Quality Improvement Plan for Acacia Kindergarten

Site number:

SE-00010107



STEP 1 Analyse and prioritise Signs in form of each year to solomitide next plan STEP 5 Review and evaluate Regin in term of a determine right is been an individual and implications for the next plan STEP 2 Determine challenge of practice plan in term of a determine royle for government preschools STEP 3 The sations for the next plan STEP 3 The sations for improvement Regin in term of each year to reform the next plan STEP 3 The sations for improvement Regin in term of each year to reform the next plan STEP 3 The sations for improvement Regin in term of each year to reform the next plan and monitor impact.

Service name

Acacia Kindergarten

Service address

12 Bailey Street, Mount Gambier SA 5290

Service approval number

SE-00010107

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

What to include:

- Acacia Kindergarten is a Department for Education Preschool. Acacia Kindergarten is a stand-alone kindergarten, and is co-located with Mount Gambier North Primary School.
- Acacia Kindergarten is part of the Department for Education Blue Lake Partnership.
- The kindergarten follows Department for Education School Term Dates.
- The kindergarten is entitled to four pupil-free days per year, and these are used as needed for professional development purposes.
- Acacia Kindergarten has an Inclusive Preschool Program (IPP) on-site which operates every Monday, every Tuesday, and alternate Wednesdays.
- Acacia Kindergarten offers a supported playgroup that is run every week on a Wednesday morning.
- Acacia Kindergarten acknowledges that, at times, families may need to access Kindergarten earlier or later than our normal operating times. To accommodate our families Acacia Kindergarten offers before and after kindy care.
- Staff Car Parking is available at 12 Bailey Street. Parents are able to park along Bailey Street or use a car park which is shared between Mount Gambier North Primary School and Acacia Kindergarten, located at Wimmera Street.
- After a whole of site collaborative review and evaluation of our 2022 improvement data the process has led to a 2023 improvement goal with a literacy focus, underpinned by our continued wellbeing and regulation work.

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Statement of Philosophy

Acacia Kindergarten educators are committed and reflective educators, who have been inspired to think deeply about our culture and practice. Our philosophy is guided by principles which we believe are integral to Acacia Kindergarten.

Values: Relationships, Respect, Responsibility

Vision: An inclusive community of powerful, resilient and connected learners.

Our Image of the Child

All children are uniquely capable, competent and social, demonstrating curiosity and resourcefulness about their world. As educators we respect the knowledge, experiences, culture and language each child brings, and learning environments are developed to reflect this image. We have a commitment to, advocate for and support each individual child's special rights. We acknowledge that wellbeing is the foundation for learning and commit to ensuring children's wellbeing is always our priority and support children to develop their emotional literacy and with co-regulation and self regulation strategies. Educators view children as active citizens, recognising their roles and responsibilities as participants in our kindergarten community. We will provide opportunities for children to explore their playful learning environment as we observe and listen with intent to support and extend their theories and understandings of the world.

Relationships

Responsive relationships support children's development, wellbeing and learning. Educators have been influenced by the sites participation in Circle of Security Training, and trauma informed practices and aim to develop secure, trusting and reciprocal relationships with children. We believe relationships between educators and children are crucial for their development of identity, sense of self and belonging at kindergarten. Educators will actively listen to and engage with children, while respecting times where children choose to discover on their own. Educators support children to interact with others with care and respect.

We aim to work in partnership with families by having a welcoming, respectful environment which supports open, honest communication with families. We recognise that families are a child's first educator and seek to work collaboratively and encourage families to actively participate and engage in the kindergarten.

Relationships between educators and other service professionals will be built upon respect, integrity and trust as we collaborate to support children's learning and wellbeing. We recognise that the diversity of our educator team supports the diversity of the children at our site, and will always be supportive of each other.

Environment

A welcoming, calm, aesthetically pleasing, natural space is created where a sense of belonging can be developed for all children, families and community members.

Educators believe environment is the 'third teacher' and intentionally plan for learning spaces in response to children's ideas and interests. Playful experiences allow children to develop learning dispositions, encouraging choice, enabling risks, play, wonder and discoveries in the process of learning. Learning environments support independence and interdependence as children can be alone, work with others, in groups and with educators. We have embraced a culture of nature play, encouraging children to develop a love and respect for the natural environment. Routines allow children long uninterrupted periods of time to explore the indoor and outdoor environment in all seasons. Acacia Kindergarten's location allows views across the city and crater landscape which allows connection to their community and fosters curiosity as the seasons change. Educators support children's connection with community spaces as a place for learning. Our sustainability strategy supports educators, children and their families to embed sustainable practices as an integral part of our daily program and lifestyle.

Play

Children have a natural desire to engage in experiences based on their interests and curiosities. Play gives children freedom to explore, practice and master skills, dispositions and knowledge, giving them a strong foundation in a changing world. Research shows that play is fundamental to supporting children's sense of identity, connectedness, wellbeing, engagement, literacy and numeracy learning.

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Playful learning environments are created to inspire children to engage in meaningful learning experiences. A balanced and intentional curriculum is planned which incorporates uninterrupted time for child-directed play, where educators scaffold children's learning, thinking and ideas.

Dispositions for Learning and Learning Processes

The purpose of education is to nurture dispositions so that children can reach their fullest potential and be successful in an ever-changing world. Educators believe that having a growth mindset is essential for children's learning and wellbeing. To support this, we plan for and provide opportunities to develop and strengthen dispositions for learning and learning processes.

Dispositions are 'habits of mind' and we focus on developing dispositions which we believe support children to become successful and effective lifelong learners. The dispositions we nurture are cooperation, confidence, communication, curiosity, purposefulness, persistence and resourcefulness. Learning processes such as exploration, collaboration, problem solving, experimentation, investigation, hypothesising, inquiry and research are scaffolded and supported in a flexible learning environment and through intentional teaching practices.

Listening

Educators honour and respect all children's voices, ideas, and theories, recognising children communicate in many ways. Authentic listening enables trusting relationships to form between educators, children and families. It gives educators an insight into individual children's worlds.

Educators support and model respectful interactions and dialogue between educator and child and between children. Scaffolding supports children to deepen their thinking, build on their theories and expand their vocabulary. This is the foundation of children and educator's inquiry work. Educators use documentation to make children's learning and voices visible. This is a tool for reflection and is used to then plan and resource future learn-ing possibilities.

100 Languages

The 100 Languages poem by Loris Malaguzzi provides a provocation for educators at Acacia Kindergarten to plan for and enable children to explore, discover, invent and dream. Educators acknowledge, value and encourage children to express their ideas, recognising that children are unique individuals who learn and represent their thinking in different ways. Educators create an environment where children can construct their own understandings with educators supporting and facilitating the process. Educators capture and celebrate children's many languages by making learning visible through documentation.

Community

Acacia Kindergarten embraces Mount Gambier's Charter for Children by supporting children to be active and visible in the community. We aim to work collaboratively with community members by learning together, connecting with community experts and actively use community spaces as places to support children's sense of belonging and learning.

The kindergarten builds relationships with future kindergarten families by offering playgroups and educators aim to work in partnership with schools to support children's transition and continuity of learning.

Documentation

Documentation is an integral part of our work, giving value to learning and making it visible for children, families and educators. It offers provocations, dialogue and a tool for continual reflection.

The Early Years Learning Framework, along with children's voices, interests and experiences inform our planning. Processes used to document, plan and assess learning are reviewed regularly to ensure our practices are effective in informing teaching and learning. Documentation is intentional as educators ensure it is purposeful, thoughtful and deliberate.

Observation, interpretation and analysis of children's learning is embedded in daily practice. Seesaw, a digital application, is used as a provocation for communication with families. Through formative assessment processes, educators gain insights into children's learning dispositions, learning processes and knowledge. Strength based assessment in the form of observations are used to inform future curriculum making decisions and extend learning. Summative assessment processes, through Learning Conversations and the end of year Statement of Learning celebrates and acknowledges the learning and distance travelled by children.

Teacher as Researcher

Educators at Acacia Kindergarten view ourselves as lifelong learners and researchers of childhood. We dedicate time to engage in professional dialogue, respecting and listening to each other's contributions. By engaging in ongoing professional development and professional reading, we challenge our thinking, and participate in critical reflective processes as part of our culture of continuous improvement.

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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

Quality Area 1: Educational Program and Practice

Still under review

1. Practice is embedded in service operations

Educators use the EYLF, IPNL, Talk Play Read and site philosophy, actively planning learning experiences for all children which are rich, meaningful and contextual, engaging in sustained shared conversations with children promoting children's sense of identity and developing children's knowledge. Authentic documentation is gathered on Seesaw and other forms of pedagogical documentation which educators reflect on regularly to inform future possibilities for curriculum planning. Our intentional planning cycle responds to children's knowledge, strengths and theories, providing an engaging learning environment reflecting the ELYF principles, practices and outcomes. Children are encouraged to reflect on their learning and children's voices are documented in observations and pedagogical documentation. Educators consistently incorporate each child's current knowledge, ideas, culture, abilities and interests in the program and these actively drive all aspects of the program. Educators engage with children for sustained periods of time, observing, listening and talking with them to determine their zone of proximal development, ensuring authentic engagement. Educators are supported to continually engage in professional learning whether on site or external. Meetings include professional learning through teaching sprints, practitioner inquiry and collaborative dialogue into pedagogical practices and children's learning, deepening educator knowledge using current evidenced research.

Children's involvement and engagement in learning is maximised through a program that includes long periods of uninterrupted play time inside and outside, providing all children the opportunities to explore, investigate and extend their learning. Educators ensure the routine is predictable for all children, providing smooth transitions for children and families. Educators, the learning environment and daily routines always remain flexible ensuring continuity of learning and responsiveness to children, their learning and wellbeing. A visual schedule is used throughout the day, supporting children's understanding of time, enabling them to predict what happens next. Routines support the embedding of intentional teaching within the program while educators also recognise spontaneous teachable moments building on children's learning through these experiences. Educators actively promote children's curiosity, thinking and reasoning skills using strategies of modelling language, concepts and open ended questioning. Educators co-construct learning with children by engaging in shared sustained thinking and conversations, researching and scaffolding through quality sustained interactions and joining in as a partner in play experiences. Learning is documented and reflected on through pedagogical documentation, enabling educators to intentionally plan for individual and group learning and create learning environments to extend and complicate children's thinking.

Children are viewed as capable and competent learners, educators enable all children to make a range of choices and decisions to influence events and their world by consistently considering, promoting and scaffolding to build children's agency. Learning environments and provocations enable children to freely explore, initiate and lead their own learning and learn from each other. Educators implement playful pedagogies supporting children's learning through the inclusion of loose parts and open ended resources, allowing time for children to make decisions and communicate their theories, listening and responding respectfully. Children accessing the Inclusive Preschool Program (IPP) are supported to participate in the mainstream kindy learning experiences when they

choose to, children who are bilingual are provided with extra support assisting their learning of the English and supporting progress. Small groups utilise the opportunity for intentional teaching, to model, conduct inquiry based learning, build language abilities and work as part of a team.

2. Practice is informed by critical reflection

Educators engage in collaborative dialogue meetings regularly to reflect on individual children's learning, group times, practices and pedagogy to ensure curriculum decisions are responsive to children. During the collaborative meetings, educators discuss observations made of children's zone of actual development and use this to consider their zone of proximal development to inform planning, scaffolding, teaching and behaviour management strategies. Continual and ongoing assessment of children's learning and development is part of our planning cycle, documentation and is an interactive process that drives the development of our program. Educators observe and record meaningful information to inform planning from multiple sources about children's learning and development using observations, team critical reflection, photographs, videos, family and specialists input. Children's learning is analysed in relation to EYLF and IPNL, taking into account multiple educator perspectives. Educators consistently use critical reflection of children's learning and development, both as individuals and in groups, formatively to scaffold learning in the moment, to review and revise the program and analyse children's learning. Programming is inclusive of all children and educators reflect and analyse learning occurring which then leads to curriculum decisions to extend and support children's learning and development. Our planning document records children's spontaneous play experiences and reflects changes that need to be made to the environment and learning intentions. Educators critically reflect on their personal teaching practices, strategies and reasoning behind them as well as children's learning, environments and site practice, family engagement, observations, collaborative dialogue, RRR data, Circle of Security (COS) and the Berry Street Education Model (BSEM) strategies and our site philosophy to inform changes in practice, environment and programming. Critical reflection is part of our day to day practices and educator r

3. Practice is shaped by meaningful engagement with families and/or the community

Enrolment meetings enable early relationships to be built and provides families with opportunities to share how they see their child as capable and competent and discuss site philosophy and pedagogy. When families pre-enrol they are encouraged to attend playgroup, where families and the child can develop close relationships with educators, become familiar with the learning environment and further share their knowledge of and wants for their child. Information about the child's family, culture, learning and care needs is collected through an enrolment meetings and collaborative conversations with families which are used to inform the program, teaching strategies and the learning environment. Children's voice and learning is captured through videos, observations and pedagogical documentation which are shared with families on Seesaw, inquiry floor books, individual learning journals and other forms of pedagogical documentation which families are encouraged to provide feedback and input about their child's learning and their perspectives of this. Educators engage with families about the educational program and children's progress to inform and support children's learning through accessible formats such as Seesaw, pedagogical documentation, parent questionaries, learning conversations, newsletters and informal check ins. Active collaboration with specialists both within and outside the Department for Education assist educators to make informed and up to date decisions to enable equitable access to the curriculum and the best outcomes for all children's learning.

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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

Quality Area 2: Children's Health and Safety

Still under review

1. Practice is embedded in service operations

Educators ensure that each child's health needs are consistently supported, monitored and promoted through collaborative engagement with families regarding their child's health which is documented and practices to ensure that all children's health and safety needs are met at all times. All children's details are updated regularly and all staff are made aware through staff meetings of any individual health care plans and any other health and safety needs of children. During outbreaks of infectious diseases, notices are put up at the entrance on the information board and on Seesaw. All educators have appropriate first aid qualifications and a refresher as completed every 3 years. Educators effectively meet each child's needs for sleep, rest and relaxation by ensuring there is a range of opportunities for both individuals and groups do engage in these opportunities across the day. A relaxation and rest period is part of the site's daily routine and children are invited to participate in a variety of experiences including yoga, meditation, quiet drawing, stories, music or calm play experiences. Educators actively and consistently promote effective hygiene practices which are embed in the everyday program, transitions and routines. Educators assist children in the toileting and hand washing routine, using modelling and visual aids to support where needed, reducing the spreading of diseases. The site is kept clean and maintained, educators clean the bathroom, kitchen and eating areas during the day and cleaners thoroughly clean each evening. Children are supported to eat in the dining room in a safe and hygienic manner and all children have access to fresh filtered drinking water. Staff conduct a daily safety check and children are supported to take supervised safe risks, making their own risk assessments. The site uses the concept of 'Jelly Legs' to support children's risk assessments. Benefit-risk assessments are undertaken with children when dealing with hazards and before excursions, these are documented in a risk assessment folder. Children, families and educators are aware of and follow sun and hot weather procedures in line with site policy. A record is kept of all visitors to the site. All cleaning products and other dangerous items are out of reach of children and WHS is an agenda item for each staff meeting any issues are recorded, discussed and followed up promptly by all staff, the WHS representative and the Director. Emergency procedures and exit maps are displayed at all entrances and emergency phone numbers are on display. All children are signed in and out each day and children are only released to authorised persons stated on enrolment forms. All children's emergency contact details are kept up to date and are portable in case of an emergency. Incidences are documented and responded to following the Department for Education guidelines and TRT staff are made aware of emergency procedures through the induction process. Educators have RAN training and use the "Keeping Safe" Child Protection Curriculum, documented in our weekly group planning document. Educators remain vigilant about observing signs of neglect or abuse and parent concerns are dealt with sensitively and appropriately, mandatory notifications being made when appropriate.

2. Practice is informed by critical reflection

Written procedures and schedules ensure a regular regime of cleaning is in place, these are critically reflected on as an educator team, with children, families and governing council to ensure effectiveness, and that they are meeting current guidelines and regulations for children's health and safety. Daily routines are developed to support children's healthy and active lifestyles, providing opportunities for healthy eating and physical activity and are routinely critically reflected on at staff meeting or at other times if the need presents. Educators critically reflect from moment to moment to stay attuned to the needs of all children ensuring each child's safety and well being is met, they critically reflect with children to gain their perspective and build their awareness of their own and others health and safety, effectively supervising children at all times, modifying and adjusting where needed and reflecting on this at the end of the day with other educators and families. Play spaces and equipment are

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arranged to ensure effective supervision, and are critically reflected on when setting up, during the day and at the end of the day. Educators ensure steps are taken to identify and manage risks with precautions taken to protect children from hazards and harm, these are reflected on to ensure they reflect best practice and are effectively implemented. Incident and emergency strategies are regularly practiced and reflected upon by educators to enable effective implementation. Emergency and evacuation practices are rehearsed six times per term with children which are recorded and critically reflected on within the Emergency Management Plan ensuring modifications and adaptations are made when and where necessary. Relaxation time is responsive to the children and changes as educators adjust to the children's needs day to day and reflect regularly on practices to ensure children's needs are being met. Educators ensure there are a variety of spaces in the kindergarten for children to rest when they feel they need to. All aspects of children's health and safety are formally and informally critically reflected on in a variety of ways that ensure there is engagement from all stakeholders to meaningfully shape all aspects of children's health and safety.

3. Practice is shaped by meaningful engagement with families and/or the community

Children's immunisation status and medical details are obtained during the enrolment process and recorded, conversations are held with families during this process about any individual health and safety requirements. Health care plans are written by health professionals when required, kept on site and shape site and educator practices. Health support agreements and safety risk management plans are completed with the families to ensure communication and administering of medication is clear with all educators and relief staff being informed of these plans and individual children's needs. Parents are notified of any incidences and accidents involving their child in a timely manner and these are documented in an incident/injury folder with families input and feedback shaping modifications to ensure children's health and safety is maintained. Healthy eating is promoted through the parent handbook, newsletters and in curriculum programming. Families are encouraged in pack healthy food options for children and use reusable containers. All families are given information about healthy lunch box options at enrolment. Educators understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness to child protection issues through our curriculum and information sharing. Families are provided with community and agency information through the newsletter, Seesaw, family information board and conversations, referring them to relevant information and advice. Child and Family Health Services and other health specialists are consulted by educators in collaboration with families to inform practice and ensure children's health and safety is maintained.

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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

Quality Area 3: Physical Environment

Still under review

1. Practice is embedded in service operations

Educators provide a stimulating learning and care environment for children, both indoors and outdoors. The indoor environment has a direct path to the toilets, indoor plants to improve air quality, large windows to enable natural light, large kitchen bench at child level to support children's involvement in experience, withdrawal space for therapists, parents, staff and lounges to allow resting spaces. A variety of learning spaces are available to children and spaces are changed in respond to children's learning. Cupboards and bench spaces are at child level to enable easy access to resources, agency and independence. A large office space provides educators with adequate space for administration and allows privacy when needed. All children are active participants at kindergarten with educators promoting the flexible use and interaction between indoor and outdoor spaces. Children are encouraged to take supervised risks and conduct their own self risk assessments. Sustainable practices are embedded in service operations and consistently promoted in the everyday program. The kindergarten aims to use natural and recycled materials where possible and the outdoor learning environment includes areas for children to explore including a digging patch, tree climbing, obstacle courses, recycled large moveable loose parts, camp fire area and creek. Children use rain water for water play and are regularly provided with opportunities to increase their understanding of natural environments and the interdependence between people, plants, animals and the land. The outdoor area includes vegetable gardens, composting systems, worm farm, recycling bins, rainwater tanks, and fruit trees. Learning experiences are planned to support understandings of food waste and children are encouraged to feed food scraps to the chickens and worm farm. Learning experiences are planned to support children's curiosity and wonder of the natural environment. Children participate in planned learning experiences that support their engagement with and respect for the natural environment. Facilities are designed to support the inclusion of children with special rights, including ramps and rails, as well as a specialised learning area for intensive support and learning. There are clear pathways which allow play spaces to be uninterrupted. The dining room area provides a space where children can engage in positive interactions and conversations with peers and educators at meal times. Preventative maintenance by Department for Education ensures the premises is kept well maintained. A maintenance schedule is developed, maintained and managed by DPTI.

2. Practice is informed by critical reflection

Children are supported to develop respect and ownership for their kindergarten and actively participate in setting up and resetting spaces, planning and organising learning spaces. Adequate resources are available for the group size and open ended, natural resources are used where possible to support children to explore, experiment, problem solve, create and challenge their learning with age and developmentally appropriate resources. A variety of learning spaces are available to children and spaces are changed in response to children's learning, needs and interests. The indoor and outdoor environment provides opportunities for children to take saferisks. Daily safety checks are conducted and documented by staff and the kindergarten is well maintained with daily cleaning. Risk/benefit assessments are conducted and documented by educators and children when necessary. Educators enhance the learning environment for children by ensuring that the kindergarten, furniture and equipment are safe, clean and well maintained. Educators work collaboratively with support services and specialist agencies to plan for the inclusion of children with special rights. The indoor and outdoor environments are set up to allow for individual and group learning and are flexible in their design, so they can be moved and set up to follow children's interests and ideas. Educators ensure that outdoor and indoor spaces support every child's participation and promote engagement in quality experiences in both natural and built environments that can be accessed independently. The natural environment is a focus for the kindergarten, providing opportunities

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for children to explore and develop relationships with living and non-living things are spontaneous and planned, as part of the site's philosophy and environmental sustainability strategy.

3. Practice is shaped by meaningful engagement with families and/or the community

A family roster is implemented to ensure washing is kept up to date. A large nature play area connects the co-located school and kindergarten. This area is frequently used by the kindergarten children and provides diverse and rich nature play learning experiences. We have a site-specific environmental sustainability strategy developed in collaboration with children, families, community experts and educators. Families are provided with a copy of the strategy on enrolment and information is regularly shared in newsletters and Seesaw to support sustainable practices. Children are actively encouraged to recycle materials and families are encouraged to pack lunches in reusable containers. Families are provided with strategies, hints and tips through the newsletter and seesaw to reduce the amount of waste created at kindergarten and at home. Mount Gambier's diverse natural environment provides a platform for ongoing environmental education. The crater lakes area can be viewed from kindergarten and provides a natural provocation for inquiry projects during the year. As we are continuing to improve our outdoor learning environment we are working with families and facilities to upgrade our space to ensure we capture their voice. The parent survey has made evident that families choose our site based on our welcoming and inviting play spaces which are open and responsive to our children.

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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

Quality Area 4: Staffing Arrangements

Still under review

1. Practice is embedded in service operations

Educators contribute to a high quality learning and care environment for children by maintaining educator to child ratios and qualification requirements at all times. Staff promptly support each other with tasks and in difficult situations. Educators promote positive relationships, and a safe and predictable environment for children and adults through embedded professional standards. Educators have close and respectful working relationships with each other and demonstrate the Department for Education code of conduct in their interactions. Staff at Acacia Kindergarten work cohesively and ethically as a team, there are clear methods of communication and support. There are many methods of communication between staff. Daily diary, emails, staff meeting minutes, One Note shared document, pigeon holes enable effective and efficient information sharing, as well as conversation. The Children participate in the set up and pack up of the site which also ensures adequate supervision is maintained at all times. Educators are given non-contact time for administrative tasks and collaboration allowing them the ability to focus fully on the children while educating.

Any new educators are strongly supported by all educators at the site and a comprehensive induction folder is available for new educators, volunteers and students on placement and regular relief staff are invited to professional development where possible. High levels of trust and integrity are visible between staff.

Educators develop and maintain positive relationships using Circle of Security and the Berry Street Education Model practices and strategies to meet the needs of all children. Regular relief staff are used to maintain consistency in staffing. The Code of Ethics is demonstrated by educators and site policies, including the Grievance Procedure, these are followed by staff at all times. All educators are provided with comprehensive information at the beginning of the year (Week 0) with service details, code of ethics, Protective Practices, the statement of philosophy, position role and responsibilities and professional standards as well as the opportunity to create whole staff expectations and group norms. Tasks and responsibilities are shared amongst staff and all staff are aware of their individual responsibilities. Educators continually improve their skills and consistently demonstrate a high level of collaboration with educators consistently demonstrating mutual respect, equity and recognising of each other's strengths and skills. Educators have easy access to documents such as National Quality Framework, Respect Reflect Relate and Early Years Learning Framework, Preschool Indicators of Numeracy and Literacy, Talk Play Read and Literacy & Numeracy Guidebook documents which drive our practice and site procedures.

2. Practice is informed by critical reflection

A culture of critical reflection, dialogue and ongoing improvement is evident. Educators explore the current year improvement priorities together. These are all discussed and planned thoroughly as a team. Educators reflect upon their own practice and pedagogy to provide a Performance Development Plan a lined with the Professional Standards to ensure they are working to their full potential. A strong, collaborative, respectful and supportive team environment is evident. Positive relationships between staff are evident, and there is a welcoming atmosphere. Weekly staff meetings, daily reflections and collaborative analysis meetings ensure staff have regular input to decision making and critically review and reflect on children's learning and our professional practices and pedagogy. Minutes of staff meetings are maintained and accessible to read within our One Note online document. A staff learning/reflection Floorbook is used as a way to document professional development, dialogue and reflection of pedagogy and practice. Processes used in staff meetings are purposeful and encourage collaboration, supporting individuals to learn from and mentor each other. A culture of professional inquiry and learning has been developed and staff are always encouraged to further develop their skills, knowledge and practices. The

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educator team has been part of Department for Education's trials, and projects, demonstrating a keen desire to develop skills, knowledge and strengths as `teacher as researcher'. The educator team at Acacia Kindergarten have been involved in professional inquiry projects focussing on developing pedagogical practice. More recently educators have been part of a STEM Research Project during 2017 and STEM Bridge Project in 2018 and were part of the LDAR Professional Development Project in 2019.

3. Practice is shaped by meaningful engagement with families and/or the community

Educators continually engage in training and development opportunities and network with other sites, and have a strong drive to learn more regardless of their experiences and knowledge. Educators are available at the beginning and end of day to allow effective communication with families. The site recognise that some families do not have email addresses, and limited English, therefore a key teacher and Bilingual Support Worker read and interpret any information to families on a regular basis in a culturally respectful and inclusive manner. All families have a communication pocket where newsletters, fee notices and other important information is shared. The newsletter, parent and community information and regular updates or reminders are put on Seesaw. Governing Council members are emailed correspondence regularly. The site engages with community members such as a local Artists, volunteers, internal and external health and support services, the co-located school community and indigenous community members. The structure of our sessions allow for continuity of educators to enable families to build trusting supportive relationships. Enrolment meetings at the beginning of children's transition visits supports families to become familiar with educators and for educators to gain valuable insight into the strengths, needs and interests of the children. Learning conversations throughout the year provide families with a variety of formats to give feedback, input information and develop clear shared goals collaboratively with educators.

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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

Quality Area 5: Relationships with Children

Still under review

1. Practice is embedded in service operations

Educators promote children's sense of security and belonging through their consistently warm, responsive and trusting relationships with children. Children are responded to in a respectful and trusting manner at all times and educators engage in sustained, rich conversations and positive interactions with children. Children approach educators to share their learning with enthusiasm, expressing their ideas and feelings with educators, also communicating their need for comfort and assistance. Children's diverse communication strategies are responded to and valued with children actively seeking out educators to support their learning. Educators are guided by the sites philosophy principle of `Listening'. Educators model explicit strategies to initiate interactions and join in play with other children and create opportunities for peer scaffolding in play and through routines. Educators consistently support and promote the dignity and rights of every child at all times. Educators support and encourage children's communication using a variety of strategies, including visual aids, AAC, key word signing and gestures. Educators encourage children to develop increasing responsibility for themselves and towards their learning and develop close relationships with peers during their play.

Educators consistently encourage and assist children to enhance the acquisition of skills for life and learning. Documentation of children's learning shows evidence that interactions with children are used to scaffold children's developing ideas and emergent curriculum planning ensures learning is responsive to children. Opportunities for collaborative learning experiences are planned and developed by educators and children to build a sense of respect and ownership within the kindergarten environment and are encouraged to care for each other and the facilities. An inquiry approach, utilising a Floorbook and individual learning journals to show formative assessment promotes small group collaborative inquiry projects which follow children's ideas and interests. Educators observe and listen to children's voices and use this information to plan further learning experiences. Educators also use this form of pedagogical documentation to analyse the child's learning and reflect upon their own practice. Educators have researched dispositions and processes for learning and with this knowledge are further able to support children's development of dispositions and learning processes.

Acacia Kindergarten is a diverse learning community, and children from diverse backgrounds and capabilities are respected and included in experiences with others. IPP educators, Preschool Support Workers and staff develop strong relationships with children with identified special rights and all educators are sensitive to individual children's needs and confidentiality is maintained at all times.

A clear and consistent behaviour support policy is followed and all educators and families are aware of this. Our 'Interactions with Children: Behaviour Support Policy', is reflective of Circle of Security, Berry Street Education Model and the site's philosophy and practices. A flexible but predictable routine allow educators to spend periods of quality time with children, individually and in groups.

2. Practice is informed by critical reflection

Small groups, established through carefully considering and reflecting upon dynamics of children and relationships with educators, promote and assist children to develop close and meaningful relationships with educators. Educators assess the quality of interactions and relationships with children informally through collaborative conversations and formally using the RRR Relationships observational scale. Educators observe children's play with intent, and children's cues and involvement in their

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play are used to guide the level and type of educator engagement. Educators effectively facilitate collaborative learning opportunities and every child is consistently supported to work with, learn from and help others.

Educators support and encourage children to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict. Educators model explicit play, social skills and strategies to scaffold children's social development, modelling and encouraging child friendly ways to promote positive interactions and behaviour, such as, 'thumbs up, thumbs down', 'safe hands, safe feet, 'safe words/mouth', and 'jelly legs'. A predictable routine, safe learning environment and clear expectations supports children to behave in positive ways. Planning for social skills and the CPC, educators build children's developing understandings of feelings, interoception, self regulation strategies, inclusion and exclusion, fair and unfair, respect and the rights and needs of others.

3. Practice is shaped by meaningful engagement with families and/or the community

All children and their family are welcomed on arrival, developing their sense of belonging to the kindergarten. Families are welcomed to the kindergarten formally during an enrolment meeting, through learning conversation meetings and informally in daily conversations. Educators work with support services, other agencies and families to support children with diverse learning needs, different cultural backgrounds and have English as a second language. Educators work closely with internal and external specialists to identify appropriate strategies for individual children. Educators work collaboratively with families and Support Services to plan for the inclusion of children with have significant behavioural, social difficulties and or spacial rights. Information is gathered from families upon enrolment about any concerns they have for their child and these are discussed with educators and where necessary strategies are put in place to support the child while at kindergarten. Regular conversations with families about children's social, emotional and learning development occurs and is documented. 'Thumbs up, thumbs down', and visual strategies are used to support children's understanding of appropriate and inappropriate behaviours. These strategies are shared with families to allow for consistent behavioural approaches. Behaviour support plans and One Plans are utilised for children with severe behavioural or learning differences in consultation with families and support services.

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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

Quality Area 6: Collaborative Partnerships with Families and Communities

Still under review

1. Practice is embedded in service operations

Educators actively communicate, consult and collaborate with families in an effective enrolment and orientation process, they are offered a range of opportunities to be actively involved and are encouraged to contribute to kindergarten decisions. Prior to pre-entry, families are invited to attend an enrolment meeting, during this time, families are given a tour of the site and an overview of the kindergarten routines, practices and the learning framework used. Philosophy, handbook, enrolment forms and any other relevant information is given at this time and discussed as necessary. All families and children are personally greeted on arrival and departure to kindergarten each day and educators spend time with families during drop off and pick up times to share their child's learning. Children who are distressed when separating from parents are supported and closely observed by their key educator and families are offered reassurance with a phone call or a post on Seesaw. Families are encouraged to contact the kindergarten by phone or Seesaw to ask about their child's well-being if they are concerned. Families also ask educators about their child's time at kindergarten and are welcome to discuss any concerns in private.

Relationships are established and the kindergarten actively engages with the local community. Regular excursions are planned to support children's connection to community and extend learning experiences. Educators work closely with local elders, where possible, to establish connections and raise educator understandings of the local indigenous heritage. Local dreaming story about the crater lakes and volcanic region, Craitbul, is integrated into the learning program. Links with relevant community and support agencies are well established and maintained consistently. Families are provided with comprehensive and current information about the kindergarten in an accessible format and are provided with current information about community services and resources in a variety of forms. Current information about the kindergarten is on display at the main entrance and Seesaw keeps families informed about children's learning and development. Our newsletters inform families of relevant information about the site, community events/services, information about the learning occurring at kindergarten, and ideas for parents on how to support their child's well-being and learning home. Important notices are on display on Seesaw and information boards as necessary. Families are informed through newsletters, and during Governing Council meetings about the site's improvement plan in relation to the NQS and are regularly updated on progress. To ensure each child is able to fully participate in the program, inclusion and support assistance is consistently facilitated. Educators attend training and development when available to support ongoing responsiveness to children with special rights and the kindergarten ensures the physical environment and resources available accommodate and are inclusive of children's additional needs and support their learning. Our Inclusive Preschool Program (IPP) provides a safe and nurturing environment for children with special rights. One Plans for individual children are written in collaboration with other support services, agencies and families. They identify individual goals and are reviewed and updated with all stakeholders. Educators also give families details and information of community services which may be used to support their needs through informal conversations. We offer the Circle of Security program to our families and community in term 2 & 3 further enhancing partnerships with our families and community. The kindergarten has established strong links to the co-located school (North Primary School) with regular visits to both the mainstream classes and special options class where collaborative learning and shared projects occur. Services offered through the North Primary School Hub are also available for our families to access with a playgroup being offered in term 4 for children to transition smoothly to school. Children from the school also visit the kindergarten in a peer mentoring role and to build and maintain connections and relationships. Transition meetings are also held between schools, kindergarten staff and other support services before children begin school to discuss individual children's capabilities. Children in the IPP visit the co-located special options class across terms 2-4 and the Special Education school (Gordon

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Education) in term 4, enabling them to access an extended transition period and developing their skills in new environments. Transition visits and conversations with educators from the schools our kindergarten children go to has developed collaborative partnerships with these sites. A collaborative approach to children's learning outcomes has fostered a strong partnership with Support Services and external specialist and agencies enabling educators to support the best outcomes for children and facilitate partnerships between families, specialists and external agencies. In 2021 we have a collaborative partnership with the Mount Gambier Library as they facilitate the Books In Homes program with our kindergarten educators, children and families.

2. Practice is informed by critical reflection

Families and children with English as a second language are supported through the enrolment process with the assistance of Bilingual support worker and families who enrol children with special rights have the opportunity to share information about the services involved with the child, relevant information, special equipment and support required. This information is documented by educators and shared to all staff and regularly reflected upon to ensure it is informing practice. This process is reflected on to enable educators to consider the effectiveness of the process and potential modifications that may need to be made. Acacia Kindergarten strives to be a warm, friendly and welcoming site and families regularly comment on this and it's evident in the Department for Education's annual parent opinion survey data. Governing Council are consulted throughout the year for feedback about the site enrolment processes and family engagement. Collaborative Learning and shared projects with the schools co-located provides further opportunities for critical reflection on current practices to ensure continuity. Transition meetings are also held between schools, kindergarten staff and other support services before children begin school to discuss individual children's capabilities and continuity between learning strategies are reflected on to inform the next year. Educators regularly reflect on how we can continue to build partnerships with families and community in authentic and meaningful ways that are connected and relevant to the children's learning. The indoor and outdoor areas are developed to reflect the local community where possible. The way that Acacia Kindergarten works in collaboration with support services, health professionals and other services and agencies is reflected upon as an educator team to ensure the collaboration with and between services supports children needs for outside agencies input, education and care.

3. Practice is shaped by meaningful engagement with families and/or the community

Families are encouraged to become actively involved in the kindergarten. They are invited to attend playgroup before their child starts kindergarten, and encouraged to join Governing Council. Information about how to become involved at kindergarten is on display at the beginning of the year. Parents regularly participate and help on excursions. Families are encouraged to share information with educators about their family and child's interests, values, strengths, and expectations through formal and informal conversations. Family events are organised each term such as, picnic nights, special person morning teas, twilight kindergarten and end of year celebrations. Families are asked to contribute ideas to policies, and suggest ideas for improvement and are given a copy of a new policy during the review process. The kindergarten's Governing Council allows families to become actively involved with and contribute to decision making processes.

All enrolling families are encouraged to attend playgroup. This supports transitions from home to the educational setting. During playgroup, families become familiar with the site, the educators, building relationships and a sense of belonging prior to beginning kindergarten.

Relevant information and collaborative strategies are promoted to support the continuity of learning and transitions for each child. The kindergarten visits the neighbouring school weekly and uses facilities available. The schools Reception classes visits the kindergarten regularly. This supports children who have transitioned to school to maintain connections and relationships with the kindergarten and also allows the kindergarten children to being establishing relationships with the school. The Mount Gambier North Primary School Community Hub is accessible to Acacia Kindergarten families. An A.C. Care social worker is available for all kindergarten families for counselling and is able to provide referrals to specialist support pathways.

Educators that are Circle of Security facilitators offer this program to our families and community members to support parents to build strong relationships with their children and better understand behaviour.

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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

Quality Area 7: Governance and Leadership

Still under review

1. Practice is embedded in service operations

Continuous improvement structures and routines have been implemented at a leadership level to ensure site improvement and educational leadership is ongoing across the year. Termly cycles of measurable actions for improvement both at site and educator level are used to maintain improvement focus directly linked to our QIP goal. These actions are regularly check on and reviewed with the leadership team and termly reviews guide the next terms planning of actions. These structures also include a year long practitioner inquiry involving an educator challenge of practice also directly linking to our QIP goal, this aspect of our site improvement focuses on educator's practice to build better outcomes for children across the year, also benefiting future children as we improve our teaching practices. Smaller termly cycles of educator improvement we call "teaching sprints" are also focused on ensuring our QIP goal is achieved through developing educator practice and strategies that increase children's outcomes in the different areas of the Success Criteria of our QIP. Regular check in meeting are structured into routines to ensure all educators are on the same page, feel supported and make progress in their practices. All Indigenous children are included in our focus groups for teaching sprints to ensure their learning and needs are being met and modifications can be made where needed. Teacher/ECW collaborative mentoring teams have also been established to build on our supportive educator team, building capacity and continuity across all educators.

The site's philosophy statement is reviewed annually by educators and the Governing Council where the sites practices, values and vision is assessed and reviewed to ensure it is consistently implemented in all aspects of the service's operations. The NQS are also reviewed annually as an educator team and input from Governing Council is sort on term 4. This review process allows the site as a whole to celebrate the things we are doing well and reveals areas for improvement, from this the annual report is written and the next years QIP is developed. The Governing Council, families and the educator team review policies and procedures across the year ensuring they align with site practices, philosophy, EYLF, NQS and evidenced research of pest practice. Weekly collaborative conversations meetings have been structured to ensure the learning program and practices are analysed, reviewed and modified where needed to continuously maintain an environment that is responsive to the children's learning and care needs. Authentic, meaningful and quality documentation of learning is monitored to ensure it is visible for children and families and provides evidence of children's voice and an understanding of children's learning and effective pedagogical practices in line with the site philosophy, EYLF and NQS.

Administrative systems are well managed and contribute to continuous improvement. The site has an active Governing Council who contribute to the management, operations and decision-making processes of the service. Governance documentation is kept in the office and emailed to Governing Council members regularly. The site follows Department for Education policy on Governance and the Grievance policy is on display on the Parent Information board. Any grievances are documented and confidentially stored. Information is displayed as required under the National Regulations with up to date prescribed information being displayed including the nominated supervisor for each day. The site follows the Department for Education parent complaints process.

A new comprehensive induction process has been developed for new educators, volunteers and student teachers, following Department for Education guidelines and regular relief staff are used where possible which provides consistency for the site and children's learning. Relievers are given information of their role and of centre operations. At the beginning of each year, or with any new educator, all staff are given a comprehensive induction of the site, roles and responsibilities. These roles and

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responsibilities are written in line with the NQS and reflect the EYLF. Staff agree upon their roles and responsibilities and are clear on expectations of their role. Staff have developed shared agreements which everyone has agreed to abide by during professional learning and conversations. The performance development cycle at this site ensures all educators have identified areas for development and work towards these throughout the year. Termly meetings are held between the Director and educators to review their wellbeing, performance development plan and practice. Performance development plans reflect identified site priorities in the QIP, the Partnership and Department for Education Strategic Plan. Educators utilise the National Professional Standards for Teachers and the Director utilises the National Professional Standards for Principals.

2. Practice is informed by critical reflection

Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. All policies and procedures are developed in collaboration with educators, families and the Governing Council and are reviewed annually. A site policy handbook is given to all families and staff at the beginning of each year and is available at the parent information board. To promote ongoing service improvement educators, families and children contribute to a self-assessment and quality improvement process to ensure practices and program delivery matches the service's self-assessment and priorities identified within the QIP and progress notes are documented. All documentation of previous Quality Improvement Plans and progress towards goals are available and demonstrate the sites long term commitment to continual improvement. The Quality Improvement Plan is reflective of the Blue Lake Partnership Plan vision and priorities. Parent and staff opinion surveys are used to collect information about their perception of the kindergarten. The education leader works closely with other educators to provide curriculum direction, offer support, suggestions and feedback.

Governing Council participate in a review of the Quality Standards towards the end of each year. Areas for improvement identified in data collected from site self-assessments are addressed in the following years Quality Improvement Plan. A formal and comprehensive annual review is written by the Director for educators. This identifies strengths and areas for improvement for the following year.

Educators engage in professional reading and discuss new ideas and research and the implications for our service during staff meetings. Professional dialogue about practice are held weekly. Staff review and reflect on pedagogical practice and discuss strengths and identify things to consider.

3. Practice is shaped by meaningful engagement with families and/or the community

Families and Governing Council are consulted across the year in both informal and formal ways and remain a highly valued partner for our site. The site's philosophy statement is given to all families on enrolment and is on display to encourage awareness and collaboration. All families have access to policies and procedures and are actively encouraged to provide their feedback and input across the year. Information is given to all families on enrolment, is on display, and available on the site website and Facebook page to encourage active conversation about our site. Conversations, concerns or grievances raised by families are documented by staff, followed up in a timely confidential manner and revisited with families to ensure outcomes are positive. The Governing Council are presented with Quality Improvement Plan progress twice per term at meetings and are asked to provide their feedback on the sites progress towards the QIP goal in direct relation to their own children's progress and what they notice at a site level. Families and staff complete perspectives surveys that provide direct feedback to leadership which influence and drive improvement priorities. Collaboration with our Education Director and the Early Childhood Leader supports leadership at this site as they support the implementation of site, portfolio and state priorities and provide focused learning opportunities, feedback and feed forward to help drive improvement. Collaborative partnerships and regular meetings with other kindergarten Directors in our portfolio help to maintain supportive leadership relationships, building capacity, continuity and consistency within our region.

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Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Acacia Kindergarten

Goal 1: To build children's ability to represent and express their thinking

And STEP 2 Determine challenge of practice

Challenge of Practice:

If educators engage in sustained shared thinking through playful literacy pedagogies, children will increase their ability to represent and express their thinking.

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

Through ongoing analysis of pedagogical documentation, we will see and hear children

- use longer and more complex sentence structures
- representing their thinking and ideas in a range of ways, in increasing complexity
- engaging in reciprocal shared conversations more often



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educator will build their understand of how to	1.2, Practice	Playful Literacy	Leadership - Facilitate e-course	- Lisa Burman - Playful Literacy
engage in sustained shared thinking through	1.2.1, 1.2.2, 1.2.3	e-course Term	modules and reflection sessions.	e-course
playful literacy pedagogies.		1 & 2 weeks 2,		- Literacy Guidebook -
	5.1 Relationships	4, 6, 8, 10.	Sprint Leaders/Lead teachers -	strategy 1.3: Deepen
	between		lead and facilitate sprint work	educators' literacy knowledge
	educators and	Term 1, 2 & 3		- Talk, Play, Read
	children 5.1.1	Teaching Sprint	All Educators - engage in	- Preschool curriculum
	5.2 Relationships	weeks 3-7	professional development	resources overview, and
	between children			Domains
	5.2.1		LET - supporting the facilitation	
			of this work	

Educators will design responsive learning environments to support sustained shared thinking.	3.1 Design 3.1.1 3.2 Use 3.2.1,.3.2.2	Terms 1-4 weeks 3 & 6	Director – Rating Observation Scale for Inspiring Environments (ROSIE) & Reflect, Respect, Relate (RRR) scales to reflect on environment to inform planning All educators – engage in planning cycle	- RRR involvement scale, active learning environment - EYLF principles and practices - ROSIE scale
Educators engage in reading and writing conferences with children in play.	1.2, Practice 1.2.1, 1.2.2, 1.2.3	Term 1 weeks 5 & 9 gather data of children's reading and writing Term 2 & 3 teaching sprint weeks 3-7.	Director - Term 1 gather educator data Educators gather data on their focus children.	Already read – Matt Glover & Katie Wood Ray I am Reading – Matt Glover & Kathy Collins Matt Glover T&D
Educators will strengthen pedagogical documentation by continuing to document and analyse educator actions and interactions to analyse teaching strategies and inform curriculum decision making.	1.3 Assessment & planning 1.3.1, 1.3.2, 1.3.3	Term 1–4-week 3 - data collection audit and analysis Terms 1-4 weeks 3 & 6 educator peer mentoring	- Leadership- analyse documentation and practice to provide feedback & coaching Teachers – use the top tip's data collection tool to audit data collection and analysis across the year - Teachers – use the curriculum resources to inform planning and analyse learning Teachers – document their actions and interactions within children's play to inform planning and educator actionsAll educators - actively engage in peer mentoring sessions.	- Leading teaching and learning with pedagogical documentation - Top tips tools - Preschool Curriculum resources - Curriculum Support team - Kimberley Crowe – ELC

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Goal 1: To build children's ability to represent and express their thinking

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 Educator will build their understand of how	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	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?
to engage in sustained shared thinking through playful literacy pedagogies.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will design responsive learning environments to support sustained shared thinking.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators engage in reading and writing conferences with children in play.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will strengthen pedagogical documentation by continuing to document and analyse educator actions and interactions to analyse teaching strategies and inform curriculum decision making.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To build children's ability to represent and express their thinking



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.

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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Increase understanding and embed practices to support all children's emotional wellbeing and regulation.	1.1 Program 1.1.1, 1.1.2, 1.1.3 1.2, Practice 1.2.1, 1.2.2, 1.2.3 1.3 Assessment & planning 1.3.1, 1.3.2, 1.3.3 3.1 Design 3.1.1 3.2 physical environment - use 3.2.1 5.1 relationships between educators and children 5.1.1, 5.1.2 5.2 relationships between children 5.2.1, 5.2.2 6.1 Supportive relationships with families 6.1.1, 6.1.2, 6.1.3 6.2 Collaborative partnerships 6.2.1, 6.2.2, 6.2.3	Continue to develop our understanding of BSEM Extend our strategies for regulation with the use of our well-being dog and actively use them as a tool to assist children's emotional understanding and regulation strategies. Embed zones of regulation in our curriculum planning and actively use this with children across the year. Use regulation and wellbeing tools and knowledge to analyse and reflect on curriculum, educator practices and the learning environment. COS — with new educators and family sessions.	Click or tap here to enter text.BSEM - Across the year as PD opportunities arise COS – term 1 with new educators and regular relief staff, family sessions terms 2 & 3 ZOR - Beginning week 1 term 1 - continue across the year. Terms 1-4, weeks 3 & 6 routines reflections & analysis to inform adjustments and planning.	BSEM COS Wellbeing Dogs Dogs connect mentorship program Zones of Regulation Scheduling of routine reflection and analysis of indoor/outdoor spaces and resources.	Leadership - Organise & plan PD, oversee and support implementation where needed Lead Teachers - Plan, implement, analyse, track and monitor All educators - implement strategies, observe, and engage in collaborative analysis of learning Leadership to liaise with Ventia consultant and other stakeholders.

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Outdoor/indoor redevelopment -	1.1 Program	Working alongside	Term 1- contact	Family, children,	Leadership to liaise
To provide open ended,	1.1.1,	Ventia to plan and	Ventia with plan	educators, and	with governing council,
challenging & sustainable learning	1.2, Practice	progress site works.	of	Governing Council.	families, community,
provocations & environments.	1.2.1, 1.2.2, 1.2.3		improvements	_	and educators.
	1.3 Assessment &	Consult with Governing	for 2022.	Local cultural groups &	
	planning	Council and families to	Term 1 - weeks	community members	Leadership to liaise
	1.3.1, 1.3.2, 1.3.3	gain their input.	4 & 8		with local cultural
	3.1 physical environment - design 3.1.1 3.2.1 3.2 physical environment - use 3.2.1, 3.2.2, 3.2.3	Consultation process with local cultural groups.	Term 2 – 4 weeks 3 & 8 Term 2 - discuss with local cultural groups how we can reflect their perspectives in		groups & community members.
		0 11 11	our upgrades.	Clieb and and a nation of data	
Build understanding of culturally	1.1 Program 1.1.1,	Consultation process	Click or tap to enter a date.	Click or tap to enter a date Culturally responsive	Leadership - Organise
responsive pedagogies.	1.1.2, 1.1.3 1.2, Practice 1.2.1,	with local cultural	Term 4 –	pedagogies	& plan PD,
	1.2.2, 1.2.3	groups, indigenous elders, and ESL	collaborate with	- Culturally inclusive	incursions/excursions,
	1.3 Assessment &	educators at our co-	ESL teacher at	pedagogies	oversee and support
	planning	located school.	North Primary	pedagogies	implementation where
	1.3.1, 1.3.2, 1.3.3	located scribon.	school to discuss	Talk, play, read	needed
	1.0.1, 1.0.2, 1.0.0		bilingual	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	3.1 physical		teaching	Playful literacy	Lead Teachers - Plan,
	environment -		strategies.	pedagogies	implement, analyse,
	design 3.1.1				track and monitor
	3.2 physical		Term 1 - 4		All advantage
	environment - use		implement and		All educators -
	3.2.1		review		implement strategies,
			discussed		record observations, and engage in
	5.1 relationships		strategies to		collaborative analysis
	between		build sites		of learning
	educators and		understanding		3. 100.11110
	children 5.1.1,		of bilingual		
	5.1.2		teaching		

5.2 relationships between children 5.2.1, 5.2.2		strategies and responsiveness to cultural	
6.1 Supportive relationships with families 6.1.1, 6.1.2, 6.1.3		needs Term 4 - review progress towards priority	
6.2 Collaborative partnerships 6.2.1, 6.2.2, 6.2.3	Review, reflect on and implement culturally responsive pedagogies and culturally inclusive pedagogies.	Terms 1-4 week 8	
	Review, reflect on and implement talk, play, read and playful literacy pedagogies.	Term 1-4, weeks 4 & 7 - whole group planning	

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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?

nave our actions been?				
	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	Next steps
Priority	On track		(Are we improving practice and learning outcomes?)	
,	Needs attention/work in progress		Enter the evidence of impact of your actions for children and families	
	Not on track			
		your notes to ensure you track and monitor adjustments progress of your plan		
Increase understanding and embed practices to support all children's emotional wellbeing and regulation.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Outdoor/indoor redevelopment - To provide open ended, challenging & sustainable learning provocations & environments.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Build understanding of culturally responsive pedagogies.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Acacia Kindergarten

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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

Name ane McDonald	
Date Tuesday, 14 March 2023	

Signature:

Endorsed by governing council chairperson

Name
Andrew West

Date
Tuesday, 14 March 2023

Signature:

Endorsed by education director

Name Adam Box

Date Wednesday, 1 March 2023

Signature:

