbrella Collective and Time Education and Training, we hit the ground running to roll out the Flying Start Pathways Program from mid-2025. The Flying Start Pathways Program is a comprehensive support program designed to help aspiring early childhood educators who need extra guidance and support as they transition from training into meaningful employment. We began with intensive recruitment of key connectors, who provide integrated career progression and wrap around support to those wanting to work in the early childhood education and care sector, alongside a comprehensive participant recruitment drive.

Pre-Certificate 'Taster' Course

The 'taster' course provides an entry point to explore early childhood education and care career pathways, supporting participants to make clearer, more informed decisions about their career direction. This hands-on course provides diverse, real-world early childhood education and care experience in an inclusive and collaborative learning environment.

Participants not only graduate with greater confidence, readiness to study and an understanding of the sector; they also complete RRHAN-EC training, and undertake the nationally accredited first aid unit HLTAID012 through Time Education and Training (RTO 40058). Over four weeks, students are immersed in early childhood education as a career, exploring the vital role of an educator, observing effective practices and mapping out their career paths with the invaluable support of key connectors and The Umbrella Collective. Students receive high levels of individualised, wraparound support to sustain engagement, including frequent check-ins, flexible attendance and learning adjustments, practical assistance to reduce barriers to participation, and proactive planning for next steps in training and employment.

This course provides a launch pad for people beginning their journey towards a Certificate III in Early Childhood Education and Care, and the support does not stop there.

Tailored Student Support

Tailored Student Support pairs each student with a key connector who mentors, walks alongside and supports them to remain engaged and complete their studies. This includes course counselling and individualised placement plans, wellbeing and mental health support, referrals to support services and help with study and academic skills. As at the end of April 2026, 323 students had received tailored support, demonstrating strong demand and reach. Thirty-three study hubs were also run, providing a consistent, safe space for students to stay engaged, ask questions and strengthen core study skills.

Key connectors play a critical role as a conduit between students and Registered Training Organisations (RTOs) and universities, maintaining open communication, supporting problem-solving and strengthening relationships to support continued engagement and study progression.

One student had previously begun a Certificate III in Early Childhood Education and Care but withdrew due to personal circumstances. When she later enrolled in the pre-certificate 'taster' course, she began working with a key connector. That relationship continued beyond the course, with the key connector providing ongoing support to help her navigate setbacks, liaise with the RTO and find a pathway back to learning. With this support, she was able to return to her studies.

Scan the QR Code to visit our Flying Start Pathways Program website and find out more.

Another student, an experienced OSHC educator working towards his Certificate III, was looking for opportunities to feel more connected and supported within the sector as a male educator. His key connector worked alongside him and his RTO to identify a placement service known to be welcoming of male educators. The key connector also supported him to connect with other male educators, helping him build valuable networks and strengthen his sense of belonging within the sector.

All students in our taster course and Tailored Student Support are also supported to address financial barriers to study. Practical supports include taxi vouchers, foodbank referrals and snacks and meals at study sessions to support student wellbeing, and direct financial support. Together, these aim to create equitable opportunities and ensure all students feel supported, valued and able to succeed.

Placement Improvement

Placement Improvement supports students before, during and after placement. Key connectors work with students to develop placement plans that help them prepare, understand expectations and stay on track with required tasks. Support also includes on-site visits and ongoing check-ins while students are on placement. The key connector role is increasingly focused on bridging information gaps, supporting students to prepare for placement and liaising with services.

For services, Placement Improvement sessions and regional service visits give leaders and mentors insights into how they can provide high-quality, rewarding placement experiences for students. This support includes mentoring frameworks to build confident and capable future educators; coaching strategies to guide, support and inspire students; feedback and reflection tools to enhance student learning; and access to free Placement Elevate resources. Many leaders and mentors found the sessions offered an opportunity to revisit concepts they had not explored for many years, and reported increased confidence in hosting and supporting students on placement.

Transition to University

The Transition to University Study Sessions support diploma-qualified educators to transition into higher education, providing essential study skills support; academic literacy tools; and strategies to balance study, work and life. Insights from the course highlight how focused academic skill-building, peer-informed facilitation and targeted support enable participants to build confidence and feel prepared for university study. Importantly, content and examples used are adapted in real time to meet participant needs.

Participants can also access Tailored Student Support as an extra layer of assistance as they transition into study, and attend monthly Uni Study Hub sessions that provide support with assessment planning, academic writing and referencing, study routines, time management and navigating university systems.



Gowrie South Australia

Find us online!

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