

Q2023

# Quality Improvement Plan for Flagstaff Oval Kindergarten

Site number: 3630

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## Service name

Flagstaff Oval Kindergarten

## Service address

York Drive, Flagstaff Hill SA 5159

## Service approval number

SE-00010348

## 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.

## Service context

At Flagstaff Oval Kindergarten, children are grouped into two groups named using the local Kurna language: Kuula meaning koala and Kurraka meaning Magpie. Each group accesses two full days a week with an additional half day per fortnight on alternate Friday mornings to ensure each child has access to 30 hours of preschool education over a two-week period.

We are located on a quiet suburban street adjacent to the Flagstaff Community Centre and Sports Oval with bushland with a natural reserve at the rear. Children participate in morning exercises on the oval and often enjoy a bushwalk through the reserve. Our Play environment is consistent with the bushland setting with lots of natural play spaces for children to explore.

We have a large carpark located behind the kindergarten for ease of access which includes a designated disability parking bay.

We have a specialised Speech and Language Programme that operates alongside the Kurraka group on Tue/Thurs and alternate Fridays which is fully integrated and inclusive. Playgroup operates each Friday of term from 12 until 1.30pm with a designated Early Childhood Worker facilitating it. Transition into our kindergarten begins in term 4 (First term intake) and term 2 (Midyear intake) of each year and operates alongside our playgroup. This is a valuable opportunity for children and families to build connections and a sense of belonging with our community prior to starting full time kindergarten the following year.



## Statement of Philosophy

We provide a quality, stimulating and developmentally appropriate learning environment for children based on developing children's life skills, competencies and learning dispositions using the National Early Years Learning Framework (EYLF) and the Literacy and Numeracy Indicators. Our focus areas are: Literacy, numeracy and wellbeing, developing creative thinkers and social learners who are empowered to direct and evaluate their own learning. We also believe that learning is enhanced when families and educators work together to plan for the best outcomes for all children.

### **Mission Statement**

Enriching powerful learning and well-being through authentic relationships and reflective teaching practices.

### **Vision Statement.**

Children and families will develop a sense of belonging and connectedness.

Children will become powerful and life long learners.

# 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

A constructivist approach to learning underpins our pedagogy.

Educators use information from families and children, gathered formally at enrolment and transition sessions in conversations and informally through daily interactions and observations. Using these observations and conversations with each child, educators form an understanding of the foundation which will be used to support all areas of the child's development. Educators provide an environment which allows time, space, scaffolding, modelling and sustained shared thinking opportunities. Each learning experience facilitates thoughtful, engaging and challenging conversations which are then reflected upon and extended by educators.

This year our focus has been around improving phonological awareness outcomes and number concepts for all children. This was based on our strong connections with our local feeder schools and data from partnership meetings highlighting the need for improvement in these areas across the partnership. With our phonological awareness this year we moved away from using PASM to trial Heggerty which is what our feeder schools use. Initially we screened all children to work out where each child's phonological understandings were. We then implemented the program across the whole site with all teachers and educators supporting the implementation. Throughout the year, teachers developed methods to scaffold learning and engage in critical reflection on the programs implementation and what we had noticed about individual children. Learning stories and program meeting notes reflected the growth and challenges experienced by children and educators along with questions about how we could develop our pedagogical practices further. One educator then screened all of the children again at the end of the year and the results were analysed. A copy of individual children's results went home to families and they were encouraged to ask questions and seek clarification. Data was also discussed at meetings with local feeder schools and through transition meetings with the purpose of following the growth of these children as they progress through the early years of school. It became apparent that those children who did not show growth in particular areas would need to be monitored closely by schools and we were able to pass this information on through our reports. Feedback from families indicated that they have observed significant growth in phonological awareness skills and that more importantly, children were now noticing and displaying a keen interest in literacy based experiences and opportunities, incidentally through their own curiosity and desire to engage. Teachers and educators agreed that the amount of growth shown by individual children was significant and as phonological awareness screening is part of our embedded practice, we will be continuing to use Heggerty in 2023.

Our focus on number is also part of our embedded practice, however this year we decided to go deeper to improve outcomes further. Staff attended training opportunities with our local schools and participated in reading research articles. Together, we developed a tool to use in order to screen every child in term 1 and then again towards the end of term 3. Teachers researched all of the underlying concepts that make up a solid foundational understanding of number. They worked together to develop a screener and then implemented all aspects of number into our program using both explicit and incidental learning opportunities and experiences. As the year progressed, staff were able to critically reflect on what they were doing and how children were learning. Families received information about their individual child's learning and growth throughout the year and provided feedback and insight that we also used to support our program. By doing this, changes were made and areas of concern highlighted and adapted. The final assessment highlighted growth for all children and again these results were passed on to our families and our feeder schools through meetings, reports and conversations. Families have reflected on the increased understanding their children have in this area and have provided meaningful feedback to support our ongoing exploration and pedagogical practices. Again, we look forward to monitoring our children's growth through our connections with our feeder schools, as they progress through these early years.

## Strengths

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### Quality Area 2: Children's Health and Safety

We have a strong focus on sun protection with children having developed a visual chart that we check each lunch time to determine the UV level. This then informs our practice of wearing hats when outside and sunscreen application at lunch time. This is embedded and done on a daily basis and often leads to conversations about whether what the weather looks like outside matches the UV rating is. Children learn that UV levels can be high even on cloudy days.

Infectious diseases or illnesses are recorded in the daily diary and documented in the staff meeting minutes. Parents are notified through signs displayed as they enter the site and in newsletters. Individual health care plans and medications are documented and stored in the kitchen. Identified children have their own pouch in an 'Allergy Buddy' which is clearly labelled with their name, photo and medication and is taken on all outings. All accidents and injuries requiring treatment are documented and given to parents to sign. Parents are contacted immediately if the injury is deemed serious by staff. All staff are trained in first aid and all injuries are monitored and acted upon accordingly. Incidents are discussed at staff meetings and reflected upon to determine patterns of where and when accidents occur to provide opportunities to implement change and increase children's safety. Risk assessments are done for new experiences, excursions etc and shared with all staff and children through discussions and planning. Our child protection curriculum is embedded in our sites program and each term we focus on one aspect of the curriculum, reflecting on individual children's needs and our community. We have a daily exercise program that engages all children in explicit physical exercise opportunities each morning and includes a variety of experiences to promote children's physical skills and development.

An example of one area that has been a focus for us and a strength above and beyond the standard regulations has been our focus on children's health and wellbeing over the years. We started several years ago with 'Kismatter' and then implemented 'Be You', both of which have been highly valuable as a learning tool and resource in working and engaging with our children and families. In recent years, through staff reflection, we identified the need to shift towards a focus on 'Self- Regulation' as important aspect of children's health and safety. This was indicated in the latest AEDC data for our area and has become more and more apparent in our daily interactions with children and families, along with our feeder schools and our RRR data.

Staff decided, as we have no Occupational Therapist working in the Department for this age group, that we would have students from UniSA come and work with some of our children as a way of assessing O.T support. This has occurred over several years and has been a positive resource for our site. Staff also did some research around 'What does self-regulation mean and what does it entail?' After reflection, staff decided to introduce the 'Zones of Regulation' as this is something that many of our feeder schools use and would support our children as they moved into school the following year. Staff also worked together and developed a checklist to use with all children based on three of the areas they deemed most important: sensory processing, executive functioning and emotional regulation. Under these three headings, staff broke it down further until they had a clearly defined list of what was needed for a child to present with the ability to self-regulate. Each teacher then screened the children in their group, based on observations and professional judgement, in term 1 and again towards the end of the year. Throughout the year we worked with children to develop their ability to regulate themselves through various strategies including the implementation of a quiet space with sensory toys, special wobble stools and supportive chairs, decluttering of the wall space and most importantly our ability to co regulate. As a whole staff team, we then analysed the data for each child and critically reflected on the progress made or the factors that may have been impacting on that child's ability to self-regulate. Having an increased focus on self-regulation

and its importance in emotional and mental health as well as capacity to learn and engage in the wider community effectively, staff were more aware of individual children's responses throughout the year and are better able to effectively support and manage issues as they arise in a more positive and focused manner. Staff have been able to engage more responsively with families around issues that have arisen and questions that have been asked of them. Information has been regularly shared through our learning stories and newsletters along with strategies that can support children at home. This year with the introduction of the Department's Self-Regulation team, we were able to create a Self-Regulation Action Plan and access an O.T coach who is working with us to develop our skills in this area and support all staff to build a deeper understanding of the Zones of Regulation into 2023. This work has become embedded in our practices and will continue to be an ongoing focus next year and for many years. It is seen by all staff as an important aspect that embodies the qualities that children need to ensure positive outcomes across all areas of life including their health and safety.

# Strengths

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## Quality Area 3: Physical Environment

At Flagstaff Oval Kindergarten we have a beautiful natural outdoor area with a variety of open-ended play spaces for children to explore. The large outdoor area provides opportunities for a variety of experiences to occur throughout the day. Our Bush Tucker Garden provides opportunities for small groups of children to extend their cultural perspectives as they explore, investigate and problem solve while eating the fresh leaves and berries. The bark area provides opportunities for children to extend their gross motor skills with climbing and swings that change and adapt according to the children's needs and interests. We have a large climbing structure in the centre of our play space which provides a more challenging dimension to both physical play experiences and creative, imaginative play opportunities. We have an established mud kitchen which provides for socio-dramatic play experiences as children create potions, cakes and much more! We also have a cubby house, digging patch and small open-ended platform hidden amongst natural bush scapes, a vegie patch, sand pit, creek and lawn area. All these areas provide opportunities for children to engage in outdoor experiences such as large mat play and more structured group games which support gross and fine motor skill development, agility collaboration and problem solving where children can positively interact with each other and nature. We do daily playground safety checks in line with 'Playsafe' regulations.

Children utilize a variety of play spaces both inside and out and engage in the use of natural materials and loose parts encouraging self-directed, challenging, investigative play alongside more explicit play opportunities with educators.

Sustainable practices and environmental awareness are embedded in our site philosophy and are reflected through our experiences with children including our recycling bin system, vegetable garden, worm farm, compost for food scraps, soft plastics roster and can and bottle collection.

We have a large mosaic snake called 'Yura' meaning large snake in Kurna which runs through the Kindergarten outdoor area from our entrance gate to the opposite end with the kindy being in the belly. Yura reflects the nature of our bush environment and was inspired by our children and created by a local artist and builds on our interest and focus on Aboriginal cultures and perspectives. Staff reflected upon the fact that many children don't have access to these experiences within their local environment which led to the creation of authentic, immersive space where Kurna culture forms a natural part of every Kindy day.

This year we have been able to engage an Aboriginal artist who has been working with our children and has done several large pieces to reflect our community through Kurna culture. Initially he painted our veranda posts representing water, land and bush with the use of symbols. He then came in and engaged the children in music and dance using traditional instruments and songs. He also did some cooking of damper with us in our bush tucker garden and talked about how traditional peoples would have prepared it and cooked it. In doing this he was able to bring the traditional and modern perspectives together. We also employed another company who explored the settlement of European people and the impact this change has had on the country over the years. We have continued our focus on Kurna language with the use of 'Ninna Marni' to greet children in the morning and the response of 'Marni I' that 70% of children now respond with. We do our own Acknowledgement of country using signing each morning in our small groups and we farewell each other with 'Nukkita' at the end of the session. Each time we have a book that fits with this focus we incorporate the Kurna language to increase children's use and understanding of the language. Many families have reported that we do this aspect of the curriculum really well and it is represented throughout the year across all areas of the curriculum. Educators are continuously looking at increasing their vocabulary and understandings around Kurna cultures and our families enjoy learning about it also as their children come home and share their own experiences and knowledge.

# Strengths

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## Quality Area 4: Staffing Arrangements

Staffing arrangements meet Regulatory guidelines in order to meet the needs of our families and children. All educators are engaged in performance development processes to identify strengths and areas needing further development in line with our Preschool Quality Improvement Goals. All educators are aware of site priorities, National Professional Standards for Teachers and the Code of Ethics that guide their practice.

All educators engage in professional reading and research and work collaboratively to share their knowledge and information with their colleagues both within our site and across our partnership. At Flagstaff Oval Kindergarten we employ extra staffing to support the continuity of relationships with children and deeper engagement. With changes in staffing over the years, we have embedded reflective practices to support relationships in relation to wellbeing and supervision. Supervision is based on connections and relationships with children, knowing each child and how they engage with others and the environment, and high levels of engagement, agency and expectations.

Educators engage in weekly staff meetings to share information, monitor progress, discuss individual children and comments from families along with any issues that have arisen and our Preschool Quality Improvement Plan. These meetings are recorded and actioned upon with each staff member receiving a copy via email. Educators also use these staff meetings to share training and development opportunities and that they have engaged with. Whole staff training opportunities occur in order to build competencies and are included in closure days where we are able to work as a cohesive team to develop our PQIP, termly focus and extend or embed our site priorities such as this year's focus on: Self-Regulation and Number Sense.

Educators are constantly reflecting on the effectiveness of our program, routine and transitions to ensure effective outcomes for all children. Part of our program involves small groups with one educator to support a sense of belonging and connection to our learning environment. All educators are responsible for all children and share roles and responsibilities across all areas of the curriculum.

Educators work closely with Governing Council to support positive outcomes across all areas of our site.



# Strengths

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## Quality Area 5: Relationships with Children

All Educators are caring, nurturing and responsive to the needs of individual children and their families. Educators engage in building trusting relationships with children, important in building a sense of belonging and positive mental health and well-being. Educators work very hard to ensure that parents are kept informed of their child's interests, strengths and needs through making themselves available for discussions, phone conversations, reports, emails and learning stories. Learning stories support the link between home and kindy and the cyclical nature of our program.

Our transition program that operates for 8 weeks, provides the opportunity to build relationships with the child and family prior to the start of their Kindergarten term. Children come along with a parent/caregiver and engage in experiences alongside them while exploring their new learning environment and peers to build connections. We also ask every family to put together a story about their child with photos to share on our wall so that children can share their home culture with new friendships. The success of this program is evident with the smooth transition these children make as they happily separate from families and engage in positive connections with peers and educators. Our Transition program also enables educators to check in with families and identify any child needing additional support. This supports children's sense of belonging and connection to their new learning environment and educators and is an embedded practice that is reflected upon with educators and families each year.

Each year staff reflect on our vision statement and ensure it is visible to families in our community. We emphasise the connections made with families and children as an important aspect for wellbeing, which forms the basis for responsive learning opportunities. Each year we invite families to attend meetings and introduce them to our curriculum and philosophy. We engage them in learning stories which keep families informed of the learning and experiences that occur throughout the year, and help support ongoing relationships with families that then strengthen ongoing relationships with children. We have an embedded routine involving established small groups with a teacher to reinforce the concepts of 'Circle of Security'. These provide opportunities for relationships to be built upon throughout the year as we work through our morning circle greetings and discussions. Children have opportunities to share their experiences from home with peers which often leads to further discussions. All children are involved in our child protection focus which initially explores feelings and emotions, our Zones of Regulation program that focuses on children's ability to self-regulate along with our Powerful Learner focus which looks at the learning pit as children explore positive dispositions for learning. This supports relationships between children and educators as we engage in making mistakes, persistence and seeking support when needed. We ensure children's voice is embedded in our curriculum and educators are constantly reflecting on ways to support and grow children's sense of agency. Children's voice is documented on a daily basis in our program book and used to inform our program and reflective practices. Families are supported to engage in their child's learning through learning stories, floor books, daily interactions with educators, newsletters children's individual portfolios, established learning goals and Statements for learning. As children build their relationships and sense of agency, they are encouraged to share their home culture with others. This is also evident in the array of languages we use to greet each other in our small groups which is part of our embedded practice, and experiences provided through our families that reflect our families' cultures. This year we have built a relationship with an Aboriginal artist who then came and worked with all children to build relationships and connections with Aboriginal people and perspectives. We now have a wonderful painting that is displayed at our front entrance to greet people as they arrive. The painting depicts our Kindergarten community in Flagstaff hill and the children and families that attend. This is evidence of our embedded and meaningful engagement with our families and community.

At the end of the year, every child draws a picture of themselves on a tile which is then placed on the external front wall for families to look at over the years in order to reflect on their connections to Flagstaff Oval kindergarten.

Educators see their relationships with children as the foundation for strong learning outcomes and so engage in opportunities to reflect, connect and embed practices on an ongoing basis. This is most evident when we observe children engaging with each other using language that reflects positive relationships that are supportive, open, respectful and empowering.

## Strengths

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2. Practice is informed by critical reflection
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### Quality Area 6: Collaborative Partnerships with Families and Communities

Information sessions are provided for all interested families wishing to enrol for the next year. This provides families with information regarding the centre program and allows for questions to be answered. Our Transition program operates in the term prior to starting Kindy, during Playgroup. Children are invited to come along with an adult and build a sense of connection to their new learning environment, educators and peers. During this time families are supported to seek clarification about all aspects of the site and child development. Educators promote the importance and value of family and site connections and ongoing open communication.

Families are encouraged and supported to be involved in the service and contribute to the service delivery through our strong governing council. Families are supported by educators who greet them on arrival, inform them of site experiences and expectations and build positive relationships through informal and formal interactions. We have a diary out for families to place times and dates they would like to come in and share skills and experiences with our children throughout the year. This year we have had cooking, face painting, puppet making, baby care, a visiting rescue joey over several weeks, chickens scratching around our yard and laying eggs, music experiences, dance, 3D printing, gardening in individual pots and decorating, a visit from the fire department through one of our parents, police visits, juice making, Indian cooking, Waste recycling experiences, Obstacle-a-thons in which families support our children to engage in physical challenges, Patch theatre at Noarlunga involving a bus trip, Silkworms and visiting puppies, Pyjama days cooking and eating toast, Easter hat parade, Christmas celebrations, work experience children from our local high school, Occupational Therapy students from UniSA, student teachers and so much more! Families are encouraged to provide constructive feedback on site issues and the program through Department parent surveys and other means throughout the year. Open, honest conversations with families are valued and encouraged in order to develop consistency and effectiveness of site policies and child/family needs. Parents are also linked in with local community services to support individual circumstances.

Governing Council members meet twice per term and families are encouraged to become involved through the AGM held in December each year.

Educators build relationships with the wider community through the parent body and South Valley Partnership, to support site priorities and enhance children's learning. We maintain strong links with the local schools including transition visits and meetings through which we share information on local children within our partnership. Currently the data we have gathered around phonological awareness and number sense for individual children has been passed on to our local schools and will be followed up over the next few years to track and monitor their growth and reflect back on our own embedded practices. We also engage as part of our embedded practices in our visits with the reception classes that occur at least twice per year. Sharing of information and collaboration in projects such as the Transition Meetings held over the past two years between teachers. This provides opportunities through which pedagogical practices are explored and critically reflected upon to shift and improve outcomes for all children. We also participate in our Early Years Network meetings which explores and provides opportunities for us to share good practice and reflect upon what others are doing within our learning community.

Community involvement continues with our embedded links with the Flagstaff Hill Community Centre and the use of the Oval for daily exercises, Tennis at the local courts, Henny Penny, Minton Farm, Share the Dignity, St Vinnies at Christmas time, Aboriginal Cultural Incursions, CAFHS, recycling program visitors and links. Our Aboriginal Artist, David Booth has supported our critical reflection and collaborative partnerships with our Aboriginal/First Nations community. He painted our veranda posts, made a large wall painting representing our kindy on Kurna land, cooked bush tucker, played musical instruments and told traditional stories.

We have a well attended Play group which operates every Friday of term and is run by our ECW. This supports young families in our community to build connections and relationships with others and find out more about local services. Our speech and language programme also have catch ups annually for those children who have moved on to school. We traditionally have a history of families attending with several children and some families attending who attended themselves as children. This is the essence of a community that builds connections and a sense of belonging and trust throughout the years and is only possible through critical reflections, community partnerships and embedded practices.

## Strengths

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### Quality Area 7: Governance and Leadership

Consistent educators for the year support the kindergarten community by making strong connections and supportive relationships with our families. Many of the educators have been at the site for several years and families value our positive and respectful attitudes towards children and adults. Educators ensure that there is open and considerate communication with families and acknowledge cultural and social differences. Educators have a strong pedagogical focus which supports our site's philosophy and vision which is enhanced by ongoing critical reflection, feedback from our community and professional development.

All educators engage in reflective practices, quality improvement planning, policy development, whole site literacy and numeracy directions and assessments of children's learning. More recently, due to a shift within the Department to increase literacy outcomes for all children, and upon critical reflection of our embedded practices, we have changed our phonological screening tool to be more consistent with our local schools and partnership. We have dived deeper into our commitment to our whole site literacy and numeracy directions and introduced a method to track and monitor children into the future as they head off to school. This is in an effort to be more responsive to our local schools and trusting that they will reciprocate.

Educators engage in weekly staff meeting where roles and responsibilities are shared and acknowledged. Staff actively and responsively discuss ideas to support children's development and wellbeing and reflect on ways to improve their pedagogical practices and leadership withing the community.

To ensure effective management systems are in place, roles and responsibilities are documented and the Governing Council members are involved in the implementation and review of policies and procedures along with NQS self-reviews. Risk assessments are implemented, policies are regularly reviewed, and the staff have common agreed understandings of the health and safety of children. Policies and procedures guide our practice and are kept in a folder for community access. Other information is stored securely in the office filing cabinets.

Educators work collaboratively to ensure that each child is supported to develop life skills, competencies and powerful learning dispositions using the learning pit, children's agency and voice in setting learning goals. We employ regular relief staff which provides familiarity of the site management, and consistency for children that supports positive relationships. Educators are included in administrative and management systems including EMS and PUP. Staff share responsibility to ensure asset management and facilities service records are maintained and kept up to date. Staff complete required training such as first aid, RAN to ensure they are fit to undertake work at our site. Educators continue to up skill with new record management systems and IT services.

All educators are involved in Professional development planning twice per year with educators engaging in performance reviews with the Director to support and evaluate their induvial plans and goals for learning. The Director works with Educators on closure days to critically reflect upon planning cycles based on data collected, develop new goals and plan for future implementation of the educational programs and initiatives in line with Department for Education and South Valley Partnership initiatives. We have a pyramid system of governance and leadership involving sharing and collaboration from the Director with information being passed down to support educators, families and children. This process is part of our embedded practice and involves critical reflections and meaningful engagement with families and communities at each level.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Flagstaff Oval Kindergarten

**Goal 1: Children will demonstrate a deeper understanding of number sense.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we engage children in explicit numeracy experiences, then children will develop a strong foundation in number sense.

### Success Criteria:

Children will be observed using their understanding of the different aspects of number independently through their play.

Data collected will indicate 100% of children will have shown improvement across all aspects of number.



## STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<b>Educators to review screener they developed in 2022 and refine/modify according to documented issues and concerns experienced.</b>	QA1. Educational program and practice. 1.2.1 QA3. Physical Environment 3.2.1 QA5. Relationships with Children 5.2.1	Early term 1.	Teachers and Educators together.	Notes and experiences from 2022. Ongoing research across areas of number sense.
<b>Jo to do the screener for all children in term one.</b>	QA1. Educational program and practice 1.3.1	Term 1 and 3.	Jo	Jo to be provided with the screener and a script to follow to ensure consistency across data.
<b>Educators work towards whole site approach to improving concept development for all children ie pedagogical practices. Individual</b>	QA1. Educational Program and Practice 1.2.1,	2023 ongoing	All teachers and educators.	New Curriculum resources for preschools. Possible links with local schools. Individual staff

<b>children's growth and development to be recorded through learning stories and observations throughout the year on an ongoing basis.</b>	1.2.2,1.3.1 and 1.3.2 QA5. 5.1.1, 5.2.1			to participate in training opportunities.
<b>Jo to repeat the screener for all children at the end of term 3 or early term 4.</b>	QA1. Educational program and practice 1.3.1	Click or tap to enter a date.	Jo and then teachers to analyse the data and reflect on growth of children. Where to next?	Click or tap here to enter text.

**Goal 1: Children will demonstrate a deeper understanding of number sense.**



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

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Educators to review screener they developed in 2022 and refine/modify according to documented issues and concerns experienced.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Jo to do the screener for all children in term one.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators work towards whole site approach to improving concept development for all children ie pedagogical practices. Individual children's growth and development to be recorded through learning stories and observations throughout the year on an ongoing basis.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Jo to repeat the screener for all children at the end of term 3 or early term 4.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 1: Children will demonstrate a deeper understanding of number sense.**



**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?**

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**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?**

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# Learning Improvement Plan – Goal



## STEP 1 Analyse and Prioritise

Site name: Flagstaff Oval Kindergarten

**Goal 2:** Click or tap here to enter text.



## 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	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			
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.	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
<b>Phonological Awareness</b>	QA 1. 1.1 The educational program enhances each child's learning and development. 1.2 Educators facilitate and extend each child's learning and development. 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Introduce new teachers to Heggerty and the data we have to show improvement.  Ensure teachers are comfortable to engage in the program.  Purchase extra book.	2023	Heggerty resource book. Teachers' professional judgement to scaffold the Heggerty program.	All teachers. Jo to do the initial screening in term 1 and then in term 4 to show growth.
<b>Interoception and Zones of Regulation</b>	QA 2. 2.2 Each child is protected. QA 5. 5.1 Respectful and equitable relationships are maintained with each child. 5.2 Each child is supported to build and maintain sensitive and responsive relationships.	We have linked with the Self-Regulation team through the Department and have an O.T who will engage with us in training throughout the year starting in term 4,2022.  Establish a Self-Regulation Service Action Plan.	2023	Billie Harley – Occupational Therapist to deliver training and follow up sessions.	All educators.




	<p>QA 6.6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>QA 1. 1.1 The educational program enhances each child's learning and development.</p>	<p>All educators to complete the Introduction to Regulation training on plink.</p> <p>Two educators to engage with online Zones of Regulation training.</p>			
<b>Aboriginal (First Nations) perspectives.</b>	<p>QA 7. 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.</p> <p>QA 6. 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.</p> <p>QA 5. 5.1 Respectful and equitable relationships are maintained with each child.</p>	<p>Continue to build connections with families and community to build deeper knowledge and understandings.</p> <p>Continue to employ David Booth, Aboriginal artist to work with our community.</p> <p>Excursion to Living Kurna Cultural Centre.</p> <p>Annual review of Aboriginal learner achiever matrix.</p>	2023	<p>David Booth, Aboriginal artist.</p> <p>Learning opportunities that arise throughout the year to support our learning for educators to engage in.</p>	All educators and community.
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.

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# Progress notes

National Quality Standard priorities

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

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			
Phonological Awareness	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Interoception and Zones of Regulation	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Aboriginal (First Nations) perspectives.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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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?****What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

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

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Meegan Barron
<b>Date</b> Friday, 2 December 2022

Signature:

Endorsed by governing council chairperson

<b>Name</b> Melissa McDonnell
<b>Date</b> Friday, 2 December 2022

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education