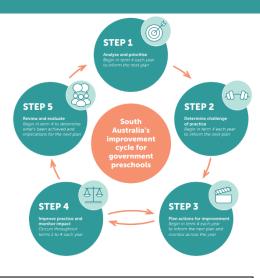
Quality Improvement Plan for Craigmore Kindergarten

Site number:

Click or tap here to enter text





Service name

Craigmore Kindergarten

Service address

2 Carinya Street Craigmore

Service approval number

2608

Acknowledgment of Country

We acknowledge the Kaurna 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. "Hello land, hello sun, hello friends, hello me."

Service context

Craigmore Kindergarten was opened in 1983. It is located in the northern suburbs of Adelaide. It is a large centre with a spacious indoor area and an extensive outdoor learning area, which enables us to facilitate rich learning opportunities for the children. We utilize this lovely space by working with the children to care for the natural environment by having a strong focus on nature play and inquiry-based learning. We use bookmaking pedagogy and targeted intentional teaching strategies, including Language and Reading Groups, to support children's early literacy development. Craigmore Kindergarten is currently a Category 1 full-time kindergarten, with diverse cultures and languages. With enrolments of up to 80 children and up to 40 children in a session and a high number of children with special rights and complex behaviours. Children are entitled to attend 15 hours of preschool each week - 2 full day Kindy sessions from 8.45 to 3.30pm, and a 9 Friday sessions from 8:30-3:20 in either Terms 1 and 2 or 3 and 4.

At Craigmore we believe in the importance of relationships, this allows educators to plan for both the individual child and the whole group, taking into account the differing interests, needs and abilities of all children. We use our 'Listening Tool' and collaborative professional discussions to track, monitor and extend on children's learning over time, responding to observations with intentional tweaks to learning experiences, the implementation of provocations to spark curiosity and considered changes to our practice. Strong relationships provide the opportunity for children to develop a strong sense of wellbeing in a safe and secure environment. This provides the foundation for children to develop dispositions for learning, such as confidence, persistence, resilience and curiosity. Our educators have been on a journey reflecting and deepening our knowledge and understanding of critical reflection processes. Our practitioner inquiries through the Re-imagining Childhood EChO project and other influential connections and pedagogical thinking has informed and changed our practice over time. We utilise floor books and deep discussions to analyse our teaching and learning, reflecting on our strengths and areas for improvement in accordance with NQS. Through a whole site approach, we gather evidence of our sites embedded strengths, allowing them to be visible to others whilst also highlighting the importance of a continual improvement journey. Along with this, we also identify our gaps and areas of improvement, making whole site agreements to allow for continuity from all educators, as well as to ensure the practice is embedded over time.

Statement of Philosophy

Our Image of Child:

We view children as capable citizens, driven by their innate desire to wonder and effectively communicate through their connections with the world around them.

At Craigmore Kindergarten, we prioritise the importance of creating an environment where the members of our Kindy community feel safe, secure and supported. We strive to develop meaningful relationships where children's interests, identity, values and abilities are the foundation of our learning programs to further develop children's confidence and involvement as learners. We acknowledge we work and play on the Kaurna people's land and value it as an integral part of our everyday teaching and learning. We recognise that our local community is rich in diversity and we seek to be responsive and inclusive of this to support children in deepening their sense of identity and belonging.

Our Vision

- To provide an engaging, nurturing and meaningful environment, which brings children, educators, families and the wider community together to support each other in becoming lifelong learners.
 - To view each individual child in a holistic way that allows for the expression of personality and uniqueness.
- To provide opportunities for children to engage with the natural environment and nurture their connectedness to their world, especially through their connection to the land, people and animals.

Our Principles

- We believe that children are confident and involved learners, capable of being key participants of our everyday rituals.
- We know that families are the strongest and most influential teachers in children's lives. We value the importance of educators and families working together with the children, to foster a passion and love for learning and a strong sense of wellbeing.
- Children learn best when they are deeply engaged in play-based learning, when they are viewed as leaders of their learning and feel safe and supported to take risks.

Our Approach

We utilise a strong play-based curriculum that is responsive to children and supports collaborative learning that builds upon foundations of emotional, social, language, literacy and numeracy. We support this with a careful balance of intentional teaching that includes strategies such as modelling, demonstrating, wondering, providing provocations, explaining and problem solving. Children at Craigmore Kindergarten are agents of their own learning, collaborating with our community, to make informed decisions and respectful choices about their play and wellbeing.

DUE FOR REVIEW: Term 1 2024

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

Educators are ongoing in their commitment to observe children using a range of resources and strategies including our 'listening tool', that supports us to collaboratively observe, discuss and plan for moments of significance in children's learning. This reflects our embedded commitment and approach to respecting and responding to children's voice and plays a key role in our quality improvement process. [1.1.2, 1.2, 1.3] We have been on a journey, exploring new ways to document and critically reflect upon children's evolving theories and ideas as they learning through play. Collaborative professional conversations allow for multiple points of view to critically reflect on individual and small group learning and use this to inform our next steps as educators in relation to our teaching, the learning space and our key focus to stretch children [1.1.3]. Planning is informed by continual critical reflection and collaborative discussions. We don't believe in a 2-week planning structure where learning is stopped or changed on a fortnightly basis, rather we show real time movement of children's learning, educators intentional teaching as inquiries are developed, re-sparked and provoked. Educators develop children's own understanding of how *they* influence our learning, as they are expected to create 'plans' and document their ideas and use this to scaffold their play further, with educators committed to following through, inspiring, and extending children's ideas. An example of this is through children's cooking at Kindy. Using clipboards, the children use mark making to draw their plan, what they want to cook and the ingredients they will need before going on community walks to gather the resources and cook it back at site. This method is transferred to a range of play experiences at Kindy, with children supported to create plans before building, making or enacting an idea.

Through our practitioner inquiry, educators deeply research and plan for ways to develop children's 21st century skills, such as connectedness and respect, analysing ways to incorporate these through the environment we offer children and the ways we interact with children and families. We have been broadening our professional network as we explore this inquiry alongside a partnership preschool, engaging in regular collaborative discussions and pedagogical professional development to continually develop our understanding of how to support children to be life-long learners. This inquiry acts as a lens over our everyday teaching and learning and is part of our cycle of learning throughout the year. [1.1.1, 1.3.2]

Children are collaborative beings, whose interactions with others, the materials provided and the learning environment, strongly influences their learning. We extend children's thinking through deep critical reflection and implementation of provocations and resources that are responsive to children's everyday learning. At Craigmore we employ an inquiry process to both teaching and learning, exploring children's ideas in depth through inquiry projects, as well as using this process to reflect on our own practice. We create rich and open-ended environments where children can choose where they play and how they learn, following the lead of the children's based on their needs, interests and abilities in combination with targeted educator facilitation. The children are involved in all aspects of their day from putting the washing on, to setting up for their mealtimes, we follow the mantra 'nothing without the child'. Through this, children develop a deep sense of agency and a respect for the learning spaces, all whilst they build their dispositions for learning such as persistence, resilience and self-belief. Alongside this, we work with children to become protagonists of their learning, having a strong focus on child-led learning with educators using their skill to track, monitor and provoke children's curiosity and love of learning. [1.1.2, 1.2.3]

Craigmore Kindergarten's educators see the importance of having a focus on key foundations in children's early reading, language and numeracy development. We are passionate exploring and utilising a range of learning experiences to scaffold and support children's learning in these areas, for example through deep exploration of bookmaking, mark-making, intentional Reading and Numeracy groups, as well as targeted speech and language programs to help parents support their child's speech / language goals at home (developed in collaboration with our Department speech pathologist) [1.3.3]. We incorporate a research based phonological awareness program (Prelit) into our learning, an initiative to support stronger growth in children's early reading skills, specifically their understanding and application of syllabification, rhyme and initial sounds. As an educator team, we collaboratively plan for and critically reflect on our Reading Group experiences, using the learning sprint method to have a narrow and deep focus with targeted and specific teaching strategies that are reflected upon regularly during our professional discussions [1.3.2]. Using learning sprints has also supported the strong development of educator understanding of children's oral language and expressive vocabulary and how texts can be used to stretch children's literacy knowledge and understanding.

We are continually reflecting on how we can improve our rhythm and flow of the day to support children's engagement and wellbeing. Our day is designed to be flexible and responsive to the ever changing needs of our learners and with long periods devoted to uninterrupted play. This is supported through the children's ability to join mealtimes when they choose, with an expectation that they will join when their body is hungry and when they are ready to pause their play. This year we engaged in professional development with our Student Support Services Team including the Self-Regulation Service, OT, Special Educator and Behaviour coach to reflect on how our end of day pack up routine was affecting our children. After collaborative discussions we reflected on a way to support the children's stronger participation in the reset of our learning spaces using a visual flag waved by the children to signal time to pack away, reducing the period where children are less engaged, educators occupied with packing away and significant reduction in dysregulation in the children.

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Quality Area 2: Children's Health and Safety

Safety: Educators and children at Craigmore Kindergarten work in collaboration together to reflect on, assess and manage the risks and learning opportunities involved in risky play. Our beliefs about how children learn and the resources that promote growth for every child, fosters children deep sense of agency, reflected as they partake in the risk benefit assessment process. We modify a child-friendly risk-benefit agreement form, based on critical reflection of our site and each cohort of children, and employ strategies to promote children's collaboration with peers and educators to make agreements around their safety and their responsibilities when using real world tools or exploring risky play. Educators work with children to visually and verbally complete risk benefit assessments which are then shared with their peers and other educators to ensure the safety 'agreements' are communicated across the kindergarten. Children are encouraged to make 'plans' for their learning, allowing them to employ skills of predicting and visualising as they think deeply about the resources they will need and agreements they will need to put in place to keep everyone safe in their play. [2.1.2, 2.2.1]

Wellbeing: Self-regulation strategies are flexible and informed by critical reflection to ensure they are meeting the individual needs of children. Educators 'listen' to the behaviours of the child and view this as a form of communication in relation to their wellbeing. Observations of children's behaviour/ communication and information gathered through our engagement with families are used to inform critical reflection as part of the process to implement strategies with the child, family and educator team to best support the child. [2.1.1, 2.2.2] We understand these strategies need to be flexible and are part of an ongoing process. Successful ideas and strategies around wellbeing are often shared with parents through the Facebook group, informal conversations and parent/teacher meetings. Educators use these opportunities to share their knowledge around strategies such as interoception, heavy work, sensory play etc. We recognise the correlation, for many children, between their communication skills and their wellbeing and engagement, and together with a moral imperative to provide children with strong foundations for life, this underpins our commitment to interventions and quality practices focused on building children's language, communication and early literacy skills and foundations. With this understanding, we believe it is imperative that we use a range of data e.g. observations, SSTEW and AEDC data to inform decision making and to monitor children's wellbeing and the impact of strategies to reduce children's vulnerabilities. In 2022 we deepened our understanding of self-regulation as we engaged in the DfE Self-regulation Service alongside Adam's Road Children's Centre. Over the year we developed our educator capacity through the connection with an Occupational Therapist who provided targeted workshops and coaching around co-regulation strategies and deep analysis of children's behaviours and needs. This project will continue into 2023, with a vision to develop parent awareness and understanding of how to

Health: In reflection of our 'listening project' we have used critical reflection to think deeply about how we tune into children. We have a strong focus on supporting children to recognise their hunger and children's right to read and respond to their own bodies' signals. An example of this is the evolution of our eating times at Kindy. children are supported to create a visual signal to represent when it is time to eat. The children use flowers placed on the tables at certain times of the day and have created signs to signify when the snack tables are open, nearly closed and closed. Children help to set the tables and can choose to come to eat at any point when the tables are set. This gives them the opportunity to remain deeply engaged in their play and to identify when they will eat dependant on when they are experiencing the feeling of hunger, whilst also providing them with clear expectations about appropriate times to eat during their Kindy day. Educators have meaningful conversations with children about brain food throughout the year. Recently we incorporated an inquiry approach to explore what brain food is and develop children's ability to independently make healthy choices. Craigmore children have agency over their food and are confident to share with their thinking with educators and peers, through engaging in meaningful discussions about what their body needs and the reasons why they are eating healthier options. [2.1.3]

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Quality Area 3: Physical Environment

At Craigmore Kindergarten we acknowledge the importance of the wider community, specifically the Kaurna people and the land on which we play and learn. Educators, families and children use everyday moments to understand how we can look after the plant, the animals and the people, embedding it through out teaching and learning. Through these inquiries, educators have developed a passion for Kaurna Culture and the physical environment their land offers us. Using this understanding, educators enhance children's learning placing a large focus on creating sustainable practices that respect the land and the people [3.2.3]. As families join us on our excursions to Para Wirra Bush Kindy and engage in our natural environment at Kindy, they have expressed how our exploration of culture and connections with Australia's First People has created for them, a strong sense of belonging to the Kindy community, evident in our facebook posts where parents have written, "Coming from a Mother of indigenous children, this really makes me happy to see you incorporate indigenous culture into the children's learning at Kindy." We are continuing our journey opening our connections with the wider community and physical environment by incorporating exploration and use of community land in our learning on a regular basis, through excursions to local parks, nature walks and community walks around our neighbourhood. Our site is passionate about nature and environmental sustainability. Each year we delve into inquiries that interlink and connect with Kaurna culture and how to care for the land. In 2022, this was highlighted through our incursion with Kaurna Elder Yuandamarra. We invited him in to share some knowledge about Bush Tucker, exploring its uses, tastes and textures. The children worked with educators to develop a bush tucker garden which they tend to carefully and use within their cooking. At morning meeting educators supported the children to understand our Acknowledgement of Country, breaking down what it means to look after the land, the animals, the plants and the people. The children are now able to come up with promises within their learning which they hold themselves accountable to. This has supported their interest and intrigue into the birds in our Bush Kindy. Through a year-long inquiry, the children have studied the native birds nesting in our bird boxes learning the names and studying their feathers as they drop. Educators have hired bird box cameras from KESAB to provoke the children's curiosity and extend their inquiry into why we need to keep our birds safe, when they feel safe they are comfortable to lay eggs and have their babies grow up around us. The children's care and understanding of these creatures has led to a greater understanding of why it is so important to be sustainable and consider our individual impacts on the world around us. [3.2.3]

As part of our regular planning cycle, we continually critically reflect as a staff team to ensure we are providing a learning environment that acts as a 'third teacher' for the children at Craigmore Kindergarten. Our environments respect the child as a facilitator of their own learning, we provide a wide range of open-ended resources and experiences that reflect children's interests and support children to wonder, research, collaborate and problem-solve. Our environment provides a homely and safe space where children are encouraged to be protagonists of their learning. We provide quality resources that children can access freely. Educators make agreements and set expectations with children across the year to provide them with a deeper understanding of how to use these resources with respect. Educators share our learning space and program with families throughout the year and are responsive to the child's interests and needs, implementing family feedback into the changes we make to our learning environment and reconnecting with families to ensure they are aware of our changes. [3.2.2]

Over a number of years, our families have shared their thoughts about the learning spaces we provide to their child:

"Welcoming, divers and comforting. I always feel confident leaving [my child] knowing she is cared for." - Parent 2022

"Full of plenty of learning activities especially nature based" - Parent 2021

"Fun, educational, exciting, safe, friendly and a place to form friendships" - Parent 2020

"A happy and safe environment where learning is fun. I love the natural side (mud kitchen/ chicken coop and camp fires)" - Parent 2021

Our outdoor learning environment is very spacious and natural, it promotes children's learning and development through our strong focus on the natural environment and loose parts pedagogy. We utilise our unique outdoor space with the children by allowing them to create their own learning spaces across the Kindy such as mud kitchens, a children's shed and our on-site Bush Kindy space that has continually evolved at the hands of children, educators and families [3.1.1]. We acknowledge that children have the right to access quality learning spaces and this has been reflected in the continual commitment to develop our outdoor space including our internal fence, irrigation and climbing area upgrades [3.1.2]. The climbing space was designed through consultation with families, children and educators, reflecting on the individual and group needs of Craigmore Kindergarten learners past, present and future. This resulted in the creation of these natural structures that promote challenge and risk and that can evolve and adapt to children's ideas or needs [3.2.1]. 97% of families who completed our Term 2 2022 parent survey strongly agreed or agreed with the following statement; 'I believe the learning environments are of a high standard and interesting for my child'.

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Quality Area 4: Staffing Arrangements

Continuity of Staff: Both educators and co-educators are provided with regular non-contact time to manage their small group planning and documentation. This time is scheduled on the days that children are not on-site. As well as this, all core educators are site funded to attend our Friday professional discussions time, in order to support consistency around children's learning and growth for all educators in their knowledge and understanding of children's learning. We employ 'teaching sprints' as a way of developing educator capacity around areas of children learning, for example children's oral language and narrative. As part of the teaching sprints process, we critically reflect and intentionally plan for our next steps to differentiate and stretch our learners based on the observations from the past weeks. Educators working days are aligned with the days each Kindy group attends with the intention of providing continuity of educators where possible for children and their families to experience continuity at the centre and maximise opportunities for quality interactions (and knowing children better). We employ regular relievers as another way to support children's wellbeing and relationships, as well as to support the educators ability to share the teaching load easily. [4.1.1, 4.1.2]

Professional Collaboration: Our staff team have a strong focus on professional collaboration, our team of educators feel confident in supporting and challenging each other, especially during critical reflection conversations. This professionalism is an embedded practice at our site as we have engaged in a number of professional inquiries that dove deep into the benefits and use of critical reflection in our practice, including our Listening Project and Play and a Vehicle for Social Justice practitioner inquiry [4.2.1]. This ongoing commitment to professional development and growth both within the site and contributions to the wider professional community, is evident in involvement in Partnership PLCs, Instructional leadership, critical reflection on PQIP, the consultation processes for the development of the ORBIS Preschool Numeracy program, sharing EChO projects and STEM conferences. Our sessions have been adapted to allow for regular collaborative planning and discussions. Every second Friday all educators are on site to engage together in deep critical reflection, professional development and analysis of children's learning, were we discuss children's learning and engage in rich dialogue [4.1.1, 4.2.2]. Our site speech pathologist also attends these conversations once per term to allow for expert insight and advice as we plan for and reflect upon our literacy interventions. These Friday sessions also align with planning days within many of our wider partnership preschools, allowing more opportunities to network, share practice and develop connections across sites. In 2022 we modified our small groups to allow for educators to work collaboratively, gaining skills from one another, providing more opportunities to observe practice, build educator capacity and improve outcomes for children. This has been identified as an area of ongoing improvement through critical reflections by our educator team, we aim to continue this reflection into 2023, to find more ways to share our expertise successfully and deeply with others [4.2.2]. The use of our closed private Facebook group is strongly embedded at our site, it acts as an effective communication tool regularly used by staff as a way to share ideas, professional readings/videos, engage in professional discussions and share highlights and challenges that we experience individually/collaboratively in our day-to-day practice and may not get the opportunity to share/discuss in the busy flow of the Kindy day. In 2022 new forms of communication amongst educators were established including the use of Microsoft TEAMs and OneDrive. Building educators skills in these platforms has supported our ability reduce paper communication aligning with our passion for sustainability, as well as keeping up to date information at all educators fingertips.

Craigmore Kindergarten values all the staff as 'educators', we refer to each others' roles as educators and co-educators reflecting the importance of all the adults in the kindergarten environment playing a vital role in the learning and development of all children at our centre [4.2]. Through parent feedback, our kindergarten has been described as 'Educational, homely and inclusive' demonstrating our high level of collaboration and respect in working together to support children's learning and development. Our educators have worked together for a

number of years, some being at our site for as long as 16 years. As new educators come and others move on to new opportunities, we always make it a priority to maintain and strengthen our bonds as a cohesive team. As a staff team we have regular culture building experiences embedded as part of our yearly routine, to build staff morale, relationships and develop trust. We have an open and positive team culture at Craigmore Kindergarten, with all of us feeling confident to ask for support, develop mentor relationships and share expertise with one another to benefit the children.

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Quality Area 5: Relationships with Children

Educators have deeply explored the Reggio Emilia principle of 'Listening' through a two year inquiry project, as a result of this, positive educator to child interactions have increased and staff have a deeper understanding of how 'listening' is a powerful strategy embedded in how we engage in meaningful interactions to build trusting relationships with children and their families at our site [5.1.1]. This now underpins our practice and is monitored through use of SSTEW (educator interactions and listening), observations and dialogue between stakeholders including educators, children and families. The flexible organisation and strategies, including regular reflections as part of the planning cycle, promote active listening: ensure that no child is unheard and strengthens secure, appropriate relationships with children that foster and enable their learning and development. This project has continued as we continue our practitioner inquiry analysing how to develop children's life long skills and dispositions for learning as we analyse our interactions with children. In 2022, educators collaboratively analysed what quality interactions looked like in best practice and critically reflected on aspects of our role that inhibit us from having these quality interactions with children. We used this discussion to make a tool that allowed us to observe the quality of our interactions and measure if the interventions we were putting in place have made a difference. In order to build educators awareness of their role in quality interactions, together we mapped out ways to minimise inhibitors for example with an extensive outdoor learning space, supervision requirements prevent educators from spending time deeply engaged in interactions with children. Instead of using this as an excuse, educators discussed and implemented ways to reduce supervision across the yard committing to creating enticing learning spaces and facilitating these to attract children to the areas we could easily supervise, allowing us more opportunity to

For the past 3 years, our site has collaborated in an inquiry journey with One Tree Hill Preschool and consultant Deborah Harcourt, to investigate how we can use 'play as a vehicle for understanding, practicing and enacting social justice'. During this inquiry, educators have been deeply exploring children's 21st century and QI skills, narrowing our focus over the past 18 months to have a strong lens on children's understanding of how their actions affect their connections with others. Our educator team collaboratively plans for greater opportunities to promote connection through meaningful facilitation and design of the environment and 'languages' that children have access to. We also track and monitor children's development of connection and critically reflect on this as a team, adding anecdotal evidence and visual representations of children representing skills required for connectedness. [5.2.1]

At Craigmore Kindergarten we pride ourselves on how we are responsive and proactive in how we support children's wellbeing. We believe that in order for a child to learn they need to be regulated and secure in their sense of belonging to place and space. Educators are passionate about supporting children with a range of needs, specifically children of trauma and special rights and have strong knowledge and experience of trauma informed practices using the Berry St Education Model, with our step 9 teacher and Director taking on a mentoring approach to support other educators in developing their capacity in this area [5.1.2]. in 2022 our site partook in the Department Self Regulation service, where our educator team attended tailored professional development from an Occupational Therapist. Educator's used this as an opportunity to develop their own capacity and understanding of co-regulation and self-regulation during collaborative learning with Adam's Road Children's Centre before taking time in between the sessions to practice the strategies and critically reflect at the next session [5.2.2].

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Quality Area 6: Collaborative Partnerships with Families and Communities

At Craigmore Kindergarten we have a strong desire to constantly connect to our families and community. It has been a challenge finding ways to do this successfully and with each new cohort of families and changing contexts e.g. in response to covid-19 restrictions, however, we continuously reflect and respond using children, educator and family feedback gathered through parent surveys, face to face conversations, professional discussions, in order to adapt our approaches and responses to better meet the needs and foster the active involvement of families. This recent pandemic has provided us with the opportunity to critically reflect on our current ways of sharing learning and collaborating with families. This has allowed us to create new opportunities to strengthen these partnerships through the use of home learning packs, enhanced online communications and regular conversations with families. [6.1.1, 6.2.3] Leadership worked in collaboration with other members of our education community to create a local playgroup which has now been running through Learning Together for the past 5 years. In 2021 our kindy began a site funded playgroup on the Kindergarten grounds in addition to the off campus playgroup. These playgroups have been organised based on a community need, being a highly disadvantaged area with no Children's Centre, and have been shaped to suit the needs of our local parents and families, connecting them to support services, up-skilling them in their parenting strategies, supporting their wellbeing and mental health and building their relationship with their local community. [6.1.3, 6.2.1] Parent feedback from playgroup: "I've learnt to interact more with my child, Learning Together has helped me understand the importance of talking to my child about what they are doing and when they are playing." "I talk to educators about my son, I get ideas to try. I feel ok to share my stories. We listen to each other. I tell my husband about it too. I appreciate their support."

Educators strive to form strong bonds with all the children and families at our service, we ensure that all families have a key educator to have conversations with around their child's development, learning, friendships, and goals, we call these educators the child's 'Guardian Angel' using this as one of our embedded practices to gather information and put a spotlight on relationship building, based on critical reflection of children's wellbeing and attachment theory. Over the past 3 years we have invited families to share this information in a range of ways, including by designing a take home booklet, giving them information about their key educator and a section to share their hopes, dreams and wishes for their child with the educators. [6.1.2, 6.2] Our site facilitates and works with families and external service providers, to develop and build educator, family and child capacity whilst having consistent learning goals for the child. This includes our 7 years of partnership with our Department Speech pathologist, who has supported our site's speech program which has evolved to meet the needs of our context and families each year. We noticed parents were having trouble enacting speech programs at home, with parent engagement and interest in take home programs or preschool support intervention methods being low. As a response to this our site has self-funded our Department Speech Pathologist to implement a dedicated speech program in a play-based, non-threatening way at home, with opportunities to revisit and schedule future support across the year. [6.1.3, 6.2.2]

Our site has a strong focus on cultural perspectives, based on our community context as well as educators past and present experiences, values and beliefs. Over the past 5 years we have committed to exploring concepts around Australia's First Peoples, through inquiry projects exploring Kaurna language, culture and our connection to the animals of our world. In 2021 and 2022 our ATSI enrolments increased to 20%, a response to our ongoing connections with past families and supporting sibling enrolments, as well as our promotion of their right to utilise early entry in their child's education opportunities. We embed aboriginal and Kaurna perspectives into our everyday learning, this has been acknowledged by some of our parents including Governing council members and volunteers with one commenting on a facebook post involving aboriginal perspectives, "Coming from a Mother of indigenous children, this really makes me happy to see you incorporate indigenous culture into the children's learning at Kindy." [6.1.2, 6.2.3]

When leading a standalone kindergarten it is essential to create and maintain strong relationships with other leaders within the educational community. In 2020, the Director actively supported the development an Early Years network to dedicate time to collaboration between the site leaders which continues in 2022 with our network being extended to include the

entire portfolio preschools. Time is scheduled each term to meet as a leadership team to discuss our site priorities and explore ways to improve the teaching and learning program for the children of our community. This partnership has expanded to include more interaction and observational visits at other each others preschools, using tools such as Talk, Play, Read and SSTEW to provide external observational data and critically reflect as a leadership team. In addition to this, our sites session days and times have changed to align with our partnership preschools allowing collaborative planning and professional development sessions to be held across the partnership more readily. [6.2.3]

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Quality Area 7: Governance and Leadership

Our sites philosophy has been evolving through regular dedicated educator conversations each year, to ensure it is reflective of our practice and pedagogies towards teaching and learning at Craigmore Kindergarten. It is informed by our continual exploration of ourselves as practitioners, our families and our local community as well as through ongoing critical reflection and professional development. [7.1.1, 7.2.1] The Director and Step 9 teachers work closely together to share the leadership of aspects of the site priorities, with educators being designated greater leadership and responsibility for key aspects of the site priorities, allowing the leadership to be shared and agreements challenged and implemented in practice. In 2022, our Step 9 teacher was made Cultural Perspectives Leader, a position that is being utilised to develop educators knowledge and confidence to explore cultural perspectives in our every day. This also included the initiation of a RAP working group which is working towards developing our sites Reconciliation Action Plan [7.2]

"Through my work with Anna, it is evident that she has a lens fixed on continuous improvement. She seeks genuine feedback from her colleagues and staff through both formal and informal processes and uses this to set future directions and plans." – Lee Munn former Lead Advisor

The educator team is supported by the Director and LET to continually reflect and improve on their practice. Formal observations of individual educators, staff teaching team and of children's learning has become a regular planned focus each term, with educators collaborating with the Director to identify observation focus' in line with the Australian Professional Standards for Teachers. These observational discussions support educators to achieve their PDP goals with leadership and peers providing constructive feedback through the process whilst also allowing leadership to identify the strengths and areas of improvement of the educator team and to utilise targeted professional development to build educator capacity. Educators are also encouraged to use the Teaching Standards to develop professional goals related to our site priorities and educator practice. Through formal discussions with the Director these goals are shared and plans are formed to support the success of achieving them. This includes the site dedicating time and funding towards targeted and tailored professional development for example our Bookmaking Pedagogy Coaching Course and engagement with the DfE Self Regulation Service. [7.1.2, 7.1.3]

Our site has a strong focus on continuous improvement and uses information gathered from the community to influence what professional development and site improvements plans are needed for our children and families. Educators regularly review a range of data to highlight areas of need, critically reflecting and analysing the area to map out actions required to support children and families and build educator capacity to impact these areas. An example of this is through our ongoing commitment to develop children's speech and language.

[7.2.1] When reviewing the local school and community data, we reflected upon the high percentage of children in our area identified as vulnerable and at risk in relation to their language and communication. Leadership dedicated a significant amount of the budget to providing more opportunities to engage and learn about children's speech and language through funding a 0.2 buy-in with our Department Speech Pathologist Sophie [7.2.3]. Sophie and the Director created a Talk and Play program where parents who have concerns about their child's speech and language can work with Sophie to develop a deeper understanding of their child's speech and language and receive continual support through speech/language assessments, parent meetings and tailored speech programs with activities that support speech/language development at home.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Craigmore Kindergarten

Goal 1: To accelerate children's number sense, specifically their ability to trust the count and develop flexible, mental models for numbers 0-10, to foster stronger growth in their overall understanding and application of quantity in their learning.

A STEP 2 Determine challenge of practice

Challenge of Practice:

If educators actively inquire and deepen their understanding of the depth and development of number sense whilst intentionally teaching children to trust the count using specific and targeted strategies in playful numeracy experiences, then children will improve in their ability to use and understand number in their playful learning, as they develop strong flexible, mental models for numbers 0-10.

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

EYLF Outcomes:

Children express ideas and make meaning using a range of media

Children will begin to understand how symbols and pattern systems work

What will this look like:

- Children will recognise and represent numbers 0-10 in a range of ways in multiple contexts.
- Children will recognise collections through subitising and 1:1 correspondence.
- Children will use comparative language related to collections and quantities.

This data will be evident based on:

- Observation data collected during intentional teaching and play experiences black book data, video recordings, work samples.
- Termly whole staff tracking and monitoring meetings
- A sample group of children using NASM, playful assessment given in Term 1 and late Term 3.
- EYLF outcome 5.3 and 5.4 evidence of these skills



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Building Educator capacity around what is number sense and how to teach it meaningfully and in playful ways.	4.2.1 4.1.2 7.2.1 7.2.3	4 week intervals Collaborative planning Fridays	All Educators committed to be attending regular professional conversations and development Director to lead educator PD and structure regular team meetings	Mathematics Best Advice papers Mathematics in Early Years Education Numeracy Summit

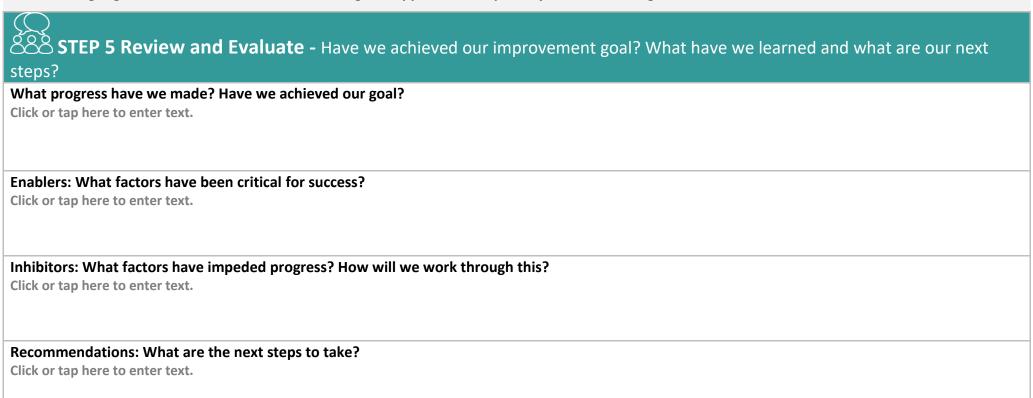
Numeracy Group intervention scaffolded through teaching sprints. Educators to gradually develop deep understanding of how to scaffold learners number sense through clear and narrow teaching sprints. In collaboration with Torrens Valley sites who have had prior in depth inquiries into children's Number Sense	1.2.1 4.2.1 7.2.1 7.2.3	4 week intervals Collaborative planning Fridays	Director to map out teaching sprint timeline All educators to attend sprint meetings and apply knowledge to numeracy teaching	Mathematics in Early Years Education TV sites
Quality resources to be used with the children to support their numeracy knowledge. E.g. Numicons and quality numeracy texts	1.2.1 3.1.1 3.2.2	2022	Director to order any books or resources to support numeracy teaching and learning Educator team to critically reflect on what resources we do have and how they can be used to support children's numeracy development.	Numicons Old and new resources
Educators to share simple numeracy experiences that can be played at home to encourage parents exploring numeracy in their everyday.	1.1.2 1.3.3 QA 6	2023	All educators to have shared responsibility – within PDP Director to oversee and model	iPads Parent info packs and resource ideas

Goal 1: To accelerate children's number sense, specifically their ability to trust the count and develop flexible, mental models for numbers 0-10, to foster stronger growth in their overall understanding and application of quantity in their learning.

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

Actions	On track 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?
Building Educator capacity around what is number sense and how to teach it meaningfully and in playful ways.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Numeracy Group intervention scaffolded through teaching sprints. Educators to gradually develop deep understanding of how to scaffold learners number sense through clear and narrow teaching sprints. In collaboration with Torrens Valley sites who have had prior in depth inquiries into children's Number Sense	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Quality resources to be used with the children to support their numeracy knowledge. E.g. Numicons and quality numeracy texts	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators to share simple numeracy experiences that can be played at home to encourage parents exploring numeracy in their everyday.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To accelerate children's number sense, specifically their ability to trust the count and develop flexible, mental models for numbers 0-10, to foster stronger growth in their overall understanding and application of quantity in their learning.



Learning Improvement Plan – Goal 2

STEP 1 Analyse and Prioritise

Site name: Craigmore Kindergarten

Goal 2: Click or tap here to enter text.

And STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.

STEP 3 Plan actions for improvement

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

Goal 2: Click or tap here to enter text.

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

Actions	On track 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?
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.	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.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.



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
Cultural Perspectives	1.1.1 1.2.2 3.2.1 3.2.3 6.1.2 7.1.1 7.2.2	Continue to embed cultural perspectives with new educators Develop growing relationship with Yuandamarra RAP working group formed and meetings booked Advocating for, influence and inform portfolio wide capacity building and approaches to enhancing cultural responsiveness in preschools and schools.	2/02/2023	Red Centre Jamie – Artist and logo designer	Step 9 Teacher – organise Kaurna elder experience. RAP meetings to be run and chaired by Ronnie Director – to provide Ronnie time to develop RAP working group Director and LET
Children's oral language and literacy development	QA 1 4.1.2 7.2.1 6.2.2	Continue with prelit and targeted Reading Groups Language group Wave 2 intervention	2023	Story Champs Prelit Bookmaking	Teachers in morning meeting to continue prelit Reading Groups to be implemented by all educators
Community connectedness	QA 6	Ongoing dedication from all educators to build community connections	Ongoing	Family community Wider community Preschool portfolio community	All educators to engage with community.

				External services community	RAP working group to support this.
Self-regulation	1.1.2 1.3.2 2.1.1 2.2.2 QA 5	To reengage with self regulation service and delve deeper in embedding our learning from 2022.	Termly 2023	Self-regulation service	SSS, Director, Educators to engage in service Collaboration with other partnership sites and schools including ARCC and Craigmore South Primary
Mid year intake improvement	QA 1 QA 4 QA 7	Work through the range of implications that mid year intake will have and how this will look at our site.	2022 onwards	Preschool Portfolio Network PDA Mid year intake team LET	Director to lead and implement changes All educators to be aware of changes and critically reflect on how to make it successful at our site

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?

		Impact for children and families		
Priority	On track		(Are we improving practice and learning outcomes?)	Next steps
		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		
Cultural Perspectives	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Children's oral language and literacy development	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Community connectedness	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Self-regulation	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Mid year intake improvement	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

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

Endorsements

Endorsed by director/principa

Endorsed by director/principal	
Name	
Anna McGovern	
Date	
Tuesday, 1 November 2022	
Signature:	
Endorsed by governing council chairperson	
Name	
Fiona Frencham	
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:

