Quality Improvement Plan for Paralowie Kindergarten

Site number:

2655





Service name

Paralowie Kindergarten

Service address

13 Yalumba Drive Paralowie

Service approval number

CS-00057563

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 Paralowie Kindergarten we aim to provide a high quality, inclusive educational program for children aged 3-5 years. Staff work closely with parents and the wider community to provide an environment that is stimulating, where children feel safe to participate in a program that enables each individual child to think and learn at a deeper level. Individual learning styles and stages of development are considered when planning. Adaptations to the program and small group work support children with additional needs. Small groups are also provided to extend children's learning in a way that benefits all participants.

The kindergarten is open Monday - Friday. Sessional kindergarten for eligible children - as per the Federal Government's Universal Access initiative children are entitled to 600 hours of preschool per year, 30 hours per fortnight. There are two groups of children - Monday/Tuesday and Wednesday/Thursday with the Friday being shared between both groups over the year.

There is a Playgroup on site with current sessions on Tuesday mornings.

Staffing: as a Category 2 centre the adult/child ratio is 1:11. There is a Director, 2 x permanent 0.5 Teachers, 0.4 Universal Access Teacher, 1.5 permanent Early Childhood Workers.

Local Community:

General characteristics: The centre is situated in the suburb of Paralowie in the Salisbury local government area. It is located on the corner of a park, which hosts a local soccer club. The community is diverse and includes dual and single income families and parents, families receiving government assistance and new arrivals. The community is culturally diverse families from Aboriginal, Cambodian and eastern European backgrounds.

Parent and community involvement in the preschool: The Governing Council comprises of a President, Secretary, Treasurer and an average of 5 council members, including playgroup representatives. It is an open, friendly committee which works with the staff and Director to ensure the centre's programs and priorities are well resourced.

Our local community offer services through Bagsters House to families, this service includes courses to assist and support families. Lake Windermere Children's Centre offer programs such as Baby Playgroup/Coffee and Chat, Little Lunch Playgroup, Kids, Blokes and Dad Jokes and Bringing up Great Kids.

Schools to which children generally transfer from this preschool. Families access a number of different schools in the area both public and independent with Paralowie R-12 School being the closest feeder school.

Other local care and educational facilities. Several long day care and OSHC facilities are locally available.

Additional Programs:

Paralowie Kindergarten participate in the Orion Partnership Occupational Theory and Speech Theory programs. This program is provided above the Department for Education Speech Therapy Program which is offered to children with speech delays and impairments.

Our 2022 Preschool Quality Improvement Plan (PQIP) goal was to Improve children's Phonological Awareness skills through targeted intentional teaching, modelling and immersion of experiences within their learning environment. With a whole site approach, we delivered learning experiences through a mixture of play-based learning experiences and intentional teaching learning experiences, collecting data along the way, and using this data to inform our future teaching steps. It was from this data we ascertained that our PQIP goal for 2023 will be around numeracy in particular number.

Statement of Philosophy

At Paralowie Kindergarten we believe that a philosophy is a working, living document that evolves with the community as new insights are gained and practice is evaluated. Therefore, our philosophy will be reviewed on an annual basis.

Learning: We value a play-based curriculum that supports each child to develop and build independence, confidence, curiosity, persistence, cooperation, creativity, resilience and respect. Each child's uniqueness and prior knowledge is recognised, and opportunities are provided for scaffolding learning. Our intention is to be playful and for play to be open ended, child led, child initiated, educator initiated, encouraging and fun.

We believe that foundation for literacy and numeracy are strongly established through the play-based curriculum. Intentional teaching groups in literacy and numeracy are completed daily as is regular assessments.

We believe in providing an environment that supports all children to be successful and to acknowledge achievement. Children ae supported at their level of development and regularly assessed. We value our outdoor space as an essential feature of our learning environment. This space invites open-ended interactions, spontaneity, risk taking, exploration, discovery and connections with nature.

We acknowledge that the kindergarten is built on the traditional lands of the Kaurna people and aim to develop awareness of Australia's Aboriginal heritage as a part of our learning program, including the children developing a group Kaurna acknowledgement.

Teaching: We encourage ongoing professional development and collaborative practice for all staff to ensure that planning for learning supports the program, the needs of individual children and the Kindergartens community. Staff will engage in reflection and analysis of themselves and the program. We believe that this will ensure that we offer a high-quality education with high expectations of the program, educators and children. We aim to intentionally teach children about sustainable practices. This promotes children's understanding about their responsibility to care for the environment, this includes growing our own vegetables and the children participating in our sites recycling program.

Community: Our intention is to provide a welcoming environment that is supportive and positive, that promotes belonging and community and that encourages the involvement of families in the program. A setting where families are valued and recognised as their child's first educators and when children, families, staff and community work together as co-constructors of children's learning.

We believe in the importance of having open lines of communication with families and positive interactions with children and when necessary to act as advocates for children and their families within the wider community. We use a range of communication platforms to ensure information is delivered promptly.

We believe in building strong, long lasting relationships with children, families and the community.

We value and respect the diverse cultures of families belonging to our community. We encourage the sharing of cultural traditions and practices.

We value a sustainable community that develops respects for each other and our environment and that is aesthetically pleasing.

Review date: January 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

Exceeding Theme 1: Practice is Embedded in Service Operations The Director works collaboratively with all educators, including the Early Childhood Leader and Educational Leader to aid the curriculum decision making that contains our planning cycle. (1.1.1) The Early Years Learning Framework (EYLF) reinforces' Paralowie Kindergarten's pedagogy, educators use their observations of children's learning, their knowledge of each individual child to examine and judge how the children are meeting the 'learning and developmental outcomes'. Children are observed and assessed regularly during their kindergarten year. Educators share their observations during our programming session and ensure children's voices are being heard when formulating a program and educators set up the learning environment to stimulate all children's learning and development. Positive reflections are documented daily and used for future programming. (1.1.2, 1.2.1) Educators and children research the history of Aboriginal and Torres Strait Islanders and develop a welcoming acknowledgement at the beginning of each year and this acknowledgement is then said during morning group time daily. (1.2.3) The Keeping Safe: Child Protection Curriculum is used in conjunction with the EYLF curriculum to plan for and is applied carefully throughout all curriculum areas. All children's knowledge, strengths, interests, and needs are the foundation of the program. Educators extend children's learning interactions through using the daily routine, open-ended questions, and access to a variety of resources. (1.1.3) Educators ensure that the resources and activities are inclusive of all children's individual requirements and children are supported in taking ownership of their own learning and are provided with opportunities to guide the program according to their individual interests Exceeding Theme 2: Practice is Informed by Critical Reflection

Educators frequently reflect on their current practices to endeavour to continuously improve the learning for all children and will use this information to assess and evaluate as part of an ongoing cycle of observing, analysing the children's learning, documenting, future planning, implementing learning experiences and reflecting. (1.3.1) Our educators regularly reflect and analyse children's data collected through using our TROLPA tool and we use this data to inform our next intentional teaching steps. (1.2.1,1.3.1,1.3.2) The data collected is used to identify children's strengths, interests and the development of children and is regular reflections indicate the distance that the children have travelled throughout he year. (1.1.2, 1.2.1,1.3.2). Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community Educators read information supplied by families during the enrolment process and encouraged to become involved in the Kindy by participating in a number or roles such as volunteering, being a member of our Governing Council or coming to special events held throughout the year. (6.1.1) Children's cultures, backgrounds and religious beliefs are tailored for families and the wider community, which are invited to share this with our Kindy community. (6.2.3) Cultural celebrations are acknowledged at the end of term one during our Culture Day which is celebrated with families invited and provided the opportunity to celebrate with their children. (6.1.2) Families are invited to make an appointment to discuss their child at any point throughout the year as educators will do the same if required. (1.3.3) A personalised statement of learning is provided to the families in terms one and four that outlines their child's specific areas of development, these areas that they require support in and what their interests have been while at kindy. (1.3.3) The families are invited to converse with an educator at any time that is deemed necessary. (6.1.1)

With reference to the three exceeding themes:

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

Quality Area 2: Children's Health and Safety

Exceeding Theme 1: Practice is Embedded in Service Operations Children are taught acceptable hygiene practices unambiguously at their commencement of their kindergarten year and are regularly reminded through visuals and verbally from educators. Hand washing is supervised by educators before mealtimes, after mealtimes and as required throughout the day. Additional practices are in place to prevent the spread of infectious diseases. Parents are requested to ensure sick children are kept at home and they will be contacted to collect their child if they are to become sick while at Kindergarten and depending on the severity of the illness, parents are asked to gain a clearance from their doctor prior to returning to Kindergarten. When an infectious illness has been reported to the Kindergarten educators display a sign on the illness window informing our families of the outbreak. (2.1.2) Our learning environment is purposely set up to provide both active and quiet play. (2.1.3) A quiet area is also offered both inside and outside to enable children to rest as needed as well as a controlled relaxation program is implemented at the conclusion of lunch to assist the children in learning skills of relaxation. A comfortable resting place can be set up if a child is required to sleep throughout the day or are waiting to be collected by parents when sick. (2.1.1) The child protection curriculum is embedded into our curriculum over the year and each topic is covered correctly before moving on to the next topic. (2.2.3) Invacutions and evacuations are practiced regularly to ensure the procedure is embedded into all children and educators. (2.2.2) Exceeding Theme 2: Practice is Informed by Critical Reflection All educators hold a first aid, anaphylaxis, asthma certificates as well as responding to abuse and neglect certificate and are regularly trained in knowing their roles and responsibilities to identify and respond to children that are at risk of abuse or neglect and is updated yearly. (2.2.3) Every child is observed regularly, and their skills are extended repeatedly using activities that promote their gross motor, fine motor, and cognitive skills. (2.1.3) Educators supervise both the inside and outside learning environment when children are in these spaces throughout the day and staff communicate with each other to ensure all areas are adequately supervised. Staff constantly assess the safety of all play equipment and learning environments and action is taken to prevent and /or always minimize risk. Inside and outside environmental checks are completed regularly, and hazards are reported and rectified as quickly as possible. All staff are trained in Playground Inspection and Maintenance. (2.2.1,2.2.2) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community Health plans for children with medical requirements are developed in conjunction with the families and Doctor and are checked regularly by our WH&S officer to ensure the medication is in date and plans are kept up to date. Accidents and illnesses are logged in our accident folder, families are provided with a copy and reported to DfE when required. (2.1.2) Families are provided with our sites Healthy Eating Policy which is discussed at our Parent Information Night. (2.1.3) When there is an outbreak of an illness or infectious disease, information regarding the outbreak is displayed and Families are informed via text message and/or Seesaw. (2.1.2,2.2.2)

With reference to the three exceeding themes:

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

Quality Area 3: Physical Environment

Exceeding Theme 1: Practice is Embedded in Service Operations Paralowie Kindergarten has an attractive learning environment that is welcoming, spacious, safe and well maintained. The facilities are well planned with equipment and spaces that are flexible with buildings and outdoor areas are accessible to prams and wheelchairs. Placement of appropriately sized furniture in the outdoor and indoor learning spaces have been carefully considered to be practical, safe, and easily accessible for all. The physical space is organised to encourage choice, child-directed and to facilitate active engagement with the environment. The children's toilets and hand washing facilities are accessible from both indoor and outdoor environments. (3.2.1) Trees, pergolas, and verandas provide adequate shade for the outdoors in summer which enables the children to utilise our outside environment on the hotter days. The variety of trees also enable the children to observe the changing of seasons and enjoy activities such as raking and jumping in leaves in autumn. (3.1.1) We take all necessary steps to guarantee that both indoor and outdoor learning environments are interesting, challenging and inviting to children and their families. There is good collaboration and flow between the indoor and outdoor learning environments and there is flexibility to enable children to move resources and equipment to extend their learning opportunities. (3.1.1,3.2.1,3.2.2) A vegetable garden is in place which the children helped to plant and maintain regularly. The vegetables are used in our cooking program which is implemented fortnightly which enables the children to participate in preparing, cooking, and eating carefully selected recipes. Caring for our environment and ensuring children are supported to become environmentally responsible is paramount. During daily mealtimes, children are encouraged to sort out their waste food and packaging and scraps are placed into our worm bin to make compost for our vegetable garden. Recyclable containers are clea

(3.2.1,3.2.2,3.2.3) Exceeding Theme 2: Practice is Informed by Critical Reflection

Safety inspection checks are conducted regularly by educators as well as daily safety checks completed on all inside and outside areas. Any hazards that are identified are removed immediately or isolated and reported to the nominated supervisor and WH&S officer and throughout the day immediate action is taken by staff to ensure the safety of children if any potential hazard may arise. (3.1.2,3.2.3) The indoor learning environment is cleaned daily by staff and cleaned weekly, termly and yearly by site contractors. The outdoor environment is maintained by an employed gardener and educators. Equipment and facilities are maintained in accordance with our Health and Hygiene policy. (3.1.2) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community

