

2023

Quality Improvement Plan for Moana Kindergarten

Site number:

3690



Moana KINDERGARTEN



Service name

Moana Kindergarten

Service address

Schooner Road, Seaford SA 5169

Service approval number

3690

Acknowledgment of Country

We acknowledge the Kurna 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

Moana Kindergarten is a Department for Education stand-alone preschool located on the mid-coast, south of Adelaide. The site offers preschool for children in their year before they enter primary school and for ATSI children from three years of age. Over previous years, we have continued to increase attendance at our site due to increased housing developments in our area. We back on to our local primary school, Moana Primary school, enabling a strong connection between sites, which supports us to access their facilities including larger play spaces, sports hall and library.

We offer sessional preschool across the week, through two groups. The Rosella Group attends Monday and Tuesday, and the Turtle Group attends Thursday and Friday, from 8:30am-3:00pm, accessing 13HPW. Remaining hours for both groups are offered on alternate Wednesdays, 8:30am- 1:30pm, throughout the term. There are no Wednesday sessions on the last two weeks of each term due to longer operating hours on previous Wednesdays.

The site offers a program that supports well-being, and builds upon children's dispositions for learning and literacy and numeracy development through periods of uninterrupted play and intentional teaching practice. Children have opportunities to participate in concurrent indoor and outdoor learning spaces with a focus on learning in and with nature. We have extended and sustained our connection with our community through the development of our Beach Kindy program, which we engage in annually over terms 2 and 3, further developing awareness and impact on the environment and nature, connecting to the land, and sustainability practices.

We work closely with Department for Education Support Services staff to meet the needs of each child. This is to ensure access to services and specific programs, connecting with providers such as Speech Pathologist, Psychology and Behaviour support services developing specific learning programs for children and their families.

On site we have a full time director (1.0FTE), three early childhood teachers (at 0.6FTE) working within their sessional groups and three early childhood workers (ECWs) working across both sessional groups to provide consistency and continuity within our site. The staff plan, teach and assess using the Early Years Learning Framework, Indicators of Preschool Numeracy and Literacy and Keeping Safe: Child Protection Curriculum to report upon children learning throughout the year, through multiple mediums.

We engage in the steps of the Preschool Quality Improvement Plans over an annual timetable, and the National Quality Standards exceeding themes are embedded within our site practice through our reflective processes at our fortnightly sessional reflection meetings, as well as whole site meetings and professional development. Overall, this ensures we are providing a safe and high-quality learning environment where learning and care can flourish through a holistic approach. In 2022 as a site, our goals focused around strengthening children's use and understanding of number in their world and increasing children's ability to communicate through multi-modal means. Reflecting on our challenge of practice we made overall site improvement by engaging in whole site PD in Key Word Sign, reflecting and adjusting our curriculum planning (termly, weekly and fortnightly) as well as the explicit planning around daily experiences and routine support child learning and development.

Statement of Philosophy

Moana Kindergarten is a welcoming, supportive and inclusive centre where we aim to inspire a lifelong love of learning.

We strive to:

- Foster positive respectful relationships with children and families to create a sense of belonging and community.
- Create a safe, nurturing and stimulating play based curriculum that recognises individual children's abilities and maximises learning potential.
- Provide an inclusive environment that values children and families of culturally diverse backgrounds including Aboriginal and Torres Strait Islander Culture and actively provides awareness and acceptance of heritage and culture.
- Develop resilient, persistent, independent learners that imagine, discover, explore and question.
- Work together with educators and families to enable children the skills to assess, manage and take appropriate risk.

At Moana Kindergarten, we have created a Nature Play environment that provides authentic learning experiences. We access our unique local environment, which also promotes a culture of respect and appreciation of the natural world. We embed learning across all curriculum areas within a Nature Play environment, having a positive impact on children's health and wellbeing.

Fun and messy play happens every day!

Last reviewed 2018, due for review 2023.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

The educational program is developed based on our knowledge of child development, and child interests and motivations at preschool, together with information shared by families about each child's knowledge, strengths, culture, abilities and interests.

Prior to the beginning of each term educators collaboratively work together to develop a 'Term Overview' that defines our overall learning rationale and possible learning intentions, for the forth-coming term. These are child focused and are underpinned by the Early Years Learning Framework, Indicators of Preschool Literacy and Numeracy and other relevant curriculum documents. This document is developed through the reflection on children's strengths, needs and interests- that derive from enrolment questionnaires, ILP goals created in conjunction with families and educator's observations and conversation with families, as well as our site PQIP and overall learning focuses.

Throughout the term through informal daily and weekly reflections, and formal fortnightly team reflections meetings we adjust and adapt our intended learning focuses which is influenced by children's emerging interests, learning strengths and needs to scaffold their learning to the next step. This is a collaborative process that each sessional team takes part in, and is achieved through reflecting on key ideas around our weekly challenges, successes, and the environment, educator practice and unpacking of individual child/group learning through our observations and noticing. As this process was modified early 2022, it will be reflected upon and further refined for 2023.

Each child is linked to a key educator to ensure consistent, responsive and purposeful reflecting and documentation of a child's preschool learning journey. All educators in each sessional group contribute to discussions about each child, supporting a holistic view of each child. We ensure that each child's learning is analysed throughout the term through our staff reflection meetings. We will strengthen this in 2023 by directly linking their ILP within these discussions, as well as in our pedagogical documentation.

Educators provide opportunities for children to resource their own learning and play through extended periods of uninterrupted time. This highlights their own learning abilities and interests, which supports staff to work alongside children to scaffold their learning in a purposeful and responsive way. In 2023, as a part of our PQIP we will be focusing on strengthening children's communication to share their voice, and a part of this will be to deepen educators abilities to further collect and extend this through PED DOC and floor book learning.

Educators work together to reflect upon aspects of the program and routines. In 2022, we continually reflected upon our routines so that we were able to support multiple children with substantial/extensive needs, as well as providing opportunities for small group learning. Reflection and modification of our routine took place over numerous weeks, which led to the significant improvement in child engagement and learning, and intentional teaching opportunities for our educators.

Information and feedback are gathered by staff, from families throughout the year by being available at arrival and departure times, as well as formal teacher-family conversations meetings that are held at the end of term 1 and term 3. These are wonderful opportunities to connect with families around child learning and experiences in their preschool year, which feeds back into our program and practice.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 2: Children's Health and Safety

Educators work in partnership with children and families to ensure that we are fully informed of, and are accommodating of individual children's changing health, physical and medical needs. Documentation for specific needs are gathered during the enrolment process and throughout the year (daily conversations/meetings and Parent-Teacher Conversations) as required and entered into EMS. All health plans are displayed and information filed and shared with all staff accordingly. This includes children whom are accessing support services (DfE or external providers) as well as risk management plans and IESP adjustments matrix/One Plans. We have a close relationship with our local Child and Family Health Checks, with whom we work with to accommodate appointments for children to receive their check-up prior to school, our nurse also feeds back information into the site so we are aware of any needs and services involved from these appointments.

Risk management procedures are embedded in our site practice with staff and children. We regularly and actively undertake daily, quarterly and yearly inspections and action health and safety matters, hazards and other site maintenance as required. Children actively contribute in maintaining a safe learning environment too, by undertaking risk benefit assessments with existing equipment, such as the swings, scissors and slide, as well as new tools and equipment. This year with a high interest and skills in creation and constructing, we completed a risk benefit assessment about the use of hammers/nails and hot glue guns as a tool. This process actively sought children's voice to share their knowledge, and build their understanding around what we use particular tools/equipment for (benefits) as well as what are associated risks, and we problem solve with the children to minimise these risks. A large factor in the running of our Beach Kindy program and the risk management is the information sharing with children and families. As a site, we reflect and adjust a risk management plan to reflect our current year's cohort (1:1 risk management plans required to support needs) and any differentiated factors from year to year. These are shared with families alongside a Beach Kindy Handbook to build awareness of our safety practices. This year continuous reflection upon our site inclement weather policy occurred, where we cancelled sessions and adjusted the period of sessions to be able to proceed safely. Within a risky play environment incidents and or near misses do occur, these are acted upon in a timely manner and adjustments are made, documented and shared with families and staff as necessary. This can include adapting our spaces, and the revisiting of risk assessments, both informal and formal conversations.

We share our daily 'Rhythm of Day' through visuals to support the development of children's confidence and independence to succeed within the kindergartens routines and build upon their abilities. The day begins with morning greeting of children and families into the centre to ensure a positive interaction to start the day. This is an opportunity for children to engage in organisational skills by taking responsibility for storing their own bag, signing in their name and or finding their name block/rock. Additionally for families to connect with the site to ask questions and share information around health, physical and wellbeing factors for their children. Embedded throughout our daily rhythm are healthy eating and sun safety practices. Our lunchtimes and rolling healthy snack times are conducted as a social group with conversations around healthy eating and sometimes/always food choices, supporting children to self-assess and develop healthy eating practices. Aligning with our Sun and Heat Protection policy children independently apply sunscreen during times where UV is 3 or above, and understand the safety of wearing a hat during yearly periods. Educators are aware of children's energy levels and physical needs, which enables them to support children to co/self-regulate through particular experiences or moments of rest throughout the day; this also includes large blocks of uninterrupted play and visits to the school grounds and gym to meet physical needs in a larger space.

Children are supported and encouraged to manage their needs for rest, safety and other physical needs, through the explicit teaching of feelings and the 'Zones of Regulation' to build interoceptive awareness and a sense of agency. This is intentionally taught as a part of our ongoing KS:CPC aligning with the 3-5 year old focus areas around personal body safety, feelings, safe and unsafe touch, private parts, consent and respectful relationships. We continue to support staff through professional development to build knowledge and understanding to meet the health and safety needs of each child as well as site practice, i.e. SAFE Playgrounds, HSR training, WHS refreshers, and through updated Well-Being Practices.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Moana Kindergarten has continued to develop and improve their learning environment over many years now, to provide one that promotes flexibility and self-exploration, valuing challenge, risk and nature play. Indoor and outdoor learning spaces are offered concurrently throughout the kindy day routine supporting both active and passive learning. The development of the verandah area in 2020 has provided more useable space in all weather, and we will continue to support access in this space with the addition of lights in this area in 2023, due to limited light throughout winter. This year we prioritise the development of our garden bed area to enable a more flexible space that invites provocation and engagement to create a year-round growing patch.

On a daily informal basis, and fortnightly in our reflection meetings we use this time to actively plan our spaces and environment to promote access and inclusion of every child. Experiences are planned for, and facilitated through having indoor/outdoor educators in order to extend, challenge and follow the interests and development of individual and small groups of children. This process also enables educators to continually monitor the safety and potential hazards, which are documented and dealt with in a timely and appropriate manner. This year we have purposefully planned for the inclusion of a child with DMD and a children with a hearing impairment through adjusting environment to cater for physical abilities. Which has included obtaining resources, equipment i.e. microphone speaker and collaborating with OT and physio specialist to enable participation in our program to thrive throughout their preschool year.

We have supported children to be respectful and take care of our physical environment and resources through the development of our site 'Acknowledgement of Country'. This has enable robust conversations around the land where we live and play on. Overall building knowledge and awareness as a member of a group and being an active participant in pack-up and set-up routines.

In our Beach Kindy program, implemented in terms 2 and 3, we engage with our local community building a deeper connection with nature and an appreciation of our unique environment. Our local beach is a rich resource we access to share in discussions around its natural elements and the impacts of human activity have natural on resources connecting with recycling and sustainability. We continue to build our children and communities understanding 'How to Dress for the Weather' as when children have the right clothing for the season it contributes to them having a safe, positive and rich outdoor learning experiences. Families are encouraged to be an active participant in this program and volunteer for sessions, supporting higher adult to child ratios, equalling in deeper engagement in this program.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

We are a small teaching team with experienced educators who have a range of skills and experiences, with varying strengths and passions, and these are highlighted throughout our planning and pedagogy. This has continued to be strengthened by staff being involved in a wide range of professional development in Nature Play and links to STEAM and literacy, key word sign, Bookmaking- as a literacy strategy, DfE ORBIS literacy training, WHS training and multiple PLINK courses available for DfE staff. **We will continue to improve upon staff practice in 2023 through our PQIP goal, and COP around implementing a consistent whole site approach to build upon educator's knowledge and understanding around the modes of communication focusing on receptive/expressive language (edit if change PQIP goal).**

We continue to ensure high quality care and learning through familiarity and stability by having multiple permanent educators in each sessional group. This was further strengthened this year by adjusting our 0.4UA teaching role and site leader admin days to enable two consistent teachers in each sessional group, supported by a full day ECW. We reflected on our ECW hours over both groups to support key moments of our day, and specific individual needs, by maintaining higher adult to child ratios. Non-contact time, which has been allocated for ECT's and ECW's, has strengthened and ensured holistic pedagogical documentation of children's learning and development.

Fortnightly, each sessional group has non-contact time together to reflect, discuss, and challenge each other's thinking around how we plan to further enhance children's wellbeing, learning and development through a play-based learning environment. This time also enables us to reflect upon their role in supporting children's learning. Once a term as a part of our pupil free days we schedule whole site staff meetings to facilitate continuity across both groups, and develop our curriculum overview and planner for the forth-coming term. All minutes from these fortnightly/termly meetings are recorded and shared as required. Pupil free days are set aside as time where all educators come together to share in professional development, derived from our staff PDPs, PQIP goal/s and NQF priorities.

Each year we arrange our termly sessions having a slightly longer Wednesday session, which enables us to have no children attend on the final two weeks of each term. On these days, we meet with families for family-teacher conversations. These conversations provide vital information that feeds back into our reflection meetings and support further staff organisation and continuity. It gives additional time to complete One Plans and further pedagogical documentation.

All staff participate in their ongoing Performance and Development Plan (PDP) process to develop shared goals and expectations for their year ahead. Feedback is provided regularly throughout the year to provide guidance and direction, with reviews occurring every 6 months to evaluate progress, recognise achievements and ensure goals continue to be relevant

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 5: Relationships with Children

Educators at Moana Kindergarten develop relationships with children based on trust, compassion and respect, by interacting with children in a warm and positive manner. We believe all children and their families need to be acknowledged and supported through our environment and practice. This year to support with building children's sense of belonging at preschool each child received a photo album. These are used so that children could collate picture of familiar people, pets and things from their home. It is was a simple and valuable tool to support us in getting to know children as they share their album, and be used as a security and connection tool as they transition into our site.

We have a predictable and consistent (and flexible for children's individual needs) daily routine, which supports and encourages opportunities for active and quiet play and small and whole group learning. Through this, educators provide security and time to connect with children where they are at, and be available to provide support as children explore their environment, take risks and manage with daily challenges and changes. Long periods of uninterrupted play supports children to connect socially with their peers, self/co-regulate emotions and develop group skills such as turn taking, sharing, listening and collaboration.

Through enrolment information and parent-teacher conversations with families, around their child's specific needs, we are able to identify where extra support and intervention is required. A speech and language questionnaire along with child observations highlights which children may require to be screened by or referred to our DfE speech pathologist. We use this service to create small group and 1:1 interventions to focus on improving child/rens speech and language skills and abilities to minimise further literacy delays before transitioning to school.

In 2022, we reflected upon and updated our 'Behaviour Management' policy to a 'Behaviour Guidance' policy. This is reflective of current research and the KS:CPC to ensure the dignity and rights of a child are upheld when supporting them in our environment, connecting with restorative practices. We embed intentional teaching, modelling and scaffolding with the children to build their knowledge and understanding around protective behaviours. We use programs The Way to A- Behaviour Empowerment fundamentals, the Zones of Regulation, Visual Compix and Key Word Sign to empowering children as individuals to have the skills to build positive relationships and communicate with others.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

The site has an established and embedded orientation process for new families consisting of opportunities for engagement, connection and the development of relationships between educators, families and children. This is being achieved through informal meetings and site tours, registrations of interest form, formal enrolment, transition visits and family information evenings and booklets.

During the year, we provide opportunities to connect with children's families through both formal and informal mediums to ensure we foster relationships with a child's first educator, their family. We connect and share information through daily conversations on arrival and pickup, schedule bi-annual parent-teacher conversations, via phone call/text messages, noticeboard/displays, IT platform-sessional Facebook page, and individual child portfolios and floor book learning. Through this, we have a deeper understanding of our diverse family community, ensure home to preschool connection enabling us to support their child's learning journey through a collaborative approach.

In 2022 (post covid restrictions) we began to re-introduce our family events by inviting in families to contribute to our curriculum through their skills, abilities and knowledge. We have multiple current and past family grandparents and local community members who provide recycled objects and items for the children to create and construct with. Through our term 4 curriculum where we celebrate cultures around the world, we have invited our families to share their culture with the children, including Diwali and African International Children's Day.

The development and implementation of the Beach Kindy program (since 2019) has seen our connection and collaboration with our families and local/wider community further evolve. As a part of the Beach Kindy program, we access an area in our local community, Moana Beach located 900m from our site, where we explore, engage and deepen our understanding of the land, and the heart of the Moana suburb. Alongside our educators, we utilise family volunteers to support to the program to go ahead and maintain adequate ratios for safety and deeper engagement. A part of organising this program is collaborating and corresponding with the Onkaparinga Council to maintain permits and permissions, as well as accessing their education resources. We annually host a council member to implement the 'Larry Litter' incursion either onsite or at the beach (weather permitting).

Educators have developed a transition process with our main feeder school, Moana Primary School, in order to support continuity of learning for our transitioning children. This includes an ongoing transition program across the year, accessing the school facilities including the gym hall and equipment and library. In term 3, our children participate in various specialist subject areas with teachers at the school, and class experiences in term 4. We connect and have conversations and visits (formal and informal) with early year's teachers and leadership with all schools our children transition into to support their knowledge and understanding of each child in the transition process.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

Moana Kindergarten operates with a governing council comprising of family and community members, who work in partnership with the Director and kindergarten staff to ensure collaboration, accountability and support site improvement. Governing council meet twice termly (8x a year) to support the Director with site operations including improvement priorities-updating or purchasing new equipment/facilities, establishing and monitoring the annual budget and cultivating community engagement. In 2022, we were fortunate to have the support of an existing 2021 member, stay on in 2022, and will remain on council for 2023 with a returning child. We would like to continue to support this process to enable continuity of site governance from year to year. The governing council, in conjunction with the staff are involved with annually updating our site-based policies and procedures to foster a community response that underpins many of our site processes. Other DfE updates/changes and implementation are actively communicated with staff and governing council as required. The site also has systems and processes in place to ensure it meets all legislative and administrative responsibilities in order to operate effectively, using an operational planner to manage tasks.

On a whole site level, all educators and teachers engage and participate in NQS self-assessment process linking with the exceeding themes on an annual basis, which build the foundations of our DfE Preschool Quality Improvement Plan (PQIP) – aligning with state and national organisational requirements. We value our fortnightly planning meetings, staff individual performance plans, and our 4 pupil free days to regularly reflect/monitor/review individual and site level goals, and identify NQS priorities to determine our progress and possible next steps forward.

All staff are involved in the development and review of their personal Performance Development Plan (PDP, which occurs bi-annually, to understand their roles, performance expectations, check-in on wellbeing, and recognise and celebrate achievements. Through their initial self-assessment and with feedback from leadership we connect around current practice, and develop goals for improvement- connecting to site goals to support ongoing professional development and management.

The site director actively engages with and reflects upon her own professional skills to strengthen her site and pedagogical leadership through ongoing support by the DfE Noarlunga 3- River Hub- Local Education Team (LET). We meet termly as a portfolio/partnership (K-12 leadership teams) to strive to develop a central culture that is reflective, supportive and open to new learning. The site director actively seeks and works with the LET to support with organisational improvement and changes.

Our site philosophy continues to underpin our daily practice and pedagogy, and as a part of our 2023 NQS priorities we aim to reflect and refine our philosophy to be responsive to continued research, and evolve with our current staff team.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site Name: Moana Kindergarten

Goal 1: To strengthen children’s receptive and expressive communication to share their voice with peers and educators.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we implement a consistent whole site approach to build upon educator’s knowledge and understanding around the modes of communication, focusing on receptive/expressive language, then we will observe children developing the skills to confidently communicate their voice.

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

Through ongoing observations, collection and analysis of data, which informs our PED DOC (children’s’ portfolio’s/floor book learning) to highlight children’s increased confidence to,

- Engage in, and or share their thoughts and ideas.
- Express ideas through various communication modes (spoken/written/visual).
- Transfer their communication modes and skills in varied environments (indoor/outdoor).







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Develop educators understanding and knowledge around their role in play (As an intentional teacher - facilitator/observer/supporter).	1.1.1 1.2.1 1.2.2 1.2.3 1.3.2 7.2.3	Term 1- PD	Director All staff	- PD Lisa Burman/Amanda Bartram - EYLY v2.0- principles/practices - Online guide to EYLF- Intentional teaching (Literacy Handbook/ Preschool Indicators) - Preschool Position Statement - Fortnightly Reflection Meetings - share educator practice in day-to-day teaching/learning.
Explore expressive/receptive language through the modes of communication (written/visual/spoken).	1.1.1 1.2.1 1.2.2 1.2.3	Term 1	Director All Staff DfE Speech Path.	- PD term 1- 2022 Literacy Summit - Readings - Fortnightly Reflection Meetings

	1.3.2			- Connect with site SP to strengthen intentional teaching of language through play.
Develop a common agreement that documents educator's practice/role/steps that will support children to build awareness and communicate.	1.1/ 1.2 1.3.2 3.2.1 4.2.1 5.1 / 5.2 7.2.3	Term 1, 2 & 3	Director All Staff	- EYLF - DfE Best Practice Papers/ Literacy Handbook. - Fortnightly Reflection Meetings - RRR – reflect and plan- ALE (active learning environment)- teacher practice
Develop our resources to reflect our agreement. - Refresh floor book/ book making documentation/learning - Literacy trolley (outside) educator vocabulary (blocks/sandpit) - Guidelines to what we want implement (over the year/and then termly).	1.1/1.2/1.3 3.2.1 5.1/ 5.2	All Year	Director All Staff	- Staff Meetings- manage expectations - EYLF - Book Making Information - Literacy/Numeracy Indicators and guidelines.
Gather data around children language abilities.	1.1 1.2	All Year	All staff (teachers and ECW's)	- Student ILP's (term 1 & 3) - Student ILP's- fortnightly reflection meeting - Floorbook- document child voice. Individual/Group. - Pedagogical Documentation (expectations around Ped Doc for 2023).
Sharing information with families	6.1 6.2.2	All Year	Teachers	- Floorbook Learning- available daily - Facebook page (weekly posts) - Information sheets for families (mark making/communication modes linking to literacy/numeracy learning) - Information around 'Learning at Preschool-Play Based Learning'


Goal 1: To strengthen children’s receptive and expressive communication to share their voice with peers and educators.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Develop educators understanding and knowledge around their role in play (As an intentional teacher - facilitator/observer/supporter).</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Explore expressive/receptive language through the modes of communication (written/visual/spoken).</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Develop a common agreement that documents educator’s practice/role/steps that will support children to build awareness and communicate.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Develop our resources to reflect our agreement.</p> <ul style="list-style-type: none"> - Refresh floor book/ book making documentation/learning - Literacy trolley (outside) educator vocabulary (blocks/sandpit) 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

- Guidelines to what we want implement (over the year/and then termly).			
Gather data around children language awareness abilities.			
Sharing information with families			

Goal 1: To strengthen children’s receptive and expressive communication to share their voice with peers and educators.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Establish a shared understanding our sites current vision, moving forward. Taking into account the new Preschool position statement.	1.1 5.1 5.2 6.1 6.2 7.1 7.2	Review centre vision, philosophy and team norms	Mid- 2023	- Preschool Position Statement - DfE Step 1-3 PQIP relating to philosophy. - Preschool Practice Papers	Staff Director ELC/LET Team
		Develop staff teams understanding around new Preschool Quality Tools and documents.			
		Reflect and update Termly overview/fortnightly planning templates and structure (KS: CPC/events/PQIP goals)			
Develop and embed a comprehensive transition process that supports every learner. <ul style="list-style-type: none"> - January intake - Mid-year intake - To School outtake 	1.1 1.2 5.1 5.2 6.1 6.2	Term 1 Meet and Greet/Information Evening	Term 1	- Preschool Enrolment Policy - DfE Priority of Access Policy	Director Staff ELC/LET Team
		Mid-Year Intake enrolments/ capacity	Term 1/2/3		
		Cohesive communication with support services/schools	All Year		
Family Engagement <ul style="list-style-type: none"> - GC - Community events - Communication Plan for increased engagement with families, community and governing council in shared learning and community events. Improve parent and family engagement.	6.1 6.2	Educators to brainstorm new and creative ways of engaging with families and community	Term 1	- Events hosted (from previous years). - Celebration Days - Communities for Children Onkaparinga notices.	Director Staff Governing Council Families
		Community/Communication Board to be developed.	Term 1		
		Events to be planned (annual calendar) and evaluated.	Term 2-4		

Developing our implementation, pedagogy and planning around ATSI culture as an embedded whole site practice.	1.1 1.2 1.3 6.1 6.2	Update/develop site RAP	Term 2	<ul style="list-style-type: none"> - DfE Reconciliation Action Plan document - Narragunnawali website and resources - Site- Acknowledgement of Country - Excursions 	All staff- Develop RAP- Pupil Free Staff an Director- Fortnightly/Termly Staff Meetings
		Indigenous Culture For Kids Incursion			
		Actively reflect upon cultural practices as a part of fortnightly meetings- intentional planning around Reconciliation/NAIDOC weeks			
Refining the whole site approach to sharing the pedagogical documentation for the individual child/group.	1.1 1.2 1.3 4.2	Share and reflect on current PED DOC pieces created to refine key elements required.	Term 1- Termly PED DOC expectation (amount).	<ul style="list-style-type: none"> - Floorbook Learning PD (as part of PQIP) - PED DOC literature - Develop site expectations/norms for PED DOC - Using 2022 trialled PED DOC format- connecting with EYLF/Indicators and PQIP/ILP. -Fleet/Semann PD 	All staff/ Director - reflection on current PED DOC pieces created. - reflect on the what, why and how? - refine expectations as a team
		Steps to share learning through floorbook learning and learning portfolio's			
		Reconnecting with PED DOC research and literature to re-refine our understanding			

Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Develop and embed a comprehensive transition process that supports every learner. <ul style="list-style-type: none"> - January intake - Mid-year intake - To School outtake 	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Family Engagement <ul style="list-style-type: none"> - GC - Community events communication	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Family Engagement <ul style="list-style-type: none"> - GC - Community events - Communication 	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Plan for increased engagement with families, community and governing council in shared learning and community events.			
Developing our implementation, pedagogy and planning around ATSI culture as an embedded whole site practice.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Refining the whole site approach to sharing the pedagogical documentation for the individual child/group.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

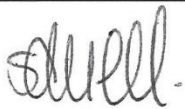
Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Samantha Duell
Date Wednesday, 7 December 2022

Signature: 

Name Jessica Duffy
Date Friday, 3 February 2023

Signature: 

Endorsed by education director

Name Linda Olifent
Date Click or tap to enter a date.

Signature:

