

2023

Quality Improvement Plan for (Seacliff Community Kindergarten)

Site number:

5670



Service name

Seacliff Community Kindergarten

Service address

47 Kauri Pde Seacliff

Service approval number

SE 00010881

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

Seacliff Community kindergarten is a Department for Education stand alone kindergarten providing preschool to children. Our leased facility is located on Kauria land and has ready access to a range of natural and human designed learning environments including the beach, Tjilbruke Springs, the Gully, Seacliff Kinder gym, city via the train and a local primary school within walking distance of the Centre.

The kindergarten is staffed by qualified educators to support the two groups of children who attend in consistent groupings on consecutive days. This arrangement facilitates for continuity of learning and consistency for the children who may access other care services when not at kindergarten. Lunch Care is provided in addition to the preschool program and the service has a link with the Seacliff Primary Out of School Hours Care Program that provides a walking bus service for some children to access OSHC at the beginnings and ends of the kindergarten day. We maintain a close working relationship with other schools, kindergartens and community services in the Holdfast Partnership and Flinders Park 3 Portfolio. We coordinate access to support services through the Department for Education Special services Team, Child and Youth Health Services and outside Agencies.

Our curriculum and pedagogy support our belief that children co-construct learning through rich and meaningful experiences and interactions with their families, educators peers and community and that we have a pivotal role in supporting and building learning communities that enhance the children's learning. This is achieved by building educator capacity, utilising the Early Years Learning framework, building children's agency and consistently reflecting upon and differentiating the learning for the children and families. The development of the children's skills, abilities and dispositions for life- long learning and the challenges of the 21st Century including cognitive flexibility, critical thinking, problem solving, creativity, communication, connection and resilience drive our planning and teaching.

Continuous reflection and differentiated approaches to the children and families and the better use of technology to communicate with others has supported improved outcomes during changing and challenging times.

Regular and authentic observation of the children as they play and learn, interactions with families, self- assessment and direction from the Department for Education (in the way of research and Strategic directions) helps us to develop our improvement goals and challenges of practice as outlined in this plan. This year's literacy goal builds on our growing understanding of the importance of oral language development to the longer term literacy outcomes for children. We have been on a journey of improvement in supporting the children's oral language skills and this year will concentrate on building our capacity to help children make connections between the written and spoken language of their world. Through teacher led exploration of the richness of books we will achieve higher order talk and interaction that builds on children's ability to make inferences, recount stories and develop their own narratives that are rich in vocabulary and descriptive language. As our 2022 data indicated that children and families often engage in shared reading we saw this as an opportunity to further engage with families in building their knowledge and commitment to reading as a way to build children's oral language skills.

Our observations of children's interest and engagement in learning in the outdoors, coupled with our successful and regular beach kindy in 2022 has provoked questions about how we can further develop children's spatial awareness and ability to learn more complex language of special awareness as they move and explore their environment. We intend to continue to work with the Primary Math Association resources and the Numeracy Guide to inform this improvement. With the impending upgrade to our outdoor learning area (due to begin in December 2022) we have an opportunity to incorporate resources that will support teachers and educators to teach spatial awareness in pedagogically sound ways as children move, touch and explore their environments as is so important to their learning.

Observations of children's wellbeing and data from the AECD data collection 2021 indicates that the physical and emotional wellbeing of children continues to be a focus for attention and therefore maintains an important place within our plan. Continued connection and support to families to access support through the kindergarten and with other agencies can only benefit the children and families in the longer term.

Statement of Philosophy

Our vision is for all children who attend our kindergarten to see themselves as strong and motivated learners who have the capacity and confidence to engage with learning.

We believe and understand that:

Each child is a unique individual with varied interests, motivations and experiences. They bring themselves, their connections and their prior learning with them to kindergarten.

Children learn within a social context.

Learning is holistic and develops as they explore, interact, discover and make connections to themselves, others and their world.

Children have a right to be safe and to develop skills and dispositions that enable them to confidently engage in learning.

Children learn best when their strengths are acknowledged and their wellbeing enhanced through respectful and consistent relationships.