Paralowie Kindy and Paralowie R-12 work together to provide smooth transitions between Kindy and school. Kindy children participate in extended transitions which enable the children to engage with school-based experiences and educators prior to their scheduled transitions in term four. (3.1.1) All major changes to the sites physical environment are discussed and approved by the Governing Council and information provided to families about the changes. (3.1)

With reference to the three exceeding themes:

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

Quality Area 4: Staffing Arrangements

Exceeding Theme 1: Practice is Embedded in Service Operations The staff team at Paralowie Kindergarten are highly dedicated, professional, and competent and hold the required qualifications. We function well as a team and work together to facilitate the best possible outcome for the children and families at our site. Educators are encouraged to be respectful with each other regarding any grievances and are encouraged to seek the support of the site Director when required as well as seeking support from each other. (4.2.1, 4.2.2) The educator to child ratios is maintained at 1:11, children enrolled as determined by DfE which is organised through a detailed roster to ensure that children's learning and development is supported by educators who are familiar with the various curriculum documents and can support the development of children's dispositions for learning. Within sessions continuity of educators for children is maintained through the organisation of educators, and staff establish and maintain secure relationships with our children. Children are grouped with a consistent group of peers through the year for small group times and will swap between educators to ensure all children's requirements, strengths and interests are being identified and supported. (4.1.1,4.2.1) Educators model appropriate language and behaviour as well as promoting oral language and appropriate social skills. Our educators are vastly capable in supporting children to develop appropriate skills in their social interactions and assist children when required to assert themselves in conflict situations in an appropriate manner. Educators explicitly teach and role model child safe language and skills to ensure that children learn the necessary skills to keep themselves safe. (4.1.1) Through an induction process all new educators become familiar with our philosophy and practices and where possible regular relief educators are employed when existing educators are away. When an educator is absent a notice is posted on the door detailing her absence and the name of the relief educator for families prior to the commencement of their day. Interactions with children and parents are mutual, respectful, and consistent. (4.2.1,4.2.2) Exceeding Theme 2: Practice is Informed by Critical Reflection Educators work collaboratively to plan and implement an educational program as well as considering the individual requirements for all children. Educators work as a team to exchange information regarding children and the program through reflection, incidental conversation and more specifically at three weekly planning and fortnightly staff meetings. (4.1.1,4.2.1) As individuals we bring our own unique perspectives and thereby enhance the implementation of the Kindergarten program. A communication diary and reflection page are also kept communicating important information and ensure that all educators are aware of the information. Educators participate in regular professional development throughout the year. Some professional development is undertaken by individual educators with knowledge shared with the team after the event. At other times we will participate as a staff team, particularly if the topic is relevant to our Quality Improvement Plan and Partnership. (4.2.1) Educators are supported in their practice by the Kindergartens philosophy and Early Childhood Australia's code of ethics. Educators are also guided by the Early Year Learning Framework in curriculum matters and Department for Education policies, procedures, regulations in running the preschool to ensure current best practice. (4.2.2) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community All educators have developed good relationships with children and their families and always provide an open-door policy. (4.1) Our site has an Arabic Bilingual Worker to work closely with our Arabic community who passes on important information regarding our site, their children and the community. (4.2)

With reference to the three exceeding themes:

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

Quality Area 5: Relationships with Children

Exceeding Theme 1: Practice is Embedded in Service Operations Educators build meaning and trusting relationships which support children to build trusting relationships through caring, consistent, respectful, and positive interactions as well as feeling safe, confident, and included. Children are also supported to build friendly relationships with their peers and other adults. From the moment the children first attend Kindergarten, all educators endeavour to learn the names of all children quickly and to pronounce each name correctly with children greeted by name each morning. Educator's interactions with children are friendly, open, and accepting. Through small groups children can form relationships with particular educators allowing them to form a secure attachment more quickly with one adult which is particularly helpful to children who are experiencing some difficulties in separating from their caregiver. (5.1.1, 5.2.1) As part of our planning each child is allocated to an educator which enables closer observations and evaluation of their learning, providing opportunities for meaningful, open interactions that support each child to learn. Children are recognised for making positive choices and educators role model explicit communication skills. Educators ensure a positive tone of voice is used along with positive language, emphasising the feelings involved when redirecting or discussing children's behaviour with them and will encourage the development of empathy for others. If a child has not already asked for help children in times of need such as injury or personal hygiene, educators will ask their permission to assist them to ensure the child's right are maintained. In addition to the Early Years Learning Framework, the Keeping Safe Child Protection Curriculum is used to support this interaction between educator and children. (.1.2) Activities are set up to encourage the development of relationships between children, sharing, turn taking, helping each other and foster cooperative play in a learning environment that has a balance of quiet and active learning spaces, adequate space and well-maintained equipment along with time to develop play solitary, with peers or/and educators and opportunities to work and play collaboratively are promoted through various experiences throughout the day. (5.2.1) Our learning environment promotes self-help skills and children are encouraged to attempt to do things first, but educators are always happy to assist if required. Children are supported in conflict resolutions and controlling their emotions, educators will provide the children with the tools they require to achieve this in line with our behaviour management policy. Children are taught how to respond appropriately to the inappropriate behaviour of their peers with strategies such as saying 'Stop, I don't like it!', use of visuals if required and to seek assistance from an educator if they are not being listened to. (5.2.2) Exceeding Theme 2: Practice is Informed by Critical Reflection Educators model positive behaviour and relationships with other educators as well as positively encourage children who are observed helping each other out. Educators structure a positive learning environment where children are supported to build their emotional well-being, social competence, awareness, and communication skills which educators will regularly reflect upon. (5.1.1,5.2,5.2.1) Our fortnightly staff meeting enables educators to share in professional conversations that influences the steps taken to ensure meaningful and trusting relationships are formed and maintained between educators and children and children and children. (5.1.1) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community Parents are asked to fill out a questionnaire about their child which this information is shared to all educators to build trusting relationships through having an insight into each child. (5.1.1) All correspondence from families is to remain confidential and will not be shared outside of the site. (5.2.1) By our site taking the time to build trusting and meaningful relationships with families and their communities ensures their child feels secure, confident, included and will enable them to have the confidence to access and succeed in their learning environment. (5.1.1,5.1.2)

Strengths

With reference to the three exceeding themes:

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

Quality Area 6: Collaborative Partnerships with Families and Communities

Exceeding Theme 1: Practice is Embedded in Service Operations Educators strive to maintain open relationships with families and work collaboratively to support each child to develop their full potential. This process commences with the first initial contact from families. Information is shared between parent/carer and educators prior to the children commencing kindergarten through our enrolment process and questionnaires, information nights are offered to families prior to commencing Kindy. Conversations with parents and carers during transition visits and throughout the kindergarten year are valuable in helping educators support their child's learning and development. (6.1.1,6.1.2) A fortnightly newsletter and an information wall are designed to share information about what is happening at our kindergarten as well as our current curriculum is on display for our families. Other information about our kindergarten is available on site or through our website. (6.1.3) Our playgroup is often our first contact with families, Playgroup parents are supported by educators at the Kindergarten with support. External support services being made aware to them prior to commencing Kindergarten, children's transitions are supported prior to commencing Kindergarten with playgroup and information session. (6.1.1,6.1.2) Paralowie Kindy and Paralowie R-12 work together to provide smooth transitions between Kindy and school. Kindy children participate in extended transitions which enable the children to engage with school-based experiences and educators to enable the children and their families to develop and maintain respectful relationships. Educators from the kindergarten and Paralowie R-12 School meet to discuss the children who will be attending in the following year. (6.1) Visits from members of the community such as Police, Fire, Ambulance is arranged to link with our curriculum. (6.2.3) Children are supported within the program to develop their full potential and are observed regularly and if needed identify any learning requirements. When a child needs additional support, this can be arranged in consultation with consent from families through a referral to support services within the DfE or to other support agencies. Preschool support from the DfE is arranged for children who are eligible. Prior to a child with significant needs starting kindergarten the director and parent/carer meet to discuss a child's needs and where relevant, educators also meet families to look at and discuss a child's needs in relation to assessing the learning environment, provision of resources /equipment and educator training and knowledge and when needed extra funding can be applied for to support the child while at kindergarten (6.1,6.2) Exceeding Theme 2: Practice is Informed by Critical Reflection Paralowie Kindergarten communicate with families via, newsletter, Facebook, Seesaw, text messages, face to face and Kindy displays and regularly reflect on if this is the most efficient means to communicate or can we do more and seek feedback from families to ensure our practices are best met. (6.1.1,6.1.2,6.1.3) Local primary schools, high school, and kindergartens within the Orion and Montague Partnerships work closely together to support children and families and provide collegiate support, learning for educators and continuous improvement. (6.2) Families are invited to participate with educators in conversations about their child's learning and development at any stage throughout the year and educators will invite families to participate in conversations if they hold concerns regarding a child's learning and development. (6.1.1,6.1.2,6.1.3) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community During the enrolment process, families are encouraged to be involved in the Kindergarten and are invited to be a member of the Governing Council to be part of decision making and to have their say about the Kindergarten. A Parent/carer's role as first educator is respected and valued. Children's culture, values and beliefs are respected, and families are invited to share in the decision making about their child's learning. Our site provides and assists families with information regarding services and resources within our local community that may be of benefit to them. Child and Youth Health provide checks on site throughout the year and The Aboriginal Health provide health checks on site yearly and will share feedback with families and educators. Collaborative partnerships have been established with a range of support organisations, including DfE support services and other organisations such as Muna Paiendi Primary Health Care Services, private speech pathologists, Salisbury Health etc. (6.1.1,6.1.2,6.1.3,6.2.1,6.2.2,6.2.3)

Strengths

With reference to the three exceeding themes:

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

Quality Area 7: Governance and Leadership

Exceeding Theme 1: Practice is Embedded in Service Operations Our philosophy statement has been developed in consultation with educators and guides all aspects of our kindergarten operations and is shared with families as well as being displayed on site and included in our information packages. (7.1.1) Our site has risk management processes in place which include regular safety inspections which identify, and record issues and the steps taken to resolve the problem. Individual site policies and procedures have been developed in consultation with educators, families and governing council members which are guided by the DfE and National Quality Framework requirements. Policies and procedures are regularly reviewed and updated as information/requirements/needs change. (7.1.2) Effective administration systems ensure the preschool operates efficiently and effectively. This includes record and information management, financial management and budgeting, planning, consultation, communication, policy development, staffing, children's health and safety and work health and safety. DfE information and communication technology systems including the early year's system, human resources management, business manager and critical incident reporting programs assist in this process. (7.1.2) Roles and responsibilities for educators are defined as part of our induction process. Staff fill out confidentiality forms along with an induction checklist and emergency contact form. Practice invacuations and evacuations are completed termly. Rosters also assist the smooth operation of the preschool. Regular staff meetings are timetabled to share information and discuss issues. (7.1.3) Exceeding Theme 2: Practice is Informed by Critical Reflection Educators continue to build their knowledge and skills through engaging in professional development, guided by areas identified in our quality improvement plan or individual performance and development plan and is supported by the Director. High expectations for teaching and learning are maintained through the motivation of all educators and effective leadership. The Director meets regularly with the Education Director and Early Childhood Leader to discuss progress with our improvement goals, Orion and Montague's Partnership development and review performance agreements. All educators have been involved in developing the quality improvement plan and ensure we aim to achieve our goal. (7.2) Educator's performance and development plans are based around these goals and include professional learning and responsibilities. We acknowledge and celebrate achievements. Information about professional learning opportunities is distributed by the Director via email, handouts or verbally. There are professional learning sessions which are identified as contributing to site priorities and all educators are expected to participate. (7.2.1,7.2.2,7.2.3) Documents /processes which support this area include our quality improvement plan, performance and development plans and various policies. The annual report provides a summary of our work towards improvement goals. The annual parent survey is structured around the seven quality areas. It also provides feedback which is valuable in reviewing and improving our sites practice. (7.1.1,7.21.2) Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or community Our philosophy is shared with families at information/orientation meetings and enrolment interviews. (7.1.1) A Governing Council is created yearly to ensure our site is guided efficiently and we have a strong foundation to ensure our practices and processes are robust and provide our kindergarten community with a devoted, enthusiastic and committed staff team. (7.1) End of year Statements of learning about each child along with our TROLPA data collection will ensure the schools have a well-defined picture of each child prior to the commencement of school. (7.1.2)

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Paralowie Kindergarten

Goal 1: To improve children's understanding and use of numbers to quantify.

And STEP 2 Determine challenge of practice

Challenge of Practice:

If we implement a consistent whole site approach to the intentional teaching and provision of mathematical learning experiences, we will improve the children's understanding and use of number to quantify.

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

Children will regularly use number to describe and compare.

Children will recognise 'how many' in collections of objects (subitise) with increasing complexity.

Children will contribute to discussions about number in a range of situations.

Educators will gather data using our site rubric every five weeks.

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will investigate children's questioning about number and quantity during play e.g how many cups of sand will it take to fill the bucket and by changing the order of the buckets will it change the quantity?	1.1.2 Child-centred 1.2.2 Responsive teaching and scaffolding 5.1.1 Positive educator to child interactions	By the end week 5 term 1	Educators will analyse and critically reflect on the data to assess and plan for the next steps for the children.	Numeracy assessment tracking tool Early Years Learning Framework, Preschool Indicators of Numeracy and Literacy, Literacy and Numeracy guidebooks, Leading practice papers, Preschool curriculum resources, Preschool position statement
Educators will use planning strategies to intentionally develop the next steps for the children which provide opportunities to	1.1.2 Child-centred 1.1.3 Program learning opportunities	This will occur throughout the year. Staff will have five-weekly	Educators will use data to plan for learning and intentional teaching experiences to support	Early Years Learning Framework, Preschool Indicators of Numeracy and Literacy, Literacy and Numeracy guidebooks, Leading practice papers,

develop and strengthen their awareness of number and quantity.	1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 5.1.1 Positive educator to child interactions	check ins to ensure the children are on track.	children during play and structured group times.	Preschool curriculum resources , Preschool position statement
Educators will use new knowledge from professional learning to trial, plan for and implement teaching strategies and curriculum design.	4.1.1 Organisation of educations 4.2.1 Professional collaboration 4.2.2 Professional standards 7.2.2 Educational leadership	One reading/training each term	Educators will critically reflect on new pedagogy practices to improve their knowledge of children's learning.	Plink and external professional providers, websites, DfE Numeracy publications and professional development opportunities.

Goal 1: To improve children's understanding and use of numbers to quantify.

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?

		On track			
Actions		Needs attention/work in progress	Evidence Are we doing what we said we would do?	What are our port stone?	
	Date your notes to ensure you track and monitor adjustments and progress of your plan		Are we improving children's learning? How do we know which actions have been	What are our next steps? Potential adjustments?	
			effective?	•	
Educators will investigate children's questioning about number and quantity during play e.g how many cups of sand will it take to fill the bucket and by changing the order of the buckets will it change the quantity?		k or tap here to er text.	Click or tap here to enter text.	Click or tap here to enter text.	
Educators will use planning strategies to intentionally develop the next steps for the children which provide opportunities to develop and strengthen their awareness of number and quantity.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	
Educators will use new knowledge from professional learning to trial, plan for and implement teaching strategies and curriculum design.		k or tap here to er text.	Click or tap here to enter text.	Click or tap here to enter text.	

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Goal 1: To improve children's understanding and use of numbers to quantify	Goal 1:	To im	prove 6	children's	understa	inding and	l use o	f number	s to	quantif	٧.
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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
Improve children's development in Oral Language skills.	1.2.1 – Intentional teaching	Intentional teaching in small groups about what is a question, Levels of questioning and Tier words.	This will occur throughout the year.	Educators will use resources from UniSA and DfE Speech Pathologists, Site resources, Children's books, TROLPA. ACECQA Self-assessment tool, Preschool curriculum resources	Educators will intentionally teach Oral Language in whole group, small group and through play settings.
Improve parent and family engagement in the learning program.	6.1.1- Engagement with the Service	Families will be encouraged to attend termly events such as cultural lunch day and special person's day. Children's background information sheets and families to bring in a photo for our family wall and communicate via multiple communication platforms.	This will occur throughout the year.	Educators will generate information for families in their home language (where possible), Parent survey, Newsletters, Seesaw, Mobile phone, EMS and open-door policy.	Director will generate two newsletters per term and will provide families with the link for the Parent Survey and Seesaw via email and paper. Educators will encourage families to engage in termly events and communicate with families daily.

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. 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	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	
Improve children's development in Oral Language skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Improve parent and family engagement in the learning program.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

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

Endorsements

Endorsed by director/principal

Name Denise Davis	
Date Monday, 12 December 2022	

Signature:

Endorsed by governing council chairperson

Name
Gloria Wood

Date
Monday, 12 December 2022

Signature:

Endorsed by education director

Name

Click or tap here to enter text.

Date

Click or tap to enter a date.

Signature:

