

2023

Quality Improvement Plan for Ardrossan & Districts Community Kindergarten

Site number:

6603



Service name

Ardrossan and Districts Community Kindergarten

Service address

26 West Terrace, Ardrossan SA, 5571

Service approval number

6603

Acknowledgment of Country

Nha Marni, Hello. We are on Nharangga Country, Barni barnagu bangarahh barni barnagu wardli – this is their country this is their home. We Acknowledge this land that we meet on today is the traditional land of the Nharangga people. We respect their spiritual relationships and cultural beliefs that are still as important to the living Nharangga people today.

Ngyungai thank you.

Service context

Ardrossan and Districts Community Kindergarten is situated in rural South Australia within the Kadina Portfolio and a part of the Southern Yorke Partnership group. We have been operational for 55 years as a standalone preschool, offering the 15 hours per week allocated to preschool aged children, over a 5 day fortnight. We have a transition program run throughout the year with the town's only school, Ardrossan Area school, but also feed into 2 other schools, Central Yorke School and Maitland Lutheran. Additionally at our site we offer a 2 session, Occasional Care program for children both over and under 2, a Pre-Entry transition program a term before starting Preschool, Early Entry when needed, library borrowing, Beach Kindy and campfire experiences

We work and liaise with the DECD services, Healthy Families teams, CAFHS, DCP and families SA. We refer and support children and their families, when the need arises, partnering with them and their therapists to provide continuity of growth and development.

Over the past 2 years we have been looking at children's engagement of different texts and how we can increase children's inferencing, predicting and questioning of text through targeted, intentional teaching strategies using the different levels of comprehension (Literal, Inferential and Evaluative/interpretative). This work will continue in 2023.

Operating Hours:

Tuesday	Wednesday	Thursday (Weeks 2, 4, 6, 8 & 10 of a Term)
8:45am	8:45am	8:45am
2:45pm	2:45pm	2:25pm

Occasional Care	Thursday
Morning Session – Under & Over 2's	8:45am – 11:30am
Afternoon Session – Over 2's only	12pm – 2:45pm

Parking available on site.

Statement of Philosophy

At Ardrossan and Districts Community Kindergarten we believe in building strong relationships with educators, children, families and the community to provide a play-based learning environment with the emphasis on natural outdoor learning spaces to foster equal and equitable opportunities for all children, including Aboriginal and Torres Strait Islander children. Our goal is for children to develop into life-long learners who are empowered to contribute to our reconciliation journey and are positively driven to influence our community in a local and global context.

The vision statement was reviewed by our Aboriginal Community Education Team Leader, families, GC, Educators and children in Term 4, 2022.

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

Practice is embedded in service operations

Educators use intentional teaching strategies which complement the PQIP goal and children's individual learning goals. This includes providing instructions/intentional support during group times, bookmaking sessions and shared reading experiences. Children have a range of experiences to choose from which have all been intentionally selected and prepared to support the 5 learning areas of the EYFS. Through professional development, staff have developed new ways of working - particularly in terms of Pedagogical Documentation and how it is used.

This year we collaborated with a First Nation Peoples Artist to be our Artist in Residence to educate us in our area significant stories and totems, histories and culture. Children were intentionally instructed on drawing and painting techniques and were invited to paint on display panels to be displayed on the outside of our Kindy.

Practice is informed by critical reflection

Educators have strong understandings of the 5 learning areas of the EYLF, which they draw upon during the planning cycle. Educators collaborate with families to formulate individualised learning goals for children. When programming, these goals are used to guide planning and make links to the curriculum and PQIP. As part of the planning cycle, educators identify ways to connect with individual children, recognise their strengths and look for opportunities to stretch. Pedagogical Documentation is regularly reviewed and analysed as a way to identify next steps for individual children. Another part of this review process is the analysis of educator's teaching practice. Through critical reflection and collegial discussion, educators identify next steps for themselves to further each child's individual learning journey.

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

Educators meet formally with families twice a year to discuss children's learning and seek family perspectives. Families' goals for their child are incorporated into our programming. Each fortnight, an intentional teaching focus which is linked to the curriculum and PQIP, is displayed on a whiteboard for families to see, and is also sent via text message. Informally, educators and families have regular conversations at drop off and pick up times, or through phone-calls and text messages. Educators seek opportunities wherever possible to include families in the program, for example inviting families in to the centre to share special knowledge or skills. Governing Council are informed of curriculum intentions, update to PQIP goals and the where to next in curriculum decision making.

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

Practice is embedded in service operations.

We have built a relaxed and happy atmosphere by creating an aesthetically pleasing environment, using soft furnishings and natural elements in our interior and exterior design. We talk with the children with low calming tones and acknowledge all children's feelings and emotions by responding in a meaningful and respectful manner. We encourage children to live active and healthy lifestyles and as a part of our practice, we have been growing and cooking our own food. During programing, one area we have focused on is our supervising strategies. We revised our supervising plan and had discussions with the acting Education Director and the Early Years Leader. The outcome of these discussions was to section off a portion of our yard so that we could better observe children at all times. We check play equipment is safe and in good working order, placed in spaces that adhere to 'The outdoor learning environments standards'.

Practice is informed by critical reflection

Through critical reflection, we updated our risk assessment of our yard, supervising plans, and transition risk assessment. Additionally we looked at our safety policies for our Occasional Care program, informing and updating staff on all policy changes. We use a part of the day for relaxation for children, as we respect the need for children to relax during the day. During this time, children are given a choice to; read, relax or write. Children can participate in cosmic yoga to help control their breathing, engage mindfulness, and utilise calming stress relief techniques. .

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

- To support families during Covid-19. We increased our communication with all families to keep them informed and support them in any way they needed. Parents responded with feedback
- In response to parental concern, we implemented a yard and play audit to observe where children played across the day. We trialled a yard subdivision to enhance our overall ability to supervise all children at all time.

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

Practice is embedded in service operations

As part of the leading practice for this year, our focus was around sustainability. Someone from the community gave us a sunflower head full of seeds so using this as a provocation; we started a mini inquiry looking at the life cycle of sunflowers with the children. Using the information recorded by the children, this mini inquiry informed us that some of the children had prior knowledge of gardening and plants. We removed the seeds from the flower head and from research via the internet; we left the seeds to dry for around 6 months before planting them.

Another part of the discussions with children was where and what we should plant in our garden. The results of the discussion and with the help of children, we moved some of the existing garden beds to new locations and created new spaces with old tyres. Each planning and programing time, staff reflected on garden progress and children's engagement.

We intentionally bought herbs and winter green veggies to plant for children to have sensory experiences. Children were involved in planting, watering and later, harvesting. We used the produce to make food and this enabled children to try new tastes. Many cross-curricular outcomes were involved such as numeracy (number, quantity, weights and measurements, time, (EYLF Outcome 4). Language (Tier 2 and 3 words such as spinach, temperature, recipe, measuring cup, grated cheese, feta cheese, pastry, harvest (EYLF Outcome 5) also conversation around process, including describing the taste (EYLF Outcome 3, 4 and 5 and Literacy Indicators I use language to connect with my world). Literacy - looking at recipes, measurements, writing about what we did to reflect (Literacy Indicators– I engage with text and make meaning).

Overall, we achieved what we set out to do. On average, we have around 50 – 75% of children attending the garden each day, whether to water, find produce or just look at it. Staff maintained a presence in the garden to support children in caring for our plants. In our reflective process we decided after the success of this year, to continue next year but look more towards recycling aspects of sustainability.

Practice is informed by critical reflection

Through our Ped Doc data, we noticed there was very little engagement in caring for and participating in the garden by children. As a team we critically reflected on the possibilities and discussions lead us to wondering, Was it the position of the garden beds? Was it what was planted in the garden? Was it staffs lack of engagement in the garden area that was reciprocated in children's choices of play? Were we purposefully programing for garden exploration? We concluded 1. The coverings over the garden beds made it "out of sight, out of mind". 2. The location of the garden beds were at the outer edges and uninspiring. 3. Teachers and educators were not vesting time into the garden so how could we expect children to be excited about it. 4. We had not specifically programed with the garden in mind.

In collaboration and discussions with children, we decided to move garden beds. Staff did further research into child friendly plants, bush tucker plants and hardy plants and also what we were also going to use as garden beds. One suggestion was to use old tyres from the local mechanics so we could enclose our sandpit area, mud kitchen area and divide up our yard into different sections.. Children were included in all of the processes from filling in the garden beds with dirt, planting, caring, harvesting and cooking.

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

Once we had decided to use tyres and part of making our garden spaces, we approached the local mechanic to see if we could take some of the old tyres from him. He agreed and stated we could take as many as we needed. So in the holidays, with the help from some community members, we collected the tyres and placed them around the sandpit to maintain the border and created other garden spaces.

With communities curiosity, we had conversations around what we were doing in our kindy yard and some people from the local community kindly donated cuttings and plants to help us landscape.

To involve children and families in the process we surveyed the children and parents to find the best spot to put a bush tucker garden. We collected the data but we ran out of time this year to complete a purposed bush tucker garden but next year we will beginning this process.

Strengths

With reference to the three exceeding themes:

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

Quality Area 4: Staffing Arrangements

Practice is embedded in service operations

The organisation of educators across the service supports children's learning and development. For example, we funded an additional ECW to support the particular needs of a child. Management, educators and staff are collaborative, respectful and ethical. All staff are committed to the code of ethics, and communicate constantly with shared goals in mind. Staff to child ratios are carefully considered, ensuring the safety of all children. For example, we did a play/yard audit to observe where children played so we could best service these areas. Additionally we divided a portion of the yard that was out of bounds for children so we could supervise to our full capacity.

Practice is informed by critical reflection

Through critical reflection during PDP meetings and as part of PDP goals, staff identify their areas of strength so their areas of strengths can be capitalise on. When allocating special support hours, care is taken to ensure that children are paired with educators whom they have a secure attachment to.

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

The Governing Council are updated regarding staffing at every meeting. The Governing Council are informed about the considerations that have gone into staffing decisions, and how these prioritise children's learning and development. This includes the differing Occasional Care numbers/

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

Practice is embedded in service operations

The site's relaxed, happy atmosphere is a reflection of the positive relationships between teachers, educators and children. For example, mealtimes are a calm but social time when staff and children chat, share jokes and tell stories aloud. Children are supported to settle into the centre each morning, with lots of relaxing/quiet experiences to choose from and a comfortable couch area to sit and read a book with an educator. Educators are responsive to children's emotions and needs and adapt their practice accordingly. Reading books either one to one or in small groups is an experience we encouraged and much enjoyed by children.

Practice is informed by critical reflection

Educators reflect on their practice when analysing Ped Doc, and look for opportunities to support children in developing self-regulation skills. For example, offering experiences, which encourage collaboration, allow for conflict resolution and promote positive interactions. When a need is identified, for instance children who require sensory experiences for calming/self-regulation, educators ensure that this is incorporated into the program (both planned and spontaneous as the need arises). Each year when the philosophy statement is reviewed, relationships are included as a key priority.

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

Educators and families share successful strategies to support children's self-regulation. For instance, strategies are filmed and sent to families to refer to at home when supporting their child. Children have opportunities to share their learning and kindy experience with their families, for instance on graduation day families attend the site with their child. Families are invited to share their perspectives and ideas with the centre, which is then considered and incorporated into programming decisions. For instance, families are asked what they wish for their child at parent/teacher meetings, and are invited to give feedback via text messages throughout the year.

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

Practice is embedded in service operations

As part of our Reconciliation Action Plan, we engaged a Nharangga Artist to be our Artist in residence. This process started last year with the initial talks with the artist. Discussions were based on our hope to immerse in the art and culture of the Nharangga people. Together with the artist, the decision was create display panels for the outside of our kindy that the wider community could see. The children were to be involved in the whole process. For two terms, the Artist came to share with us the history, culture, skills and talent. We went on an excursion to significant locations of the Nharangga people, connecting with local First Nations school to share and learn from.

Families have opportunities to give feedback about the programing or running of the centre and have the option to do this anonymously. For example, a suggestion/feedback box was established, and an anonymous survey is distributed each year. Educators can be observed having positive, informal interactions with families every day at drop off and pick up times. Parents of bus going children who do not attend the site, are connected with us through text messaging, phone calls and parent/teacher meetings.

Practice is informed by critical reflection

Using critical reflection after completing the Reconciliation Action Plan and in conjunction with our Aboriginal Community Education Manager, we discussed the how we could involve children more in the culture of the Nharangga People. One of the suggestions that was very appealing was to appoint a local Nharangga Artist to be with us over a period of time and immerse children and teachers in the local stories and culture of the Nharangga people.

Educators look for ways to collect more high-quality feedback, which can inform our future decision-making. Staff reflect on the feedback received from families including reviewing the sites philosophy. For instance, after discussion about the low numbers of parents engaging in the Education Departments Survey, the decision to provide an anonymous option for feedback was a way to encourage more families to engage, and feel comfortable giving authentic views.

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

Educators seek opportunities to include Nharangga perspectives in programming and planning. For instance, planning an excursion to Buthera's Rock using the Artist as our guide to give authentic information. Through the strategies, of using a Nharangga Artist in Residence, the excursion to Buthera's Rock and connecting with the Point Pearce Preschool, children and families were able to connect meaningfully with the Nharangga Peoples culture.

Once critical reflection has been undertaken, the next steps are discussed and change to implement. One such change to our practice was in response to parents concerns and feedback. For an example, The concern was that our yard was large and could children be seen at all times so after discussion, we decided to cordon off a section of our yard, which would enable staff to have clearer vision of all children

Other ways we engage with families is valuing and celebrating families' individual strengths, skills and cultural backgrounds through the representation in resources and daily practices. For example, each morning the Acknowledgement of Country is said in the Nharangga language. All children have the opportunity to lead the Acknowledgement, and have a developing understanding of why we need to say it.

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

Practice is embedded in service operations

The Statement of Philosophy guides all aspects of the service's operation, and is referred back to when decision making. Staff's PDP goals are linked to the site's PQIP, and performance is regularly evaluated by leadership. Staff are supported in the development and regular review of their Personal Development Plans. The Philosophy Statement is clearly displayed and accessible to all staff and visitors to the site. All staff are encouraged to engage with regular professional development, particularly in relation to the PQIP. New knowledge gained from professional development, is embedded into practice with a whole staff approach.

Practice is informed by critical reflection

There is an effective self-assessment and quality improvement process in place, whereby staff and leadership constantly discuss, reflect and adapt practice. The Statement of Philosophy is regularly reviewed in consultation with families.

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

Families and the community are kept informed through the Director's report at each governing council meeting. Leadership supports all educators to engage with families to promote children's learning and development. The director supports staff to manage tricky interactions with families, and refers families to other agencies when necessary. All families are included equitably, with additional supports added to make communication accessible if needed. For example providing help for filling out information forms.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Ardrossan & Districts
Community Kindergarten

Goal 1: . To extend children's ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we commit to planning and using intentional teaching strategies targeting the different levels of comprehension questioning with children, then we will see children make meaning from texts and respond to different types of text, by developing questioning, inferring and predicting strategies.

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

Through ongoing analysis of pedagogical documentation we will see children:

- choosing and using text purposefully to make meaning and represent thinking
- make predictions about what will happen next
- asking and answering questions
- demonstrate an understanding that print conveys meaning
- demonstrate an understanding that pictures convey meaning and can be understood and interpreted
- choosing to create text for a range of purposes

* Choose and use texts purposefully to make meaning and represent thinking – Made predictions about what would happen next [Talk, Play, Read p6]

* Children will respond to text by asking and answering questions, making predictions, inferring meaning from images, and check for understanding [EYLF p 41]

*Children will demonstrate a critical understanding of text by anticipating what might happen next in a text [Literacy Chart – I understand the language of my world]

* Demonstrate an understanding that print conveys meaning – Knew that pictures carry meaning which can be inferred from a text [Talk, Play, Read p6] * Children will know that print, including images, carries meaning which can be understood and interpreted. [EYLF p.41]

* Create text for a range of purposes [Literacy Chart – I represent my world symbolically]



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
---------	-----------	----------	--------------------------	-----------




<p>Teachers will increase their understanding and knowledge in targeted PD of 1. Levels of comprehension 2.</p> <p>3. Leading practice papers</p> <p>4. Cognition Domain</p> <p>5. Literacy guide book</p>	4.2.1 Professional collaboration	Week 0 and ongoing throughout the year.	Educators and teachers will participate in setting a PDP goal to build their capacity and understanding around the 3 levels of Comprehension, Level questioning and cognition. Educators to commit to 20min per staff meeting to discuss section of set text.	Book 'Literacy & Early Childhood Education' by Janet Fellows & Grace Oakley Literacy Guide Book Talk, Play, Read –Document 3 levels of comprehension Levels of questioning Cognition Domain –[preschool curriculum resources]
<p>Teachers will use intentional teaching practices and create physical and social learning environments to challenge children's thinking</p>	3.2.2 Resources support play-based learning	Ongoing throughout the year.	Educators reflect on PQIP success criteria and individual children's goals to inform intentional teaching strategies each fortnight to include in the next program plan. Teachers to use reflection on the above to inform the intentionality of choosing experiences to challenge and engage children in reaching their goals as per the success criteria.	Using best papers – curriculum resources, PQIP – goal, success criteria and challenger practice Children's Pedagogical Documentation observation and analysis EYLF Talk, Play, Read – document
<p>Teachers will agree upon and use different levels of questioning in a targeted, intentional manner</p>	1.2.1 Responsive teaching and scaffolding	Ongoing – daily/weekly	Educators are deliberate, purposeful, and thoughtful in their decisions and actions. Using a commitment to action each planning fortnight, agree upon the same-levelled comprehension question, thereby being able to gather similar evidence with all children. Educators to commit to one group time where by targeted, levelled questioning is intentional undertaking so all	Teacher to prepare book to be used for levelled, comprehension questions in advance. Have agreed upon levelled comprehension questioning

			children are exposed to greater sophistication of questions.	
Teachers will gather pedagogical documentation, analyse, recognised individual child's strengths, and stretch for next goal for each focus child per fortnightly planning cycle.	1.3.1 Assessment and planning cycle.	Ongoing through out the year on a fortnight planning cycle.	Gather baseline and final data to determine each child's understanding of 'why we read' and viewing self as a reader. Each fortnight planning cycle – Focus children's Ped. Documentation will be analysed through the lens of 'I understand the language of my world'. Connections, strengths and stretch will be identified, and new goal set.	Baseline data and final data Ongoing observational documentation of focus children, especially but not exclusively on evidence of meeting success criteria goals EYLF Talk, Play, Read Literacy indicators . Cognitive Domain resources.

Goal 1: . To extend children's ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.






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 Term 1 2023	 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		
Teachers will increase their understanding and knowledge in targeted PD of 1. Levels of comprehension 2. 3. Leading practice papers 4. Cognition Domain 5. Literacy guide book	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use intentional teaching practices and create physical and social learning environments to challenge children's thinking	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will agree upon and use different levels of questioning in a targeted, intentional manner	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will gather pedagogical documentation, analyse, recognised individual child's strengths, and stretch for next goal for each focus child per fortnightly planning cycle.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: . To extend children's ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.






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 Term 2 2023	 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		
Teachers will increase their understanding and knowledge in targeted PD of 1. Levels of comprehension 2. 3. Leading practice papers 4. Cognition Domain 5. Literacy guide book	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use intentional teaching practices and create physical and social learning environments to challenge children's thinking	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will agree upon and use different levels of questioning in a targeted, intentional manner	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will gather pedagogical documentation, analyse, recognised individual child's strengths, and stretch for next goal for each focus child per fortnightly planning cycle.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: . To extend children's ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.



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 Term 3 2023	 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		
Teachers will increase their understanding and knowledge in targeted PD of 1. Levels of comprehension 2. 3. Leading practice papers 4. Cognition Domain 5. Literacy guide book	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use intentional teaching practices and create physical and social learning environments to challenge children's thinking	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will agree upon and use different levels of questioning in a targeted, intentional manner	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will gather pedagogical documentation, analyse, recognised individual child's strengths, and stretch for next goal for each focus child per fortnightly planning cycle.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Goal 1: . To extend children's ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.			



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 Term 4 2023	<div><div></div>On track</div>	<div>Evidence</div> <div>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</div>	<div>What are our next steps? Potential adjustments?</div>
	<div><div></div>Needs attention/work in progress</div>		
	<div><div></div>Not on track</div>		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Teachers will increase their understanding and knowledge in targeted PD of 1. Levels of comprehension 2. 3. Leading practice papers 4. Cognition Domain 5. Literacy guide book	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>
Teachers will use intentional teaching practices and create physical and social learning environments to challenge children’s thinking	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>
Teachers will agree upon and use different levels of questioning in a targeted, intentional manner	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>
Teachers will gather pedagogical documentation, analyse, recognised individual child’s strengths, and stretch for next goal for each focus child per fortnightly planning cycle.	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>	<div>Click or tap here to enter text.</div>

Goal 1: . To extend children’s ability to make meaning from text and respond to different types of text, by developing questioning, inferring, and predicting strategies.



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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Teachers will be deliberate in providing literacy and numeracy resources for the inside and outside environments.	3.2.2 Resources support play-based learning	Audit literacy and numeracy resources. Research if needing an upgrade. Teachers to ensure all experiences have a literacy or numeracy focus. Set up intentional resources to support development of the success criteria as per PQIP	Audit to be done in week 0 but planning of resources to be ongoing per planning cycle throughout the year.	Books, building materials natural materials, games, puzzles, blocks, songs, New curriculum resources	Teachers to set provocations for literacy and numeracy in the environment at the end of each day. Teachers to use observational skills to assess children's engagement with resources and reset environment to extend and challenge children's thinking. Reflect on resources and children's engagement per planning fortnight
Teachers will work together to identify and model positive literacy disposition and attitudes during interactions with children	4.2.1 Professional collaboration	Using assessment and reflecting practices to work collaboratively, teachers will decide upon and program for intentional teaching strategies around the next step in literacy dispositions.	On-going as per programing fortnight	Observational notes, leading practice papers, Talk, Play, Read EYLF	Teachers reflection of the focus children's PED DOC, analysis and resetting of goals. Agreed upon strategies to support children's literacy attitudes and dispositions




<p>Teachers will respond to children's ideas and play and extend children's learning through open-ended questions, interaction and feedback</p>	<p>1.2.1 Responsive teaching and scaffolding</p>	<p>Teachers to take an in-depth look at what an open ended question is. Teachers to intentionally program for agreed upon levelled comprehension questions for interaction with children. Teachers to inform children of learning intentions at the start of intentional teaching strategies Teachers to be focused and not distracted by other things when interacting with children Teachers to give children time to answer questions</p>	<p>On going</p>	<p>Programing agreed upon levelled comprehension question Book 'Literacy & Early Childhood Education' by Janet Fellows & Grace Oakley Literacy Guide Book Talk, Play, Read – Document 3 levels of comprehension Levels of questioning Cognition Domain – [preschool curriculum resources]</p> <p>Click or tap here to enter text.</p>	<p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions. Using a commitment to action each planning fortnight, agree upon the same-levelled comprehension question, thereby being able to gather similar evidence with all children. Educators to commit to one group time where by targeted, levelled questioning is intentional undertaking so all children are exposed to greater sophistication of questions.</p>
<p>Improve parent and family engagement in the learning program</p>	<p>6.11 Engagement with the service</p>	<p>Inform parents of the key language and curriculum focus each week, as set per planning rotation Set times across the year to meet with caregiver to work collaboratively to set</p>	<p>Weekly update. Meet with caregivers end of Term 1 and beginning of term 3.</p>	<p>Whiteboard weekly timetable Fortnightly program Mobile phone Levelled comprehension questions Literacy indicator Numeracy indicator</p>	<p>Teachers to be approachable to caregivers. Teachers are to be 'good listeners' Teachers to work in collaboration with caregivers. Teachers to keep up-to-date with whiteboard notices.</p>

		outcome goals for their child. Respond to feedback/questions caregivers may have concerning targeted language, levelled comprehension questions or intentional teaching strategies.			Caregivers to work in collaboration with teachers Caregivers to communicate updates, cares, concerns, progress concerning their child’s progress.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Teachers will be deliberate in providing literacy and numeracy resources for the inside and outside environments.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Teachers will work together to identify and model positive literacy disposition and attitudes during interactions with children	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Teachers will respond to children’s ideas and play and extend children’s learning through open-ended questions, interaction and feedback	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Improve parent and family engagement in the learning program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?
<p>What progress have we made? Have we achieved our priorities?</p> <p>Click or tap here to enter text.</p>
<p>Enablers: What factors have been critical for success?</p> <p>Click or tap here to enter text.</p>
<p>Inhibitors: What factors have impeded progress? How will we work through this?</p> <p>Click or tap here to enter text.</p>
<p>Recommendations: What are the next steps to take?</p> <p>Click or tap here to enter text.</p>

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education