Play provides children with opportunities to learn about themselves, others and their world and to create, innovate and influence.

Learning is achieved best when it is co constructed with the child and their family.

Families who are informed about the program and their child's progress are better equipped to engage with the service and make collaborative decisions with the educators that strengthen their child's learning, development and well-being.

Teachers who understand and observe, scaffold, engage in and intentionally teach influence growth in learning and development.

The experiences, culture and beliefs that children bring from home and that are available to us enrich everyone.

Children are competent learners and need opportunities to make choices and decisions commensurate to their development.

Development of strong literacy and numeracy skills, dispositions for learning and knowledge enhance children's learning opportunities.

Children's learning and well-being is enhanced through meaningful connections with the natural environment and the community.

To achieve this educators will:

Maintain a commitment to the Australian Early Childhood Code of Ethics and National Quality Standards in the development and Implementation of our Service.

Provide an educational program that is based on the Early Years Learning Framework for Australia and approved Departmental learning Frameworks eg Indicators of Preschool Literacy and Numeracy.

Respect children as competent learners with rights for play, safety, connection and belonging.

Embrace their dispositions of confidence, curiosity, creativity and autonomy.

Develop trusting and respectful relationships with children and their families.

Be explicit and intentional in our teaching, planning and delivery of our service for children and families.

Co construct learning with children, families and each other.

Make connections with and involve the children in their community and with the natural environment to enhance learning.

Regularly and continuously reflect upon, design, develop and evaluate each child's learning.

Work with each child to plan, scaffold and evaluate their own learning.

Involve families in the sharing of information and knowledge that can enhance the planning of learning experiences for their child.

Develop and maintain a learning environment that provides, challenge, wonder, safety and opportunities for new and deep learning with a sense of continuity and predictability for children and families.

Regularly reflect, evaluate and improve our teachers capacity through professional development, self-review and connection with other educators.

Strengths

Quality Area 1: Educational Program and Practice

Co constructivist theories are embedded in the practice of educators as they work with children and families to build on children's interest, motivations and learning needs.

The Centres utilises the Early Years Learning Framework for Australia (EYLF) for development of a child centred and developmentally appropriate program.

The children are regularly involved in the evaluation and decision making within their day and the program. Children are encouraged to contribute to and make choices, to be respectful towards each other and to engage with each other in developing ideas.

Educators meet with parents individually at the beginning of the year to discuss and develop shared understanding of the child's learning needs and curriculum.

Parent conversations and opportunities to talk with educators both spontaneously and planned are provided on a consistent and continuous basis.

EYLF Curriculum Planning Cycle and processes are used continuously and regularly for planning, review and sharing with families and between educators. All educators contribute to discussion and planning. See Saw, parent conversations and opportunities for families to meet and discuss learning are used to connect and gain insight into children's learning.

Termly and individual plans are developed collaboratively based on observational data, perception data, parent and child feedback. Plans determine intent, priorities for learning and improvement of teacher pedagogy.

Multiple perspectives and learning frameworks including the Indicators for Literacy and Numeracy and Guidebooks are used to determine learning priorities for the centre and individual children. eg regular planning meetings, feedback.

Emergent and explicit teaching pedagogies and planning processes are used to facilitate for children's learning and differentiation of learning for individual children.

The teaching of Executive Function supports the children to consciously stop, think plan and act. (understanding themselves as learners and being able to confidently and independently access and resource learning with supportive educators).

Consistent routines with flexibility to respond to the children's needs and wants are embedded into the children's day. Children often contribute to and influence the approaches to routines and learning experiences through discussion and feedback to the educators.

Reviewed Term 3 2022

Next Review Term 3 2023

Strengths

Quality Area 2: Children's Health and Safety

Children are taught and supported to develop positive attitudes and practices that enhance their own health and safety through discussions, collaborative and active play, our kindergarten garden and numerous learning experiences that involve exploration of movement, dance, cooking, health and hygiene, risk assessment and sustainability. Children have access to healthy foods from the kindergarten garden.

Educators support children to understand their emotional, physical and emotional needs and develop skills in keeping safe while having opportunities for safe risk taking. Parents are an integral part of the processes for children as it relates to children's play and physical development, ongoing or emerging health and safety needs, reporting of incidents and minimisation of risk have all been embedded into the planning processes for children with identified health or safety needs at the centre. Educators focus on restorative practices to support children to maintain and develop supportive attitudes and practices towards each other's emotional and physical well-being.

Children regularly engage in risk assessments that relate to their play and learning to enable them to critically reflect on and problem solve with educators.

Incident and Injury reporting procedures, plans and policies have been revised in consultation with families and available via the web and at the Centre.

Evacuation/Lockdown drills and emergency procedures are planned, undertaken and evaluated with children and educators.

Regular maintenance and inspections are conducted and systems are in place to efficiently manage any hazards, emergencies and health related matters.

Families have access to Child Health Screenings, Special Services Staff, Department for Education resource materials to support children with any health or wellbeing needs to support optimal access and participation in the program. Educators consistently support families who may need to access specialist services or support through information or referral.

Educators have regular and required training to support their knowledge and competency to manage emergencies eg management of critical incidents, child protection training, first aid.

Reviewed term 2 2022

Next review Term 2 2023

Strengths

Quality Area 3: Physical Environment

Critical reflection of the learning spaces regularly occurs as part of the planning cycle and has led to a number of projects being instigated to make the learning spaces more flexible, child centred and accessible to the children. Involvement of the children, educators and families in these processes has provided many opportunities to share information about children's learning, safety and teaching as well as many child initiated projects including fire pits, cubbies, mazes, workshops, culturally inclusive signs and materials. etc.

The centre has recently collaboratively developed and designed changes to the outdoor play space with the input of experts, educators, children and families.

Seeing and utilising the broader community environment for learning eg the beach, gully and local school provides expanded opportunities for children to learn and interact with a variety of environments to support physical development and knowledge about culture, community, eco systems, sustainability and safety.

Critical reflection has led to Improvements to furniture and fittings within the indoor play space eg placement of and purchase of new furniture to create more opportunities for small group learning and quieter spaces for rest, relaxation and self-regulation.

We continue to build on the extensive range of learning materials and opportunities for children to use materials in multiple ways in multiple settings within the kindergarten with an emphasis on natural materials and use of the natural environment for learning.

Emphasis is placed on the children developing the skills, confidence and knowledge to initiate, source and the use materials with educators supporting their planning and thinking about how, why where and with whom the materials will be used.

Our kindergarten garden provides ongoing opportunities for the children to develop sustainable practice and knowledge of their environment that is linked with many areas of the EYLF.

Beach kindergarten provides the children with opportunities to explore investigate and learn about their community and sustainability within their world. Connections with other services through beach kindergarten helps children to understand the importance of their environments to their learning.

Reviewed term 1 2022

Next review term 1 2023

Strengths

Quality Area 4: Staffing Arrangements

The culture of the Centre is one of collaboration and shared leadership which acknowledges the strengths of individuals and uses combined knowledge to inform decision making.

Clear planning processes and expectations are in place to support feedback, critical reflection and continuous improvement.

Consistent staffing within groups provides children and families with opportunities and support to develop relationships and dialogue that supports children's learning.

Compliant educator to child staff ratio's with additional educators available when children with special rights require them.

Educator teams are recruited with consideration of the strengths they bring to support the range of learning needs and ability to work in a team.

Professional standards guide practice within the centre. Collaborative approaches underpin our work as a team with opportunities for all staff to contribute to reflection, planning and changes across the service.

All educators within a grouping are involved in the teaching and learning with all children however children's rights to feel safe are respected in relation to their choices of educators they come to for support or guidance are respected.

Educators and Governing are consulted in relation to the needs of the Centre when making decisions about the skills and attributes required of new staff.

Reviewed term 3 2022

next review Term 3 2023

Strengths

Quality Area 5: Relationships with Children

Children's voice and relationships that they have with the educators drive decision making and support children to be risk takers and engaged learners. Educators are responsive to and encourage children to make choices, seek out significant educators and to be confident in their own abilities to connect and build relationships with their educators and peers. Educators use restorative practices to support children's maintenance of positive relationships with others. Reflection and development of the environment based on the needs of the cohort of children is regularly assessed to maximise opportunities for children and educators to play together, contribute to group goals and to build a strong sense of belonging to the group. The teaching of social skills through modelling, scaffolding and supporting children to enter, exit and maintain relationships through play is consistently practiced. The relationships the children have at home and within their own community shape their thinking and provide multiple opportunities for shared learning. Gathering of information, sharing of values and discussion about children's home experiences is embedded in the way we interact and build relationships with the children and families. The Centres routines and it's culture has been developed to seek, value and consider children's and families input to inform our teaching. eg Structuring the beginnings and ends of days day so that children and families can connect and interact with educators as they enter and exit the kindergarten provides opportunities to engage in dialogue, sharing and reflect together which influences the children's confidence and learning opportunities. Electronic and face to face opportunities for families to connect with us are provided and encouraged. Educators regularly meet and discuss, reflect on and plan ways that we can support the children's sense of agency and well- being. Understanding and actively listening to the voice of the child is integral to building strong respectful relationships as is self- reflection. This process also includes having interest and knowledge of the child's culture, family and community. Educators explore things that are important to their sense of security in new or different environments. Understanding of children's needs, interests and dispositions and responsiveness to these things is gathered through rich conversations, observation and taking time to get to know each child and family. Challenging, reflecting upon and sharing in children's successes which is more embedded in our practice since we have introduced the teaching of Executive Function has supported stronger educator child relationships.

Reviewed term 4 2022

Next Review term 2 2023

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Families are provided the opportunity to share information about their children and to collaborate with the educators about a range of aspects of the kindergartens curriculum and operation eg children's learning, policy development, improvements, feedback and connections with the community that support deeper learning for the children etc.

Families are encouraged to engage in initial face to face conversations with educators to develop relationships, better understand our program and to set learning intentions with the educators.

Regular opportunities are given for feedback from our kindergarten community. This feedback often drives changes within the service.

Families currently support the curriculum through direct involvement in the Centre, through Governing Council and regular feedback and conversations about their children's learning. Some provide great links to learning opportunities within the community and support the planning and evaluation of new and existing initiatives, policies and procedures. Educators and Governing Council regularly reflect upon and discuss ways to improve these aspects of the Centres operations.

Day to day interactions with the children and families that are respectful and acknowledge the cultural and family needs of each individual child are embedded into the routines and practice. eg flexibility on drop off times, goodbye routines, negotiated times for parent teacher conversations etc.

A variety of platforms for communication have been developed and modified over time to support changing needs of the families. eg parent face book page, See saw in combination with some hard copy information to meet the needs of a variety of readers.

Engagement in a variety of community projects and investigation of the local community builds on the children's knowledge and understanding of their world. eg we contributed to the development of the butterfly garden adjacent the kindergarten, been involved in combined school preschool events and worked with artists to create works for our community etc.

Connections with and Access to Community Services, educational programs and departmental providers through the kindergarten (direct service and information) eg Out of school Hours Care, Child Health Services, health, safety and cultural experiences and Departmental Special Services provide families with opportunities to support their child's learning and care needs.

Educators, Governing council and families share information and assist in the development of transition programs with local services eg schools, private providers etc to support continuity of learning for children and information and involvement for families. Engagement in Partnership learning communities and working groups support the voice of our families and community being heard in the development, review and evaluation of initiatives.

A variety of services including Speech and Language Screenings, parent workshops, access to information about local and departmental providers are available for families to support parenting and child development.

Reviewed Term 2, 2022

Next Review term 2 2023

Strengths

Quality Area 7: Governance and Leadership

The educational leader together with the Governing Council is supported and leads the development and implementation of the educational program through parent and community engagement, collaborative practices, rigorous reflection of philosophy, systems, management policies and practices and environment.

A culture of shared leadership and capacity building is promoted and supported by the team. Regular meetings, agreed decision making processes and identification of opportunities for educator growth in leadership are identified and acted upon.

Emphasis is placed on ensuring inclusion and growing understanding of the changing needs of children and families. Research informed practice and leadership is promoted and resourced through the Department for Education. eg Leaders Days, Partnership Meetings, Orbis.

Educators and leaderships performance is regularly evaluated and individual plans are in place to support learning and development (both individual and collective learning communities).

Regular review processes are in place for critical reflection and emergent planning. We critically reflect on the National Quality Framework Standards and Department of Education Strategic directions and look at how we make them quality within our own context and unique needs.

Roles and responsibilities are developed and shared with the needs of the children being paramount. Critical reflection is embedded in the ways the team meet and undertake self review, develop improvement priorities and make decisions within a consistent and known structure.

Parent and community engagement through collection of feedback and discussions support, reflection of and improvement in decision making.

Review Term 4 2022

Next review Term 4 2023

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: (Seacliff Community Kindergarten)

Goal 1: NUMERACY: to strengthen children's ability to use spatial awareness to explore and understand their place and space in the world



STEP 2 Determine challenge of practice

Challenge of Practice:

If we consistently plan for and implement learning experiences that provide opportunities for children to explicitly notice and explore place, space and shape with their educators they will develop spatial awareness.

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

Through ongoing analysis of our pedagogical documentation we will see children:

Purposefully moving, arranging, locating and positioning themselves and objects in space.

Using properties of shape to make them fit, balance and transform.

Exploring and naming the attributes of 2 and 3 dimensional objects



STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Engage as a team with the learning materials from the PMA training with regard to Spatial Awareness to consolidate educator understanding and knowledge. Collect and record data regarding the children's spatial awareness and audit resources that they may have at home to support learning in this area. (Observation and parent teacher discussions)	Quality area 1,4,6,7	2/03/2023	Sharon – Lead PLC/Training All Educators – gather data	Primary math association \$500 Training budget Release for parent teacher conversations 4 days relief
Design and construct explicit learning experiences in Spatial sense that "opportunise and provoke children's exploration of spatial attributes.	Quality areas 1,3,5 & 6	22/05/2023	Planning – all educators (pupil Free Day) Resource development – Teachers and ECW's	Resources Budget \$3000

Consistently use directional and positional language with the children during their play. Resource the new outdoor learning environment with spare parts to optimise opportunities for spatial awareness learning. Develop take home challenges as a way to consolidate children's learning at home.			Oversight and resourcing - Sharon	
Monitor and record growth in the children's: Purposeful movement, arrangement and location of themselves and objects in space. Ability to use properties of shape to make things fit, balance and transform Understanding and naming the attributes of 2 and 3 dimensional shapes. Reflect and share perspectives	Quality area 1, 5 & 7	17/09/2023	All educators through embedded curriculum planning processes. Assessment and Documentation –All Educators	Pupil free Day
Analyse and review the success of the learning strategies and educator knowledge against success criteria through established feedback and review processes eg planning days, regular staff meetings etc. Document and share successes with the children and families.	Quality areas 1,5 & 7	30/10/2023	Planning framework and leadership processes – Sharon Pedagogical documentation and assessments – educators led by the key teachers	4 days release time for analysis Pupil Free day

Goal 1: NUMERACY: to strengthen children's ability to use spatial awareness to explore and understand their place and space in the world



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		
Engage as a team with the learning materials from the PMA training with regard to Spatial Awareness to consolidate educator understanding and knowledge. Collect and record data regarding the children's spatial awareness and audit resources that they may have at home to support learning in this area. (Observation and parent teacher discussions)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Design and construct explicit learning experiences in Spatial sense that "opportunise and provoke children's exploration of spatial attributes. Consistently use directional and positional language with the children during their play. Resource the new outdoor learning environment with spare parts to optimise opportunities for spatial awareness learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Develop take home challenges as a way to consolidate children's learning at home.			
Monitor and record growth in the children's: Purposeful movement, arrangement and location of themselves and objects in space. Ability to use properties of shape to make things fit, balance and transform Understanding and naming the attributes of 2 and 3 dimensional shapes. Reflect and share perspectives	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Analyse and review the success of the learning strategies and educator knowledge against success criteria through established feedback and review processes eg planning days, regular staff meetings etc. Document and share successes with the children and families.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: NUMERACY: to strengthen children's ability to use spatial awareness to explore and understand their place and space in the world



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.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: (Seacliff Community Kindergarten)

Goal 2: Literacy: To improve children's quality of talk and interaction to engage with the language of their world.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide high quality talk and interactions with children through the exploration of texts and visual representations the children will improve their ability to use language to create meaning.

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

Through ongoing analysis of our pedagogical documentation we will see children:

Recounting and creating narratives.

Describing and inferring from visuals and texts.

Confidently engaging in focussed conversations about visuals/texts with their educators and peers.



STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Explore research into the characteristics of high quality talk and interactions (Literacy Guides). Gather data regarding the children's ability to engage with texts and visuals. Library Scan for resources.	Quality areas 1,4,5,6,7	14/04/2023	Sharon – Lead PLC/Training All Educators – Gather data	Department for Education Literacy guides and best practice papers. Parent, Teachers and Children LET Team
Engage in daily book sharing and explicitly explore inference, recount and narratives. Use a range of visuals to stimulate discussion and talk (including pictorial representations, displays and children's work)	Quality areas 1,3,4,6	7/07/2023	Sharon – curriculum leadership All Educators – Planning and Implementation	Books, Visuals, drawing materials \$1000 library budget

Provide children with regular opportunities to practice, produce and communicate their own narratives and explanations. Provide prompts. Share strategies with the strategies through See Saw.				
Monitor and Report on children's growth in: Recounting the narrative Describing and making inferences Confidence and ability to engage in focussed conversations about visuals and texts. Share Perspectives and review regularly.	Quality areas 1,4,6	7/07/2023	All educators	Teachers See Saw One note Children's Work Samples
Analyse and review the success of the learning against the success criteria through established documentation platforms, planning days, parent teacher conversations, staff meetings etc. Document and share successes with the children and their families.	Quality Area 1,5,7	30/10/2023	Leadership of the process – Sharon Documentation and sharing with children and families – teachers	See Saw, Children, parents and Educators.

Goal 2: Literacy: To improve children's quality of talk and interaction to engage with the language of their world.



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		

<p>Explore research into the characteristics of high quality talk and interactions (Literacy Guides).</p> <p>Gather data regarding the children's ability to engage with texts and visuals.</p> <p>Library Scan for resources.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Engage in daily book sharing and explicitly explore inference, recount and narratives.</p> <p>Use a range of visuals to stimulate discussion and talk (including pictorial representations, displays and children's work)</p> <p>Provide children with regular opportunities to practice, produce and communicate their own narratives and explanations. Provide prompts.</p> <p>Share strategies with the strategies through See Saw.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Monitor and Report on children's growth in:</p> <p>Recounting the narrative</p> <p>Describing and making inferences</p> <p>Confidence and ability to engage in focussed conversations about visuals and texts.</p> <p>Share Perspectives and review regularly.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Analyse and review the success of the learning against the success criteria through established documentation platforms, planning days, parent teacher conversations, staff meetings etc.</p> <p>Document and share successes with the children and their families.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Literacy: To improve children’s quality of talk and interaction to engage with the language of their world.

 **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
To continue to cultivate connections and consolidate approaches to support children's successful learning at kindergarten	Quality area 1,6,7	Identify and initiate connection with services that children access in addition to kindergarten. Support families with children with additional needs to access services that support their children's inclusion at kindergarten. Identify opportunities for learning within the community through connection with services in the local community.	31/08/2023	Local Council Child and Youth Health Service Department for Education Special Services Child Care Services Families Local Schools and Preschools	Sharon (Leader) in conjunction with the educators and families
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 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			
To continue to cultivate connections and consolidate approaches to support children’s successful learning at kindergarten	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.	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 Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

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

Signature:

Endorsed by education director

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

Signature:

