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| **2023****Quality Improvement Plan for****Akuna Kindergarten** |

**Site number:**

**6510**



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| **Service name**Akuna Kindergarten**Service address**10 Ramsay Avenue, Mount Gambier**Service approval number**SE - 00010117 |

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| **Acknowledgment of Country**We acknowledge the Boandik 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**

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| Akuna Kindergarten is a standalone kindergarten, located in a high growth area in the North East quadrant of Mount Gambier and is part of the Department for Education's Blue Lake Partnership. The Boandik people are the traditional owners of the land on which the kindergarten resides. The name `Akuna' comes from the Aboriginal word meaning 'flowing water', a word that exists in no other language. Each year there is continued high interest from families in enrolling in our service, with our capacity currently capped at 60 children. The service operates from 8.30 - 4pm Monday through to Friday, with sessions for children running 9am - 3pm across these days. Family's access to preschool is provided over a two-week cycle, totalling 30 hours per fortnight throughout the year. Akuna is staffed with a 1.4 teacher, 1.0 director, 1.0 ECW and 4 other ECW’s based on support for individual children. We offer playgroup every Friday from 9.30-11.30, run by two of our ECW’s. Our playgroup curriculum is guided by talk, play, read, sing and do and we engage in the Birth to 3 Network facilitated by Jane Lemon twice a term. Our goal and priorities are developed through data collection, analysis and decision making along with reflections against the National Quality Standards to identify our strengths and areas of growth. We analyse a focus group of 10 children that represent our cohort of children twice a term against our success criteria. We analyse the growth we are seeing in children and what strategies have been successful for educators. We also identify gaps in our data and curriculum and ensure our next round of the planning cycle is inclusive of data being missed. Through the success criteria analysis we are able to summarise our data for the year to develop our where to next as a site. In 2022 we noticed that through educators engaging in sustained shared thinking in play, children developed their tier 2 and 3 conceptual vocabulary to express their thinking and ideas. Educators built their capacity around questioning strategies by engaging in professional development with speech pathologists. Children’s complex sentences increased when engaging in conversations to solve problems, clarify concepts and extend narratives with peers and educators. Educators practiced strategies from the literacy guidebooks such as define, do, revise to provide opportunities for children to transfer their understandings of concepts into different contexts. In our practice we mainly engaged in conversations as a way for children to express thinking and ideas. Evidence shown highlighted educators not documenting how children represent and express thinking in other ways even though there were a range of opportunities and resources for children to represent their thinking and ideas. We reflected against the National Quality Standards as a whole staff team. To do this process we go through each quality area, standard and sub-standard to reflect and review on our processes. Through this we identified what is working well at our site and where we need to build educator practice to support different standards. We will build educator knowledge and understanding of Aboriginal perspectives, strengthen our planning cycle, engage with the birth-3 network and engage families in this work, be more responsive to critical reflections and embed sustainability across the curriculum.  |

**Statement of Philosophy**

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| **Acknowledgement**Here is the land, here is the skyHere are my friends and here am IWe thank the Boandik People for the land on which we play and learn**Our Place:**Akuna Kindergarten is a stand-alone kindergarten located in the North East area of Mount Gambier. We provide services to children and their families prior to school through a preschool program and playgroup.Our curriculum is guided by play-based, intentional and child led learning through our indoor and outdoor natural spaces and open-ended experiences. Children collaborate with others to build understandings and deepen their thinking. We connect closely with other services including preschools, schools, health and wellbeing services, and the local community.**Our Values:**RespectTrusting relationshipsCollaborationCommunity Optimism **We Believe:**All children are capable learners and valued contributors to their environments. Every child has the right to extend their knowledge and understandings through play, active engagement, shared decision-making, collaboration and contributing to ongoing inquiries to deepen and enrich their learning.That children to feel safe, secure and supported when educators are available, present and nurturing.That when families and educators work together, we can support children’s life-long learning, belonging and wellbeing. That learning environments support children’s learning when they promote curiosity and wonder, are open-ended and challenge children to explore, investigate and reflect on ideas and theories.That children’s learning, belonging and identity is enhanced through community connections and involvement, within the Kindergarten and beyond.**Our Commitments:**We will view every child as being a capable learner and contributor in their own unique learning journey, where their strengths and interests are acknowledged and the experiences they bring are valued* strive to support and respect all children by building authentic responsive relationships
* strive to connect, collaborate and communicate with all families
* ensure that our learning environments support children to build on their own knowledge and dispositions, collaborate with others and extend their ideas in a range of experiences
* strive to acknowledge and extend on various cultural aspects, traditional languages and events within our community

**Our Intentions:**In 2023 we will * explore and develop strategies to ensure children are active and effective contributors to shared decision making
* engage in professional learning to support children’s self-regulation
* review and reflect on how we currently engage with families to identify what is working well and where and how we could strengthen partnerships
* actively support children to extend their thinking and build on their own ideas throughout our environment
* Engage children in feedback and planning about the community
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**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

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| Quality Area 1: Educational Program and Practice |
| ***Program: The educational program enhances each child’s learning and development***Educators utilise core documents including the EYLF, Indicators of Preschool Numeracy and Literacy, Talk Play Read and the site’s philosophy to effectively plan for children, both individually and in small groups. Information about children is gathered through parent conversations and daily observations to contribute to curriculum decision making. In 2021, educators had reflective conversations around our two groups of children, noticing that one group needed more support around social and emotional skills and the other group had higher thinking skills that could be extended. Through these discussions we trialled differentiated planning for both groups, sharing with educators that it is ‘okay if planning for both groups is different’. We were introduced to the Inclusive Education Support Program (IESP) mapping tool by Kel, Senior Advisor from IESP to identify children’s needs from social and emotional to fine and gross motor. We engaged in a whole site team discussion with Kel from IESP and Cassie, Department for Education Special Educator and Kimberley our Early Childhood Leader to talk about our children, where they are at and what that means for our practice. From changing our mindset and the way we planned to be inclusive of different needs of children we saw an increase in children’s social and emotional skills for one group and deeper inquiries emerging for the other group. Over time, the social and emotional group were beginning to engage in the inquiry space to extend learning. Our planning cycle is reflective of a holistic view of the child in relation to their identity, wellbeing, abilities, strengths, thinking and ideas. Through using the IESP mapping tool, educators document observations about children across multiple areas. Observations of children’s learning are analysed fortnightly both individually and collaboratively against core documents. Next steps for children are planned for based on where they are at and where to next. Educators identify theories and concepts being explored by children and use this to develop an overview for half-termly planning as well as incorporating teacher-lead opportunities. A more intentional plan is developed outlining intentionality in some environments as well as educator roles. The intentionality and educator roles are linked to children’s next steps. We plan for other areas inclusive of the IESP mapping tool in small and large group times. Children identified with additional needs are provided with one on one support and extensive adjustments are made to stretch their learning. Whole and small groups are planned to support needs based on IESP mapping along with other curriculum areas such as Child Protection Curriculum or inquiry learning. ***Practice: Educators facilitate and extend on each child’s learning and development***Educators engage in teaching sprints and collaborative conversations to build pedagogical practice and knowledge. Educators focus on shifting something small in practice linked to the PQIP. Evidence documented in OneNote shows how educators are being responsive and purposeful in their interactions. Educators refer to the department’s top tips sheets around data collection to ensure that we are collecting raw data along with what is surprising for the child. This supports educators to collect observations and show a journey over time. The routine of the day is predictable for children and is supported with a visual timetable. Our program provides opportunities for children to engage in short whole and small group intentional teaching which is linked to IESP mapping tool areas or inquiry experiences. These group experiences support children to develop listening and sharing skills with their peers. They engage in sustained shared conversations together to clarify and deepen thinking. We provide long uninterrupted periods of play for children to investigate, explore and extend their ideas with peers and educators. Educators use spontaneous teachable moments to go beyond what children are thinking in the play. In spontaneous teaching moments, educators use intentional teaching strategies to challenge, extend and deepen children’s thinking and ideas. Through this, we can see in the data collected the ideas and theories children are exploring and how we could incorporate this into an inquiry experience or set up the environment to support this. Children are viewed as capable and competent and are supported to make their own decisions and choices through providing open-ended resources within the environment. The environment is set up to support children to engage in sustained shared conversations together and with educators. ***Assessment and planning: Educators and coordinators take a planned and reflective approach to implementing the program for each child***Educators regularly reflect on the environment, routines and individual/groups of children to identify challenges we are noticing, strategies that support us to improve learner outcomes and what this means next in our practice. Our reflections inform part of our cycle of planning so that we can make the necessary tweaks to improve areas that have identified. By collaboratively and individually analysing children’s observations we are able to identify big ideas and concepts being explored as well as what we need to incorporate into the curriculum to support children with for example social skills. In 2020 educators had reflective conversations about how we could make children’s learning visible. Through focusing on the process and progress through pedagogical documentation we started to explore inquiries with the whole group of children first to build educator capacity to engage in this process. Over the years we have experimented with running inquiries with the whole group and in small group times for example in concepts around sustainability, life and living and theories on how clouds work. We are currently exploring how inquiries can progress within play. This way of working enables us to engage in the planning cycle through regular analysis, reflection and further planning. Educators engage in teaching sprints to improve one area of practice that is identified through critical reflection of our child and educator data. Through check ins, we reflect on our strategies that support practice and engagement with children. Families are invited to fill out pre-enrolment questionnaires before transition days around their child’s strengths, health and wellbeing, culture and what they would like for their child at kindy. This provides us with an overview of children to support planning for transition visits. Throughout the year we engage in informal conversations with families about children’s learning and document this information to support future planning. We ensure that children’s learning is visible through different forms of pedagogical documentation and shared to seesaw for families to engage with. In 2020, a discussion with families at governing council outlined that having more time to engage in longer conversations about children’s learning would be beneficial. There was an instant change after this meeting, we held our first learning conversations and received great feedback from families. From then on, we introduced learning conversations in terms 1 and 3 each year. These conversations with children’s families are to share areas of growth and development, how we are supporting them in different learning areas and next steps. Families participate by sharing their views and hopes for their child. In terms 2 and 4 we provide families with a written Statement of Learning against core documents. Educators work closely with other agencies for children identified needs such as department speech pathologists, special educator, behaviour coach and OT services through Country Health Connect. These services regularly come into kindy to talk with educators and provide observations and feedback on adjustments that can be made to support children’s learning in one on one and small group settings.   |

**Strengths**

With reference to the three exceeding themes:

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| Quality Area 2: Children’s Health and Safety |
| ***Health: each child’s health and physical activity is supported and promoted***We provide opportunities for sleep, rest and relaxation based on individual children’s needs. This is through multiple quiet spaces, stories, calm play experiences, drawing and relaxation time after lunch. Educators ensure they follow the sites policy and procedure for sleep and rest. The site has effective hygiene practices in place for children, educators and families. This includes handwashing routines through modelling and visuals where appropriate. The bathroom is monitored throughout the day to ensure it is safe for children to use. Educators follow the services procedure for changing wet or soiled children when necessary. Healthy eating is promoted to families on seesaw. We explore our vegetable garden with children to support healthy eating habits. They become responsible for planning our vegetable gardens, planting and utilising this produce in healthy cooking experiences shared with families. Through lunch box audits we share with families and encourage the use of reusable containers when making food for the day.Illness outbreaks are communicated to families as soon as they arise. A notice is also displayed at the sign in desk. We share information pages from SA Health’s “you’ve got what” linked to the illness. The site’s illness policy is always followed and is shared with families at the beginning of the year. Families are notified of any allergies within the kindergarten and a sign is on display linked to anaphylaxis. Educators work closely with families to develop individual health support agreements and health management plans for children with medical conditions. All staff are made aware of the plans and ensure that they are followed when necessary.Educators also plan experiences outside that offer the opportunity for children to engage in fundamental movement, building on their core strength and coordination. Our environment provides open-ended and flexible spaces that enable children to take manageable risks and to lead their own learning. Educators are aware of risk/benefit assessments revolved around the outdoor space and review these annually. Educators complete outdoor safety checks and ensure that we are continuously implementing emergency invacuations and evacuations. We practice emergency drills four times a term, documenting, reflecting and reviewing the process after it happens. New employees and relief staff are made aware of the emergency process and their roles. ***Safety: each child is protected***We proactively support sun safety at the service and have been rated as a Sun Safe site by the Cancer Council. The services skin protection policy has been developed to ensure that all children attending this Kindergarten are protected from skin damage caused by the harmful UV rays of the sun. We promote positive attitudes towards skin protection, develop and encourage personal responsibility for and decision making about skin protection. We encourage children and staff to wear hats, sunscreen and play in shady areas wherever possible.This year we have reflected on the sites way of reviewing policies and procedures and had discussions around how children can be involved in this process. Educators use some whole group times to ask children questions that link to the sites policies. We share this process with families on seesaw and at governing council to keep them up to date with important information for kindy. Policies and procedures are reviewed regularly against the Department’s Preschool Policy Compliance Self-Assessment resource. Educators do daily indoor and outdoor checks to ensure there are no hazards for children prior to them arriving at kindy for the day. Any hazards are reported to the director who makes the necessary reports to ensure this is rectified. All educators stay up to date with RRHAN training and make mandatory reports as soon as possible if necessary. The director supports educators to do this.  |

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| Quality Area 3: Physical Environment |
| ***Design: the design of the facilities is appropriate for the operation of a service***The outdoor play area provides a balanced environment of movable and fixed equipment which promotes a sense of wonder, generates curiosity and sparks imagination of children within the site. Outdoor experiences are multi-sensory and strongly encourage the use of natural elements and materials including loose parts for free unstructured play as well as spaces that promote investigation and respect for the natural environment. Children are supported in the environment to take risks and assess situations for themselves. Educators are vigilant of their safety during moments of play. Resources are monitored and cleaned regularly ensuring they are safe for children to use and engage with.Both indoor and outdoor environments are open-ended and flexible to promote learning for individual and groups of children, deepening their thinking about the world around them with peers and educators. Our spaces support children to engage in sustained shared conversations with peers and educators. The environment allows for multiple uses, with spaces at the service designed and organised to encourage choice and to facilitate active engagement with the environment. Children's engagement is enhanced by the design and flexibility of the play areas and the diversity of the materials provided, including accessing areas with natural elements of sand, rocks, mud, water, plants and trees and an edible vegetable garden. ***Use: the service environment is inclusive, promotes competence and supports exploration and play-based learning***Sustainability practices are evident throughout. We encourage and model children to become environmentally responsible through engagement of developing vegetable gardens, compositing fruit scraps for the worm farm, watering fruit trees and plants and using recycling and rubbish bins during the day. We use inquiry processes to for children to develop their knowledge and understanding about the natural environment. Children show responsibility for their environment by taking care of natural elements, setting up and re-setting play spaces. Families are encouraged to recycle resources from home for use at the kindy. They regularly provide resources that supports children’s thinking and creativity. Educators reflect on the physical environment and use this to inform future planning of how we can effectively set up spaces for all children. These reflections provide conversation amongst the staff team to identify how we are challenging children in our physical space and what can we do to improve outcomes for children. We also reflect on any safety issues that arise and work together to come up with an effective solution to ensure the safety of children.  |

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| Quality Area 4: Staffing Arrangements |
| **Quality area 4 – Staffing arrangements*****Staffing arrangements: staffing arrangements enhance children’s learning and development***At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high-quality learning and care environment. Appropriate educator-to-child ratios are maintained throughout the day to ensure the safety, welfare, and well-being of children attending our centre. Children are always appropriately supervised by qualified and experienced educators with staff rosters in place to ensure this. Additional staffing is provided to release staff to meet with parents, support professionals and network with relevant organisations. Three Early childhood qualified teachers undertake the role of key educators, work closely with children each time they attend the service, understand each child’s interests, strengths, and areas where support may be needed. They provide continuity of experiences to extend children’s learning which is also supported by the sites Early Childhood Workers and connect strongly with families to work in collaboration. Staffing arrangements support children undertaking experiences as part of a whole group, small groups and individually and promotes relationships between peers and educators. Targeted release time enables staff to work 1:1 or with small groups of children on specific programs such as speech and language, social skill development or fundamental movement programs.Processes to advertise for an ongoing teacher or director positions are closely discussed with families on Governing Council. We pride ourselves in communicating staff for the year and any changes so that communication is clear and families can support children from home. The staffing arrangements allow for children to be greeted and farewelled by familiar educators and allow staff to converse with families. Conversations with families at the beginning and end of day are valued as part of the curriculum. Educators document conversations that they know are of benefit and ensure all staff are aware of this. Familiar educators are also organised to ensure early childhood qualified teachers are given the appropriate non-contact and admin time, this ensures familiarity and continuity of educators with children and families. ***Professionalism: management, educators and staff are collaborative, respectful and ethical***Educators utilise their strong relationships with each other to ensure that kindergarten programs and practices are clear amongst staff working different hours and days. Educators are committed to being positive role models to children and are continuously engaging with professionalism, care and respect at all times towards each other, families and children. Educators feel empowered and valued to have a voice in all aspects of the service. We recognise eachother’s strengths and use this to mentor and upskill each other. We uphold the code of ethics when engaging with multiple partnerships. Our kindy values are aligned to the public sector values. We follow the Australian Institute for Teaching and School Leadership to guide our professional practice as well as the ECA Code of Ethics and EYLF principles and practices. Educators ensure there is time before children arrive and after children leave the site to engage in collaborative conversations and reflection around the planning cycle and children. This allows educators opportunities to contribute to the development of the program, engage in reflective practice and the continuous improvement of the service. All educators have a commitment to building their knowledge, pedagogy, and practice as well as challenge and extend their current thinking through accessing a range of professional development opportunities. Teachers and the director develop their Professional Development plans linked to teaching and professional standards. Goals are identified around the site’s PQIP, wellbeing and a personal goal.  |

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| Quality Area 5: Relationships with Children |
| ***Relationships between educators and children: respectful and equitable relationships are maintained with each child***Educators get to know children with their families through attendance at playgroup and develop child questionnaires for families to fill out prior to transition visits unless learning conversations are available. This information from families gives educators a baseline to start building a picture of the children coming to kindy each year. Educators ensure they are prepared for the transition visits with resources and materials that are reflective of how parents have described interests, passions, strengths, areas of growth and what they would like their child to build on. Having a picture of children before they begin kindy gives educators a foundation to start forming trusting and secure relationships. Educator's interactions with each child are consistently warm, caring and responsive. Trusting relationships are developed and maintained over time that promotes children's sense of security, wellbeing and belonging and respect each child’s uniqueness. This is evident at our site through the way children share excitement and enthusiasm towards educators. Children actively seek educators to support and extend their learning. All educators practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child. This is supported in practice by educators understanding and utilising the Circle of Security to guide their interactions with children and to provide consistent emotional support. Circle of Security enables educators to know when children are feeling safe and secure to explore and engage in the environment or when they need someone to be with them in their emotions. We utilise different modes of communication with the children include AUSLAN, Picture Exchange Communication Systems, visual materials and gestures to respond to different levels of communication with our children. All educators ensure they are available and responsive to children’s needs throughout the day.Through daily observations and documentation of children’s learning, educators build on and extend where children are as learners through reflective planning and ensure that children are at the centre of our curriculum. We provide the environments and spaces for children to be heard and valued as individual members of our community. Their voices are shared throughout our curriculum and is displayed through pedagogical documentation at kindy and on seesaw which enables families to engage and interact with their children and educators on a deeper level. Educators reflect on their actions and interactions and discuss what this means for children’s learning. ***Relationships between children: each child is supported to build and maintain sensitive and responsive relationships***Educators provide a safe learning environment for children to build positive relationships with each other, providing the space to allow for sustained shared conversations in play and inquiry times. Through uninterrupted periods of play, educators use multiple opportunities to model and scaffold social skill. Strategies educators use to support children to engage in collaborative learning helps them to initiate and join in play with others, listen and respond appropriately to ideas and enter/exit play positively. This empowers their peer to peer connections as well as respect for each other. We implement intentional teaching strategies when observing children’s play to identify and support levels of engagement.By engaging children in whole and small group times, they are empowered to work as a team and collaborative together. Educators use intentional teaching strategies to encourage children to express their opinions, ask questions, clarify thinking and respond to ideas of others. In 2021 we noticed majority of our cohort needed explicit teaching around social skills and emotional regulation. Through evidence based research and identifying needs within the site, we implement and engage with programs such as the Zones of Regulation and PALS social skills program that supports children to regulate their behaviour, respond appropriately to the behaviour of others and to effectively resolve conflicts. By using consistent language, educators support children to develop and engage in positive interactions with each other.  |

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| Quality Area 6: Collaborative Partnerships with Families and Communities |
| ***Supportive relationships with families: respectful relationships with families are developed and maintained and families are supported in their parenting role***As part of the centre’s effective enrolment and orientation process, families are invited to fill out a child questionnaire that helps us build a picture of their child prior to transition visits. These opportunities enable the staff team to build relationships with families. The information that families share prior to and during transition visits gives us the opportunity to plan specifically around children for their visit days. We get to know strategies that are effective for their separation and settling into the kindy program. Most of our families attending kindy have been a part of our regular playgroup. This provides the opportunity for families to get to know the site, staff and environment before their child starts kindy. Educators use this time to build relationships with families and children that are crucial in the transition to kindy. We regularly receive feedback from families about how they feel about the service through site developed surveys and the departments parent perspective survey. This supports our reflections and guides our next steps for curriculum and the site. Information about the kindy is shared with families at playgroup and during the enrolment process and on seesaw. We promote information about services in the community on seesaw and on the parent notice board. ***Collaborative partnerships: collaborative partnerships enhance children’s inclusion, learning and wellbeing***Educators ensure that they are regularly updating children's families around learning and our intentional group times. We value and understand that families are children’s most influential teachers and reflect on how we can better engage families within the site and curriculum. Educators display children's thinking and theories through pedagogical documentation and families are invited to come and engage in this space with their child. Key educators schedule learning conversations in terms 1 and 3 instead of a statement of learning. At the end of terms 2 and 4, key educators provide a statement of learning summary for their group of children. These summaries provide families with extra information about their child's learning over the term against core documents. We engage in informal conversations with families at drop off and pick up times about their child and families share information that may be relevant to their learning. We reflect on how we can improve family voice and their cultures within our kindy and how we can more purposefully utilise family voice in curriculum decision making. We reflect on how we currently do this as a staff team and talk to families in governing council about other ways we can get family input.From 2020 we started to offer sessions for families to engage with the Circle of Security program when we can, upskilling themselves in learning to support their children’s emotional wellbeing. Programs run from 6 to 8 weeks and provides common language used between educators and families. Through running these sessions, parent feedback saw in increase in children’s emotional regulation skills at home as well as at kindy. We work closely with other services such as CAFHS, speech pathologists, special educators, behaviour coaches and OT’s along with families for children with additional needs to support their learning. Educators regularly plan for and engage in local walks based on extending children’s inquiry learning, incursions and regular excursions within the community across the year, strongly focussing on developing connectedness and exploring our local community. We have a close connection to our main feeder school in which children who will be attending the school engage in fortnightly visits from term 3. We work with other schools to share children’s learning, strategies and additional needs that are identified closer to school transition time. In 2020 we reflected on how we can incorporate Aboriginal perspectives across the year. From these reflections we embedded our own Acknowledgement of Country in 2021 which continues to this day. To build educator capacity we work closely with Aunty Michelle, a local Aboriginal Elder to support extension of educator and children knowledge. By engaging with Aunty Michelle each year, we see a shift in how we incorporate this across the curriculum and children begin to learn the history of the Boandik people. We have observed children using their new knowledge across multiple play experiences, recalling on events, techniques and actions Aunty Michelle shared. |

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| Quality Area 7: Governance and Leadership |
| **Quality area 7 – Governance and Leadership** ***Governance: governance supports the operation of a quality service***The sites written statement of philosophy is a living document, which undertook a review over time process from 2022 to the beginning of 2023. The philosophy was reviewed by the entire staff team identifying what we need to change and do well. The review process included multiple sessions, breaking down different parts of the philosophy including our beliefs, intentions and commitments for children, families and the community. The staff team connected with Jane Lemon, Early Childhood Consultant to revise our draft philosophy. Families and children are invited to give feedback around the philosophy and how they feel the staff reflects this. The philosophy is reflective of the guiding principles of the National Quality Framework and the Early Years Learning Framework and aligns to our PQIP. All staff are supported to develop a clear and open understanding of the staffing structure and responsibilities of all staff through a site based 'roles and responsibilities' document linked to all seven areas of the National Quality Standards, which is reviewed annually in consultation with staff. Our sites Policies and Procedures have been reviewed in 2021 and then annually to ensure we are up to date and that all staff are aware of any changes. We also share our new and updated policies with Governing Council and reflect on how we can engage children in the review of our policies. All educators are involved in the development and review of the statement of philosophy and ensure that it guides their pedagogy, planning and practice when delivering the educational program as well as ensuring that it is consistently evident in all aspects of the services operations. Educators critically reflect on the sites strengths and areas for improvement utilising a reflection took linked to the NQS. Discussions and reflections are collated and form further conversations about quality improvement areas and where we need to strengthen. We are reflecting on how we can continually embed regular reflections against the NQS alongside site improvement planning routines. We advertise to families at the beginning of term one about our Governing Council and give them information they need to understand the purpose of it. We have a good intake of families who are willing to join and be active contributors to decision making at kindy. Through our AGM roles are established to ensure we remain purposeful and follow the correct procedures. Families are encouraged to regularly reflect and provide feedback to the service through conversations with educators. Other forms of parent feedback include the parent opinion survey and at Governing Council Meetings, all of which support ongoing reflection and inform future planning.***Leadership: effective leaderships builds and promotes a positive organisational culture and professional learning community***The director maps out and plans the term to ensure the core teaching team can engage in reflective discussions and check ins aligned to the PQIP. Summaries of process and impact evidence are regularly documented on our step 4 document to keep our thinking on track over the terms. We regularly analyse documentation against the success criteria twice a term. Through this process we understand what is happening amongst our children and where there are gaps in our practice or program. We continually tweak and reflect on what we do to support continuous improvement. The director regularly meets with the ECL to engage in reflective discussions around site improvement. These discussions drive the director to continue building capacity among all educators to support the educational program. At times, the director engages in meetings with the ECL and the core teaching team to build shared understandings together linked to parts of the planning cycle.National Quality Standard review and reflections are ongoing practice. Time is scheduled to ensure we are regularly reflecting on our priorities within the PQIP and other quality areas. These discussions usually involve the whole team to get multiple perspectives. Through ongoing reflection, we identify what is working well, how this is supporting pedagogy across the site and what we need to tweak or continue to improve on. In 2021 when we explored our planning cycle with the IESP mapping tool for both different groups of children, it gave us the opportunity to share our work with our ECL, special educator and other preschool directors in the portfolio. This prompted discussion with other kindy’s around how planning and practice is differentiated to support all children. Later in the year our planning journey was shared to the Far West portfolio with their groups of preschools. Over time, we engaged in reflections as a staff team to review how our planning cycle was working, how sustainable is was and what tweaks do we need to make moving forward. From 2022, preschool leaders have started to engage in small Communities of Practice. Leaders use these groups to strengthen each other’s capacity to lead improvement across the term. Through this, opportunities to engage in reflection with others benefits site leaders to review and reflect on areas such as the planning cycle. Preschool leaders work closely together to share research, feedback and clarify thinking. The educational leader ensures teaching staff align professional development goals to the professional standards. Documentation is gathered of educators linked to their personal goals. The director and staff meet individually once a term to reflect on what is working well in practice, areas to strengthen and what they need from the director. The educational leader engages with the early childhood leader and education director to reflect on current improvement priorities and what this has meant for children’s learning throughout the year. Regular discussions ensure that the director is continuously engaging in improvement planning linked to the sites goal.  |

**Learning Improvement Plan – Goal 1**

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | Site name: Akuna Kindergarten |
| Goal 1: Extend children’s ability to express and represent their thinking and ideas  |
| A picture containing sword  Description automatically generated STEP 2 Determine challenge of practice |
| Challenge of Practice:If educators implement intentional teaching strategies, then we will see children express and represent their thinking and ideas |
| Success Criteria (what children know, do, and understand):Through ongoing analysis of pedagogical documentation, we will see children: * Initiate and maintain reciprocal shared sustained conversations with peers and educators
* Understand and use Tier 2/3 vocabulary over time to express understandings in context
* Represent thinking in multiple ways using increasingly sophisticated images, symbols and text
 |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement |
| Actions | **NQS Links** | **Timeline** | **Roles & Responsibilities** | **Resources** |
| Educators will build knowledge and understanding of intentional teaching strategies to improve practice through teaching sprints | 4.27.2 | 1 sprint per term2 weeks of research3 weeks of sprinting1 week of sprint review | **Teacher** Kerri and Kim to lead sprint and weekly check ins, Kerri and Kim to engage in sprint PD**Director**Tiana to support Kerri, engage in sprints**ECW**Tracey and Chloe to engage in sprints | Sprint reflections, data collection/analysis on OneNoteBreakspear sprint resourcesPD around intentional teaching strategies |
| Educators intentionally design sustainable learning environments that promote children to be environmentally responsible and represent their thinking in symbolically | 1.21.33.2 | Term 1* plan for and implement sustainability practices into the curriculum through small group inquiry learning

Term 2-4* continue to embed sustainability through collaboration with kindy, families and community
 | **Director** Tiana to lead critical reflection on how children engage in learning environments, strengths/areas to improve**Teacher**Kim and Kerri review SEMP for 2023Kim to lead the family and community involvement**ECW**Tracey and Chloe engage and lead their own small group learningAll ECW’s engage with families and community to support learning  | OneNoteSeesawInquiry learningPed docSEMPFamilies Community links* council
 |
| ​​Educators will build knowledge and understanding of culturally responsive pedagogy to strengthen children’s learning​  | 3.21.36.15.2 | Term 1* Build cultural knowledge with children

Term 2* Engage in an 8-week workshop with Aunty Michelle on Mondays

Term 3-4* Continue to embed cultural learning across the year
 | **Director** Tiana to organise workshops with Aunty Michelle Tiana to lead culturally responsive pedagogy in the curriculum**Teacher**Kim and Kerri support the development of culturally responsive pedagogy in the curriculum**ECW**All ECW’s to enact planning cycle  | 8-week workshop with Aunty Michelle starting on Monday in week 2Aunty Michelle resourcesWebsite from Kimberley Talk, Play, Read |
| Educators will embed consistent critical reflection processes that support meaningful family and community engagement within the curriculum | 6.16.2 | Week 0* Develop processes for continuous reflection against curriculum/family & community engagement

Term 1* Develop routine for reporting to families across the year (SOL’s/learning conversations)

Term 1 – 4* Reflect weekly and analyse fortnightly to enact
 | **Director** Tiana to lead development of reflection processes**Teacher**Kim to be responsible for ensuring reflections are documented regularly and consistentlyKim and Kerri to help develop reflection processes Kim and Kerri to lead organisation of incorporating family and community into the curriculum**ECW**All ECW’s to engage in reflection and incorporate family and community into the curriculum | Governing councilStatements of LearningLearning conversations Interactions with families and community (document on OneNote)OneNoteSeesawFamilies and communityCurriculum/planning cyclePed doc  |

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| Goal 1: Extend children’s ability to express and represent their thinking and ideas  |
| A picture containing text, clipart  Description automatically generated 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?  |
| Actions |   | On track | **Evidence**Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective? | **What are our next steps? Potential adjustments?** |
|  | Needs attention/work in progress |
|   | Not on track |
| Date your notes to ensure you track and monitor adjustments and progress of your plan |
| Educators will build knowledge and understanding of intentional teaching strategies to improve practice through teaching sprints |  work in progress | 16.2.23 - site improvement workshop with Simon Breakspear. By the end of term 1 we want to see that educators have built their knowledge around different intentional teaching and recording evidence of this in OneNote. We want to see children increasingly express and represent ideas with peers and educators[Clarify Canvas term 1 2023](https://schoolssaedu-my.sharepoint.com/personal/tiana_pietrafesa379_schools_sa_edu_au/Documents/Desktop/Assessment%20and%20Rating/PQIP/Term%201%20improvement%20planning/Clarify%20Canvas%20term%201%202023.docx?web=1)[Impact Canvas term 1 2023](https://schoolssaedu-my.sharepoint.com/personal/tiana_pietrafesa379_schools_sa_edu_au/Documents/Desktop/Assessment%20and%20Rating/PQIP/Term%201%20improvement%20planning/Impact%20Canvas%20term%201%202023.docx?web=1)[Rapid Action Plan Term 1 2023](https://schoolssaedu-my.sharepoint.com/personal/tiana_pietrafesa379_schools_sa_edu_au/Documents/Desktop/Assessment%20and%20Rating/PQIP/Term%201%20improvement%20planning/Rapid%20Action%20Plan%20Term%201%202023.docx?web=1)17.2.23 - Tiana, Kim and Kerri engaged at teaching sprints pd day with Simon BreakspearWe are noticing that children express ideas but aren’t articulating their thinking behind it. Some educators are unsure of strategies and ways to deepen this. Our sprint will focus on an intentional teaching strategy to support research | Engage in teaching sprint prepare phase * Use core documents around intentional teaching strategies to support children as researchers (EYLF, Oral Language Project, Literacy Guidebooks, Sustained Shared Thinking documents)

Tiana, Kim and Kerri to meet Friday, week 4 to discuss research and narrow down on what we are going for* Engage in the prepare phase week 5
* Plan to sprint from weeks 6 to 9
 |
| Educators intentionally design sustainable learning environments that promote children to be environmentally responsible and represent their thinking in symbolically |  work in progress  | 23.2.23Educators engaged in collaborative discussion around sustainability and what that looks like at our site. We possibility planned for how we can incorporate this into the curriculum in small or large groups and play | Educators engage with EYLF sustainability principles  Educators to intentionally plan for sustainability experiences through inquiry week 4 Friday and begin to implement from week 5  |
| ​​Educators will build knowledge and understanding of culturally responsive pedagogy to strengthen children’s learning​  |  work in progress | 20.2.23Educators have introduced a provocation table to explore children’s prior knowledge linked to cultural perspectives. We intentionally introduced the book ‘Somebody’s Land’ to begin making a connection to our Acknowledgement of Country. Through this we noticed some children were making connections to the pictures and actions of the story (such as fishing on the beach or having campfires).  | Educators to continue adding resources to the provocation area and document more of children’s thinking and knowledgeIntroduce the Acknowledgement of Country* Talk about the why
 |
| Educators will embed consistent critical reflection processes that support meaningful family and community engagement within the curriculum |  work in progress  | 23.2.23Through collaborative discussion, educators broke down what ‘critical reflection’ means to them. We discussed what this currently looks like at our site in terms of our curriculum.  | Read Critical Reflection and Ongoing Learning Professional Learning (EYLF Principles)  Document and record reflections weekly linking back to EYLF principles   Review reflections to identify change in practice and what this has meant  |

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| Goal 1: Extend children’s ability to express and represent their thinking and ideas  |
| Icon  Description automatically generated 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**

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| Priority | NQS links | Key steps | Timeline | Resources  | Roles & Responsibilities |
| Strengthen individual and group planning cycles through engaging with IESP  | 1.2.11.2.21.3.11.3.21.3.3 | Use IESP mapping tool to identify where and how funding will be usedUse mapping tool to support curriculum decision making for groups and individuals  | Review the mapping tool twice a term, use tool to inform planning fortnightly/half-termly | IESP mapping toolPlanning cycleOneNoteBudget tool | Whole staff team to document against mapping toolTeaching team to plan for individuals/groups of childrenTiana to organise where/how funding will be used  |
| Educators will embed birth to 3 learning strategies to engage meaningfully with families in talk, sing, play and read​  | 6.16.2 | Develop a birth to 3 curriculum around talk, sing, play and read | Term 1Week 4 (session 1) and 8 (session 2)Week 9 B-3 music PDTerm 2Week 1 (session 3) and week 5 (session 4)Term 3Week 1 (session 5) and week 5 (session 6)Term 4Week 1 (session 7) | Sessions with Jane Lemon, Kimberley and other playgroup educators Talk, Play, ReadWords grow MindsMusic in Education PD | Tracey and Candy engage in birth to 3Tiana to support Tracey and Candy |

**Progress notes**

National Quality Standard priorities

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| 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 |
| Strengthen individual and group planning cycles through engaging with IESP  | work in progress | ​​21.2.23Reflective conversation between Tiana and Kimberley (ECL) around planning cycle and how we can make the links clearer for individual and groups of children.  ​ ​Tiana engaged in discussions with Kim and Kerri (teachers) about what they are noticing and how we could strengthen the above areas.  ​ | ​​Analyse children’s learning Friday week 4 ​ ​Identify wonderings/possibilities for children as well as next steps ​ ​Group children with similar wonderings/possibilities and next steps ​ ​Group children linked to IESP mapping tool ​ ​Big picture planning with learning possibilities, learning intentions, educator say/do, child say/do, environment (both indoor/outdoor) ​ ​Staff meeting to go through the planning cycle  ​ |
| Educators will embed birth to 3 learning strategies to engage meaningfully with families in talk, sing, play and read​  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

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

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| **Name**Tiana Scott |
| **Date**Click or tap to enter a date.**Friday, 24th February 2023** |

Signature:

Endorsed by governing council chairperson

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| **Name**Sarah Ransom |
| **Date**Click or tap to enter a date.**Friday, 24th February 2023** |

Signature:

Endorsed by education director

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| --- |
| **Name**Adam Box |
| **Date**Thursday, 23 February 2023 |

Signature: 