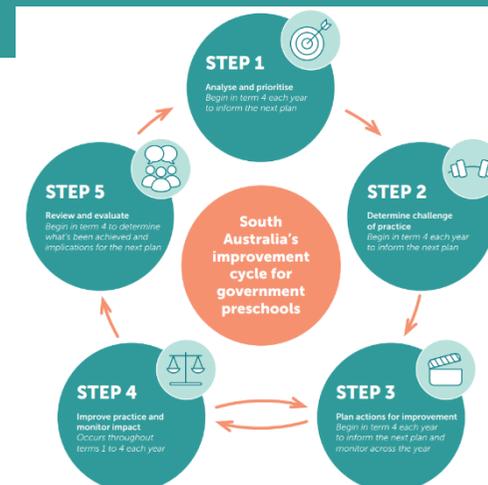


2023
Quality Improvement Plan for
Settlers Farm Campus Kindergarten

Site number:
SE-00010892



Service name

Settlers Farm Campus Kindergarten

Service address

2 Du Villars Street Paralowie SA 5108

Service approval number

SE-00010892

Acknowledgment of Country

We acknowledge the Kurna 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

Settlers Farm is an established community, situated 19 kilometres, north of Adelaide at Paralowie. There is a shopping/community centre close to the kindergarten. There is a broad representation of various cultural backgrounds (4% are identified as Aboriginal/ Torres Strait Islander and 40% are children with English as an Additional language/ dialect (EALD)). Approximately 85% of kindergarten children attend the Settlers Farm Campus on exit. Parent volunteers are active in decision making through the Governing Council. In 2022, Settlers Farm Campus Kindergarten is assigned by the Department for Education as a 'Category 1' site with a Preschool Director Band A-2. The kindergarten has an average of 68 eligible enrolments attending 15 hours per week, and one playgroup operating weekly. Staffing includes 1.0 Director, 1.5 Teachers, 2.0 Early Childhood Workers (Teacher assistants), Preschool support workers, and Bilingual Assistants. Children attended 2 consecutive days 8:30am-3:15pm (with an alternate Wednesday morning 8:30-11:30am) to provide more consistency for their learning. Children participate in various cultural celebrations including Chinese New Year, Shrove Tuesday, Harmony Day, Easter Fun Day, Anzac Day, Reconciliation week, Halloween, Naidoc week, celebrating children and staff birthdays, Remembrance Day and Christmas. Throughout the year children participated in a variety of special events and experiences including incursions with 'Mobile junk and nature playground', Silly songs and magic fun by Graeme Denton, Kindergarten photos, Adjacent year 6 buddy class visits as well as Reception class visits at kindy at the co-located school. Police officer and car visit, caring for the vegetable garden and bearded dragon (Kadnu), Teddy Bears Picnic, Halloween Disco, transition visits to Settlers Farm Campus, Summer Celebration, and an End of Year celebration and graduation. Throughout each day, children are taught in an open-spaced kindergarten environment that provokes inquiry based learning with all educators. Children partake in two large group times where they engage in key word sign to complement the words in our Acknowledgement to Country, Heggerty- curriculum tool to support phonological awareness skills. Small group intentional teaching is implemented once per day (literacy - oral language, phonological awareness- Heggerty, child protection curriculum; and numeracy - focus on subitizing). Targeted teaching and open- ended provocations in the learning environment has supported children's communication skills, vocabulary, and reciprocal conversations.

Further information can be found via our website:

<https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten>

Review date: December 2023

Statement of Philosophy

At Settlers Farm Campus Kindergarten, we acknowledge that all children are capable and competent learners. We provide them with the opportunities to further grow and develop as individuals in a positive and nurturing environment. Children's learning and creativity is supported through hands-on real-life experiences within a holistic play-based curriculum, tailored explicit teaching using the Early Years Learning Framework and the indicators of Preschool numeracy and literacy. All educators, families, communities, and children interact respectfully and collaboratively in partnership. We recognise parents as children's first teachers who provide a wealth of knowledge about their child and scaffold the creation of a welcoming and supportive learning environment. An environment responsive to the uniqueness and potential of the whole child; each individual child, their culture, family diversity and our community. We acknowledge the importance of traditional culture and heritage to the Kurna people and other Aboriginal Nations past, present and emerging people.

We share the same vision as Settlers Farm Campus R-6 to support continuity of learning:

"At Settlers Farm Campus R-6 we believe in our values respect, responsibilities and personal best" and as a community work together to inspire our students to develop respectful relationships, be resilient and maximise their potential".

Our aims are to.....

- Provide a child-centred play based curriculum, driven by children's voice, inspired by interest which is flexible to their individual needs and encourages the curiosity, spontaneous, risk-taking, exploration, creativity and positive dispositions to learning in real life experiences.
- Provide explicit and incidental intentional teaching which extends on children's prior knowledge, caters to diversity and the individual needs of each child and at their own pace across all curriculum areas.
- Provide an environment that is welcoming, nurturing and used as a 3rd teacher.
- Promote a strong sense of well-being through collaborative and nurturing partnerships with children, families and our community.
- Implement the Keeping Safe 'Child Protection Curriculum' to enable-children with knowledge and understanding to keep safe in their home and kindy environments and develop the ability to understand fairness, empathy, compassion, make decisions and become capable citizens in their community.
- Implement the 'You Can Do It!' Early Childhood Education program supporting children to develop a healthy growth mindset to be powerful learners (Children to be confident, organised, persistent, able to get-along with others, and to develop emotional resilience).
- extend children's confidence to engage in high quality interactions which provide opportunities for reciprocal conversations and development of their language skills.
- provide communicative strategies inclusive of all children and their needs; key word signs and visual displays for the diversity and abilities of the children attending Kindy.

Reviewed: 21.2.2023

To be reviewed: 2024

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

Exceeding theme 1:

Each morning children recite our Acknowledgement to Country with simple key word sign giving meaning to the words. Teacher and educators explicitly teach children to recognise Aboriginal culture in the Kindergarten Community and develop their respect to living things, plants and people each day. We develop children's appreciation of cultural diversity by singing the goodbye song Ninna Marni in the Kurna language at the end of each day (1.1.1, 1.2.1).

Using QR codes, teachers and educators share children's learning and engagement within the curriculum. QR codes give children, parents and educators opportunities to view videos or audio recordings of children's learning and engagement in the curriculum (1.3.3). The interactive QR codes share the whole context documented with families, children and educators and compliment documentation e.g learning stories, program in actions and newsletters (1.3.3).

Children are invited to take home me boxes as an opportunity to share more about themselves, their interests, and experiences they have at home (1.1.3, 1.2.2, 1.2.3). Developing relationships and a sense of belonging by connecting home into Kindergarten learning. Me boxes develop children's confidence to communicate and share ideas as a speaker. It also teaches children listen and teachers and educators can teach them to clarify understanding through questions and comments (1.2.3, 5.2.1).

Teachers and educators use learning journals to document children's growth and development throughout the year. Children, families, and educators engage with the learning captured, which provokes conversations and develops children's abilities to reflect on their own journey (1.2.3, 1.3.3). The learning journals are easily accessible and enable children to have ownership over their learning and documentation. Artwork, term overviews, targeted teaching group work, special events and observed learning experiences are incorporated into this journal. Families receive the journal at the end of the year during graduation and can continue to recognise the educational journey in years to come (1.3.3).

Exceeding theme 2:

Our curriculum is literacy driven, guided by the Early Years Learning Framework and Indicators of preschool numeracy and literacy. Teachers and educators use Heggerty as a curriculum tool to support children's development of phonological awareness skills (1.2.1). Teachers and educators engage in professional development with the co-located school teaching and learning improvement assistant principal to develop the knowledge and skills to implement Heggerty (1.1.1, 6.2.3). Teachers and educators observed classroom practice in reception classes and invite the assistant principal to observe, provide support and constructive feedback on our pedagogical practice of Heggerty. Teachers and educators engage in critical conversations with one another, around the implementation of Heggerty to ensure consistency of practice and build on knowledge and skills to model and scaffold curriculum correctly (1.1.1, 1.2.1)

Teachers and educators use video recordings, photos and observations to document conversations they have with children. Regular critical conversations are implemented to identify strengths and develop strategies in for improvement in their interactions with children (1.2.2, 4.2.1). This has developed de-privatisation of practice and supported open conversations to extend teacher and educator skill and knowledge (7.2.1). Teachers and educators use the strategies developed to model and scaffold communication skills to develop children's confidence to communicate in their kindy community (1.2.2, 4.2.2, 5.1.1). Strive for 5 aim for 10 is a tool used to support quality conversations and has developed teacher and educator self-awareness in responding to children.

Exceeding theme 3:

Educators acknowledge parents as the first educators of their child. Educators discuss with families through face to face conversations, parent surveys, email or notices to seek knowledge about their child's interests, strengths, and areas of development (1.1.2) to develop learning goals. The kindergarten's communication plan for families includes a variety of methods to support educators in their interactions with families and to support each child's positive inclusion in the curriculum (1.3.3). Teachers and educators use interactive newsletters on sway to share news and events, curriculum learning through pictures and children's voice, resource links to support the transfer of children's learning from Kindergarten to home (1.3.3, 6.1.3). Newsletters support families in providing feedback about their child and allowing them to continue to scaffold their child's learning at home.

Our program in action and curriculum display folder provides opportunities for open dialogue to share children's Kindy learning journey with families, children, and educators. The program in action is displayed at the parent sign in space to provoke interest and support children to share their learning and parent's to ask about their child's day (1.3.3). Teachers and educators include photos, comments, children's voice, curriculum documents and QR codes which link to videos. Pic collage is used as a tool to develop the program in action and this enables effective and immediate printing of children's learning.

Teachers and educators have developed a continuity of learning plan with the co-located school. The intention of the transition program is for children, families and the wider community to feel prepared, reassured and confident in their transition to Settlers farm Campus School and children's wellbeing is enhanced through connecting to place and space at school (1.1.1, 1.1.3). The continuity of learning plan was Kindy initiated to develop respectful relationships with one another and co-construct learning. Our children engage with Reception and Year 6 students and teachers as part of a buddy class program (6.2.1). Buddy class programs have enabled school students to revisit the love of learning at a kindy perspective and kindy children to have the confidence to share their interests, knowledge, and learning.

Strengths

With reference to the three exceeding themes:

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

Quality Area 2: Children's Health and Safety

Exceeding theme 1:

Children's health and safety needs are promoted and supported by teachers and educators about health issues as they arise. Health support and safety and risk management plans are developed in consultation with parents prior to the commencement of Kindy. Children's medications in a storage box are labelled with their details and photo, along with their plans and expiration dates (2.1.2). Teachers and educators complete monthly checklists to ensure all information is up to date, medications are current and not past expiration. Two educators complete this collaboratively and sign off to recognise all plans and medications have been checked (7.1.2).

A Defibrillator is available on site and is regularly checked and contains both adult and paediatric pads. Teachers and educators check the light signal weekly with documentation stating the light colour, date and signature of the educator who completed a visual inspection. This ensures the defibrillator is in working order and if any issues arise, it is discussed as part of work health and safety during staff meetings.

Hygiene practices are implemented and promoted by explicit teaching (2.1.2); washing hands before and after eating times, going to the bathroom (2.1.1) and using hand sanitiser at tissue stations. Complimenting explicit teaching of hygiene practices the use of visuals are displayed in both the bathrooms and tissue stations. Children are supported to develop independent and self-help skills through accessible stations including the opportunity to put their own sunscreen on throughout the day. The kindergarten provides hats and sunscreen to ensure all children are always sun safe in the learning environment. Hats are kept on site for every child (labelled with their name) and are washed weekly to ensure cleanliness and outdoor learning is accessible for all (2.1.3).

Teachers and educators have established roles for inside and outside supervision spaces. Teachers and educators collaborate and communicate effectively to ensure ratio and safety is at the fore front and children are provided with inside or outside play opportunities as much as possible. As we acknowledge kindergarten children learn best when they are engaged in play experiences of interest. A rolling lunch has been implemented for children and educator lunch times and all children are encouraged to eat and play in the same spaces. This ensures children are always supervised and can develop their body awareness cues in recognising if they are hungry or not.

Exceeding theme 2:

Educators engage in critical reflection daily as they consistently interact with and monitor children's well-being and safety, this is also conducted formally on a termly basis as a staff team. Educators develop risk assessments for learning experiences, outdoor learning environments and excursions to ensure children are supported to develop and extend skills in a safe environment. Educators reflect on these risk assessments when necessary to ensure it contains relevant information and includes changes of risks if they have been observed during play.

Educators have attended training to strengthen our approach to child safety and well-being, and are provided with information to develop knowledge and skills of specific health needs. All teachers and educators on site have undertaken first aid, CPR asthma and anaphylaxis training. The director engages in outside services to implement appropriate training to develop our skills and knowledge to appropriately support children with health needs. Support services such as Epilepsy Centre and Women's and children's hospital for Diabetes training have been sourced to provide educators with professional development. Teachers and educators participate in hands on training as well as obtain informative information specific to the child's support needed at Kindergarten. Teachers and educators reflect collaboratively on health-related and safety-related incidents and make necessary changes to practices to support children's health and safety (2.2.1; 2.2.2). Teachers and educators document children's health details e.g diabetes throughout the day on top of the medication log. The log informs all educators and can support parents with identifying any consistencies with high's or low's. The time of the day, date, child's levels and details are recorded and is accompanied by educator name and signature.

Exceeding theme 3:

Teachers and educators engage with families regularly to discuss any changes or reviews of children who have health support and safety and risk management plans. Conversations are documented in a communication log and are kept with the child's plans in a medication folder on site. This folder accompanies the child's medications during excursions and on site. Educators note the date, the person engaged in the conversations e.g educator and caregiver's name and a description of the conversation is included. Teachers and educators can refer to the conversation during staff meetings, informal conversations and when following up medication expiration reminders or plan review dates are due.

Healthy eating is promoted through embedding our healthy food and nutrition policy and discussed regularly with the children and families (2.1.3). With our diverse community, families cook food for their children and upon request ask for the hot food to be left out of the fridge. Teachers and educators inform families of our safe food storage procedure and potentially hazardous foods which require to be stored at specific temperatures to keep food safe to eat (2.1.2). Families are encouraged to provide their hot food in a thermos container. Upon being informed of the risks with keeping food out of the fridge families sign consent to acknowledge they have been informed of safe food storage practices and this is kept on site.

Child and Youth Health' nurse offers preschool health checks at the kindergarten when possible or families are referred to book with CAFHS outside of the Kindergarten. The nurse can support families to access health professionals if required to support their child's health, physical activity and safety (2.1.3). The kindergarten has designated spaces for consultations and work with both CAFHS and families with referrals and information to provide their child with the best start to their learning journey (2.1, 2.2, 1.1.2 6.1.1, 6.1.3). Teachers and educators discuss with CAFHS nurse prior to their consultation to inform of any developmental, health concerns. CAFHS debrief at the end of the bookings and this is discussed at staff meetings (5.1.2).

Local Police and MFS officers are invited to attend the kindergarten to share the message of safety to the children (2.2). These services support the implementation of the kindergarten Keeping safe- Child Protection Curriculum and the importance of keeping safe at home and Kindergarten. These community services engage children in age-appropriate conversations to develop their knowledge and ability to identify an emergency and the procedures to follow in those emergencies. The visits complement the invacuation and evacuation procedures implemented twice termly.

Strengths

With reference to the three exceeding themes:

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

Quality Area 3: Physical Environment

The indoor environment is airy, light, clean and fresh with minimal clutter. The open areas are regularly rearranged to stimulate play and provide challenge and exploration. Facilities are inclusive and cater for children with special rights and learning spaces are flexible to allow for changes as necessary (3.1.1; 3.1.2; 3.2.1). Teachers and educators use open cubes to set provocations in, using multiple resources and curriculum focus areas. These cubes are used to create nooks in spaces, which invite children to participate in open ended learning experiences and facilitate their own learning (1.2.3, 3.2.2).

Teachers and educators explicitly teach children sustainability practices during lunch and snack time. Children are encouraged to 'sort' their food waste using the 3 coloured bins - Landfill (red), Compost (green), Recycling (yellow), bottle tops (yoghurt lids), soft plastics and aluminium (3.2.3). Children are encouraged to place any food scraps such as banana peels or apple cores in the compost bin for us to feed to the worms in the worm farm home created together.

Each morning in our Acknowledgement to country we emphasise the action and words we promise to look after the plants and continue this throughout play experiences. The children help to care for the vegetable garden and utilise our vegetables and herbs in cooking experiences. The children use watering cans to water the plants and vegetables in the kindergarten environment (3.2.3).

Teachers and educators invite children in partaking in real life experiences in their physical learning environment such as raking, weeding, watering, planting and creating their learning environments. We see the importance in children engaging in hands on experiences and it develops children to take ownership and develop a sense of belonging in their community (3.1.1, 3.2.1).

The outdoor environment is well shaded with outdoor blinds, trees and shade cloths allowing opportunities for safe play in our hot climate. The kindergarten has numerous large open spaces for children to engage in physical activity (3.1.1). Teachers and educators acknowledge the nooks in the outdoor spaces and the joy and imaginative play children demonstrate in these spaces (3.1.1). The use of reflective mirrors are incorporated in these areas to support educators supervision of children (2.2.1).

Exceeding theme 2:

Critical reflection of the physical environment is embedded in our practice (1.3.2). Educators are constantly evaluating and reflecting their practice to promote every child's participation in the learning environment, development of dispositions, while supporting the engagement of exploration through play-based learning (3.2.1). Teachers and educators create learning experiences which cater for individual needs e.g vision impairment (3.1.1).

Teachers and educators think critically about the learning environments and ensure to create spaces for relaxation in quiet areas and spaces for opportunities to be loud (3.1.1, 3.2.1). Children are invited to share their ideas to design and set up learning spaces and are explicitly taught to develop the ability to recognise the need for rest and play spaces.

Teachers and educators engage in dialogue regularly around Aboriginal perspectives in the kindergarten. The Kindergarten has involved the Salisbury Council in providing specific Aboriginal plants to grow and learn about in the kindergarten environment. Teachers and educators have incorporated hibiscus plants into our front outdoor environment to invite further dialogue with children and their families about sorry day. Planting them in the front garden provides continuous opportunities to reflect on its symbolism (scattering of the Stolen Generations and their resilience). As it grows in our environment it has provided teachers and educators to reflect on the growth our children have in their kindergarten journey (3.1.1).

Exceeding theme 3:

Rusted tin has created beautiful artistic artwork on display in the Kindergarten environments. In consultation with families, children and educators the wall has been created to mark the journey we travel together. Scott has stated even though as a community we come from different places, we connect with the place through the children and every child has a place at the circle to sit, listen, share and learn as they are nurtured to grow. Teachers and educators created a chalk wall under the artwork to invite children to mark make, create their own stories and artwork (3.1.1, 3.2.2).

It consists of open planned spaces alongside group rooms which can be used for small groups of children, educators and parents. Educators, children, Department for Education support services and external support services have access to these rooms for consultations, quiet spaces for learning or used as an interoception space to self-regulate.

Developing Nature Play visions provide real experiences and learning for tactile, discovery and cooperation (3.2.1). This includes a nature play incursion and loose parts.

Excursions/incursions utilise community environments to promote dispositions such as discovery and exploration (3.2.1; 3.2.3). The kindergarten invite Glenn from mobile junk and nature playground annually to scaffold and model provocations for both educators and children. His passion for nature play is demonstrated and children's creativity in the natural environment is established through this experience.

Strengths

With reference to the three exceeding themes:

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

Quality Area 4: Staffing Arrangements

Exceeding theme 1:

Consistent and reliable educators at Settlers Farm Campus Kindergarten act as a cohesive and professional team. Regular relief staff are employed to ensure consistency and familiarity of curriculum program. This is further supported as relief staff become familiar with the children and the kindergarten routines (4.1.2; 4.2.2) and support children and educator wellbeing. A developed handbook is provided to relief staff to support induction processes and inform of routines and lunch breaks.

The director has employed teachers and educators and developed rosters which cater for consistency in teaching and support the wellbeing of each other and children (4.1.1, 4.1.2). With 1 fulltime Director and ECW and part time teachers and educators, consistency and time management strategies are key. The director works in consultation with teachers around their NIT and other duties time to seek their input and to determine the best possible arrangement to rosters (4.2.1). The teachers alternate Wednesday half day sessions, to provide opportunities to work with the groups they do not see often across the week (4.2.2).

Exceeding theme 2:

Educators work together to discuss changes and implement these where necessary for the best outcomes for children (4.1.2; 4.2.1). Educators can share practice/pedagogy with each other through sharing resources and teaching plans in formal and informal processes regularly (4.2.1).

Each evening teachers and educators gather to critically reflect, identify positives in their practice for the day and identify areas for improvement collaboratively (4.2.1). A 'critical reflection' proforma enables educators to document these daily reflections (4.2.1). This has been evident in the evolving document and transformations to the proforma and ability to reflect on program and practice.

Due to the number of part time staff, which is based on staffing capacities set by the department for Education, teachers and educators are encouraged to join in on staff meetings via teams or telephone if they are unable to attend on site. Staff meetings are documented and provided via email, uploaded to teams and printed for accessibility from all (4.2.2).

Exceeding them 3:

Educators build relationships with families and members of the community to work together through formal and informal conversations, events, and Governing Council (4.2.1). All Teachers and educators are present during morning drop off and end of day pick up to provide a welcoming environment and this provides opportunities for dialogue with families upon arrival.

A Bilingual induction folder has been developed to support high quality learning and development for our EALD learners and to guide their practice, interactions and relationships with children and educators (4.1.1). The director negotiates starting times with bilinguals to also provide families and educators support to translate information. EALD families, teachers and educators appreciate the role of a bilingual support worker and the engagement with families are positive.

Strengths

With reference to the three exceeding themes:

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

Quality Area 5: Relationships with Children

Exceeding theme 1:

We believe the positive relationships developed and maintained between educators and children at our Kindergarten are one of our greatest strengths and this is embedded in our everyday practice aligning with the 'EYLF Principles and Practice'. Children feel they belong at the kindergarten and each individual is valued (5.1.1). Teachers and educators use children's voice to develop programs and learning experiences. Children develop a sense of belonging and are acknowledged for their interests and voice and feel valued as a member of the kindy community. Listening intently to children's voice and providing resources or learning experiences immediately has supported the love of learning and develops meaningful conversations, in turn developing positive repours.

Educators use strategies to develop dispositions of learning, such as the 'You Can Do It!' Early Childhood Education program, negotiated rules, visual cues cards, and explicitly teaching children about emotions and feelings (Child Protection Curriculum). Educators are consistent in their approach and support each other in the management of children's behaviour and document behaviours in a behaviour management book and discuss with parents if necessary so that collaborative approach to behaviour management can be achieved (5.2.2). Teachers and educators develop behaviour plans with children and families if necessary and this allows children to articulate the steps in self-regulating their behaviours when using B-choices; unsafe behaviours (5.2.2).

The dignity and rights of children are maintained through positive interactions and behaviour management processes (5.1.2). Children are supported to develop an understanding that each child learns differently, and some may require support with navigating kindy routines and rules. This is taught using language "still learning" and develops children's growth mindset and ability to support each other in the learning environment in a positive manner (5.2.1). Bucket filling is used to compliment educators and teachers in supporting children's wellbeing and social skills. The concept of bucket filling is to use actions and words to make someone feel good about themselves, to enhance resilience and promote happiness. This has developed mutual respect within peers and educators (5.2).

Exceeding theme 2:

Educators participate in current professional learning, such as strive for 5 aim for 10, to influence their pedagogy and practice to support children's communicative skills and relationships. Pedagogical strategies are implemented, reviewed, amended, and evaluated regularly (5.2.1; 5.2.2) and informs teachers and educators about their interactions with children and children's interactions with each other. Teachers and educators document strengths, positives in practice and develop strategies to improve their engagement with children during critical conversations (5.1.1). These strategies support teachers and educators relationships with children.

Our teachers and educators knowledge of each individual child is acknowledged by our co-located school. Teachers and educators engage in conversations to develop school class lists based on the information, knowledge and understanding of each child (5.1.2). We develop the classes to continue to support a positive disposition to learning and a learning environment which will continue to support positive relationships (6.2.1).

Exceeding them 3:

Families receive a parent survey about their child with their enrolment pack. The information (i.e. 'parent voice') provided by the family provides educators an insight of their child's interests, strengths and areas of development. This helps to develop and strengthen the educator to child relationship (5.1.1) The surveys are collated and key areas are displayed in the parent space for viewing.

Educators connect with families and parents to develop positive relationships to support children's learning and wellbeing. Educators communicate with families about behaviour approaches and offer recommendations and consistent strategies for implementation between home and the kindergarten, in a sensitive and reassuring way (5.1.1). We share bucket filling and A and B choices with families through conversations and newsletters (5.2.1).

Teachers and educators meet in term 4 each year with the co-located leadership and reception classes to discuss the current kindergarten children who will transition to school in the following year. These discussions inform the co-located school about individual children and learning capabilities, friendships and if any additional support will be required. These discussions support a smoother transition to school and enables Kindergarten educators to share the knowledge they have of children through their development of relationships and provides a starting point for the reception teachers in building relationships with the children through our engagement together (5.1.2, 5.1.1).

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:

The kindergarten has an effective orientation process which allows families to become familiar with the setting and share their expectations and information about their child. This involves enrolment information sessions and transition visits. Parents are encouraged to contact the kindergarten if they have concerns or information to share about their child (6.1.1; 6.2.1).

Children with special rights are supported by the development of One Plans, the provision of extra support educators through the IESP funding, and the director holding regular meetings with the Department for Education support services - Special Educator, Speech pathologist, Psychologist, support educators and families (6.2.2). The director, special needs co-ordinator, support services and deputy principal meet regularly across the year to discuss children who have been involved with support services at kindy to support a positive transition to school.

Children's home language is valued and maintained, the director in consultation with teachers and educators employ bilingual educators support this. Bilingual assistants also support our EALD community with translating notices, information and learning notes. Our kindergarten community is a diverse community and we strive to continue to support the development of both children's home language and English language skills (6.1.3). Bilingual assistants demonstrate positive repours with families and a strong community relationship and can support families with sharing information about their child with teachers and educators (6.1.1, 6.2.3, 6.1.2).

All parents are invited and encouraged to join the Governing Council, to contribute to the design and delivery of the educational program (6.1.1; 6.2.3). Governing Council members can share their voices and perspectives and contribute to decision making within the kindergarten community while fostering a culture of inclusiveness (6.1.1; 6.2.3). Teachers and educators continuously invite families throughout the year through newsletters, emails, displays and in conversations.

Exceeding theme 2:

Educators engage in reflective practice to create opportunities and consider alternate ways of engaging families' participation in the kindergarten (6.1.1; 6.2.2; 6.2.3). Educators seek feedback (parent voice) from families and community members via email and notes to continuously review and improve practice (6.1.2). Educators use parent surveys in term 1 to analyse and develop goals and learning experiences based on the information provided. Each year educators provide the parent survey in term 3 in multimodal forms, in newsletters, via email and printed copies are available at the parent sign in space. The surveys are collated and discussed as a staff team, which informs our pedagogy and practice.

Kindergarten children are provided with the opportunity to borrow Kindy library books and literacy kits. These resources provide children and families to work together to learn through play in the home environment. Accompanying the literacy kits are feedback forms. Families are encouraged to complete these forms to provide the kindergarten with feedback. Teachers and educators reflect on any provided feedback and makes changes to the resources based on the suggestions (6.1.1, 6.2.2).

Exceeding theme 3:

Opportunities for families to be involved and discuss issues with educators are encouraged and provided for. Educators are available at the beginning or end of the day, phone call or email, or at another pre-arranged time, to discuss children's development. Learning notes are sent home during Terms 1, 2 and 3 and specific assessment results are shared (6.1.1) . Families engage in dialogue with teachers about their child's learning and assessment results and discuss strategies to support their child's growth and development. Teachers and educators provide learning resources home upon discussions with families to encourage the continuation of learning from kindergarten at home.

Our kindergarten has a community drive space for families to donate unwanted resources such as toys, books, movies and clothing to the drive. We encourage the kindy community to bring their loved goods in and place them in the space and other families can take them home. Supporting education involves more than what happens at kindy and this drive has provided positive experiences in the home and the wider community. It has also provided opportunities for low socio-economic families with access to different resources without the added costs (6.1.1, 6.1.3, 6.2.3).

The kindergarten shares information with local schools to support the child's transition to formal schooling in the form of reports (Statement of Learning). The kindergarten director and educators also meet with the deputy principal and reception teachers of the campus school, as well as teachers from independent schools, to discuss individual children's needs, interests and friendships. Children are involved in 'transition' to the campus school over the year through various activities, such as visits from the early years' teachers and classroom visits. Families receive information about enrolments, transition visits from the school via kindergarten educators. All kindergarten children have opportunities to visit the school playground, resource centre, Early Years assemblies, and reception buddy class visits focussing on a rapport and strengthening a positive experience at school (6.2.1).

The kindergarten operates a weekly playgroup that is led by a Playgroup Coordinator. It is affiliated with Playgroup SA and an educator and the Director manage this community service, encouraging families within the community, and this supports their child's early development and opportunities to foster social networking (6.1.1; 6.1.3; 6.2.3). Families have access to the kindergarten curriculum, resources and space. The kindergarten allocates a budget expense line to support the development of playgroup and purchasing additional resources. Pre-entry families are encouraged to attend playgroup to provide additional opportunities to familiarise themselves with the Kindergarten.

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 them 1:

The director builds educators' capacity by supporting their development of pedagogy and practice through professional development, educator sharing, critical reflection, and performance and development reviews (twice yearly) (7.2.3). The director undertakes walkthroughs whilst intentional teaching small groups are implemented to deprivatise teacher practice and support their development of pedagogy and practice. The director uses probing questions to gain clarification and a deeper understanding of the teachers thought processes during their intentional teaching. The probing question is sent via email and teachers can respond in their own time (7.2.1).

The director teaches twice per week, which provides opportunities to model and scaffold with teachers and educators (7.2.2), to support their pedagogy and practice, as well as own practice, knowledge, and skill (7.2.3). The director supports teachers and educators with day to day tasks and comes out on the floor if further support is required or relief teachers and educators have not been available.

Exceeding theme 2:

The Kindergarten has a skilled, engaged workforce where the director encourages continued training and professional development and critical reflection on practice. Educators are continuously engaging in critical reflection through informal and formal processes; it is part of our culture. It has become daily practice and is also an integral item on the fortnightly staff meeting agenda. Critical reflection is a continuous component of the cycle of improvement (7.2.1).

The director participates in portfolio meetings and professional development regularly as a leader (7.2.2). Relevant information is shared with teachers and educators to keep them informed and to build their knowledge and understanding of the portfolio's focus. This supports teachers and educators to understand the 'why' and enabled teachers and educators to support the director to lead improvement in the kindergarten in a collaborative approach. The discussions have provided teachers and educators to engage in open dialogue and reflect on current practice and develop processes to improve pedagogy and practice (7.2.1, 7.2.3).

Exceeding theme 3:

The governing authority; the governing council, enables families and community members to be engaged in shaping the vision and values of the kindergarten to support positive education and well-being outcomes for children (7.1.2; 7.1.3). During out of hours kindergarten parent information sessions, families are encouraged to join the council. The director continuously invites throughout the year and articulates the importance of parent involvement in the running of the kindergarten and how being involved will support their child's kindergarten journey.

The kindergarten works closely with the co-located school to utilise school facilities to undertake Kindergarten finances due to EDSAS. The finance officer, director and school staff communicate regularly and collaborate to ensure space availability and access to resources (7.1.2).

The kindergarten has developed a social media guideline to inform families of the use of our social media platforms. Families are invited to follow the kindergartens Facebook page. It can be an effective tool for building relationships, publishing, sharing, and promoting interaction and dialogue. The document has set guidelines to ensure a consistent understanding and to ensure the safety and wellbeing of our community (7.1.1, 7.1.3).

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Settlers Farm Campus Kindergarten

Goal 1: To extend children’s capacity to effectively communicate and express ideas in a range of contexts.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we strengthen teacher and educator knowledge and skills to explicitly teach and model communication skills, then we will extend children’s ability to communicate and express ideas in a range of contexts.

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

We will see and hear children engage in reciprocal conversations with educators or peers.

We will see and hear children using increased tier 1, 2 or 3 vocabulary and actions during targeted group times, interactions with others and in play.

We will see and hear children demonstrating confidence to share ideas.

We will hear children experimenting with syllables, rhyme and initial sounds in play.

We will hear children responding to others by using questions or comments.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Each teacher and educator will engage in collaborative critical conversations to plan and analyse literacy resources, focus books and prop planner for consistent planning.</p>	<p>Program (1.1.2, 1.1.3)</p> <p>Professional collaboration (4.2.1, 4.2.2)</p>	<p>Ongoing</p> <p>Daily discussions</p> <p>Fortnightly meetings/programming</p>	<p>Teacher and educators will:</p> <ul style="list-style-type: none"> -engage in informal and formal conversations regularly -critically reflect on curriculum planner, books and resources -document in the PQIP pedagogical book -prepare resources -contribute to planning and setting up learning experiences regularly <p>Director will:</p> <ul style="list-style-type: none"> -support and scaffold conversations -arrange and set meetings dates -support critical thinking using probing questions 	<p>Speech pathologist</p> <p>Prop planner</p> <p>Curriculum planner</p> <p>PQIP pedagogical book</p> <p>EYLF</p>

			<ul style="list-style-type: none"> -support educator knowledge of intentional targeted teaching through sharing curriculum resources to support the ‘why’ -support educators to refer to curriculum documents -scaffold our documentation of discussions to inform our step 4-monitor progress. 	
<p>Each teacher and educator will use agreed processes to analyse their conversations with children in order to develop strategies and skills to model, respond and extend communication skills.</p>	<p>Professional collaboration (4.2.1, 4.2.2)</p> <p>Collaborative learning (5.2.1)</p> <p>Positive educator to child interactions (5.1.1)</p> <p>Critical reflection (1.3.2)</p> <p>Information for families (1.3.3)</p> <p>Intentional teaching 1.2.1)</p>	<p>Term 1-PD</p> <p>0 week-rubric</p> <p>5 per term- fortnightly documentation</p> <p>Twice per term</p> <p>Daily documentation</p> <p>Formal meeting twice per term</p>	<p>Teachers and educators will:</p> <ul style="list-style-type: none"> -complete PD; Strengthening meaningful conversations (PLINK) -read and note key points on EEF-communication and language -collaborate to discuss and review developed conversation rubric -Conduct conversations with children - record conversations with children via video, notes or audio recording -meet to develop and discuss documented conversations twice per term -assess and analyse each educator using the developed rubric -Document and self- analyse own conversations- 5 per term -educators to share quality interactions information with families -educators to use discussed strategies in audit within their next recorded conversation and discuss at next meeting -document in PQIP pedagogical book -model, respond and extend children in conversations -use strive for 5 aim for 10 <p>Director will:</p> <ul style="list-style-type: none"> -scaffold and support analysis meetings -inquire with speech pathologist in providing further information around quality interactions -self-analyse and share own conversation recordings. 	<p>Conversation rubric</p> <p>Quality interactions information</p> <p>Speech pathologist</p> <p>Checklist- document</p> <p>PLINK</p> <p>EYLF</p> <p>Literacy guidebook</p> <p>Observations</p> <p>Literacy document- guide to actions</p> <p>PQIP pedagogical book</p> <p>Learning stories</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p>

			<ul style="list-style-type: none"> -Arrange meeting dates for discussions -role model and scaffold learning -incorporate reflection time within staff meetings (PQIP agenda item) -Use open ended questions to probe deeper thinking -scaffold documentation processes during discussions to inform step 4-monitor progress to ensure we are tracking and monitoring -use strive for 5 aim for 10 -share quality interaction information with families 	
<p>Each teacher and Educator will use agreed processes to analyse children's development/growth in communication, vocabulary and phonological awareness skills to inform planning and practice.</p>	<p>Assessment and planning cycle (1.3.1)</p> <p>Child centred (1.1.3)</p> <p>Intentional teaching (1.2.1)</p>	<p>Ongoing- termly</p> <p>PASM- term 1, 2, 4</p> <p>YT- termly</p>	<p>Teachers and educators will:</p> <ul style="list-style-type: none"> -undertake PD for communication and language milestones -collaborate and develop correlated data sets -develop conversation rubric to assess children's communication skills -document children engaging in conversations with peers and educators -document children using vocabulary in play, group times -use me boxes to develop children's confidence to share in group time -video, reflect and document children's me box sharing and conversations to inform changes/growth in children's development, successes, and strategies for improvement -assess children throughout the year -collaborate and discuss data sets to develop targeted teaching strategies and intervention groups -document in PQIP pedagogical book -document children using tier 2,3 vocabulary <p>Director will:</p> <ul style="list-style-type: none"> -Engage with speech pathologist or preschool leaders to adapt/review yakka tracker -share resources with educators to support planning and implementation of skills 	<p>Yakka tracker (YT)</p> <p>Conversation and me box rubric</p> <p>EYLF milestones</p> <p>Preschool Curriculum resources</p> <p>Literacy Guidebook- actions for educators</p> <p>PASM assessment</p> <p>Preschool indicators</p> <p>Waves of intervention/triangulated data</p> <p>Education director</p> <p>Portfolio Leaders</p> <p>PQIP pedagogical book</p> <p>Observations</p> <p>Learning stories</p>

			<ul style="list-style-type: none"> - Use open ended questions to probe deeper thinking -scaffold and support analysis of conversations to link to PQIP -engage educators in PD to support the development of triangulated data, intentional teaching and documentation -collaborate with leaders/Education director to scaffold and share data sets. -refer to research/curriculum documents to support educators -scaffold documentation of discussions to inform our step 4-monitor progress. 	
<p>Each teacher and educator will collaborate in critical conversations to develop and implement an explicit program and emergent and planned provocations for opportunities to extend:</p> <ul style="list-style-type: none"> - PASM skills - Vocabulary - Reciprocal conversations - Confidence - Levels of question - Curiosity for learning - Language 	<p>Professional collaboration (4.2.1, 4.2.2)</p> <p>Program (1.1.2)</p>	<p>Ongoing</p> <p>Daily discussions</p> <p>Four targeted teaching sessions per week-</p> <p>Fortnightly twice per term-walkthroughs</p>	<p>Teachers and educators will:</p> <ul style="list-style-type: none"> -engage in PD around DfE teaching resources -collaborate fortnightly to analyse and plan overview planner and program -update program on teams regularly -analyse and reflect on practice and pedagogy on curriculum planner -implement intervention/small groups -document in PQIP pedagogical book <p>Director will:</p> <ul style="list-style-type: none"> -purchase resources that support curriculum and intentional teaching group work -engage educators in PD around DfE teaching resources -undertake walkthroughs to support educator pedagogy and practice -facilitate and support discussions -Use open ended questions to probe deeper thinking - scaffold documentation of informal and formal discussions to inform step 4-monitor progress. 	<p>Yakka tracker</p> <p>PASM</p> <p>Curriculum overview</p> <p>Teams</p> <p>Budget</p> <p>Probing questions document</p> <p>Supporting purposeful play- leading practice</p> <p>Intentional teaching-leading practice 2</p> <p>PQIP pedagogical book</p> <p>Preschool curriculum resources</p> <p>Literacy guidebook- actions for educators</p>

Goal 1: To extend children’s capacity to effectively communicate and express ideas in a range of contexts.



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		
Each teacher and educator will engage in collaborative critical conversations to plan and analyse literacy resources, focus books and prop planner for consistent planning.	-engaging in informal conversations <ul style="list-style-type: none"> ● Programming meeting Thursday 11th May. ● Prop planner- need to review ● Resources and supporting the set up. 	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher and educator will use agreed processes to analyse their conversations with children in order to develop strategies and skills to model, respond and extend communication skills.	Rubric was created and is implemented <ul style="list-style-type: none"> ● Conversations have begun with children and sharing with other educators and teachers. ● Rubric, strive for 5 aim for 10, conversations meetings- where we discuss the recordings together. ● Yakka tracker to identify the reluctant communicators- informal conversations. ● Meeting 24.5- TEachers and educators shared conversations and their own analysis of the conversation. Discussed next steps and determined to focus on our reluctant communicators to develop their confidence to communicate and share ideas. 	Tally, conversation rubric.	Click or tap here to enter text.

<p>Each teacher and Educator will use agreed processes to analyse children’s development/growth in communication, vocabulary and phonological awareness skills to inform planning and practice.</p>	<ul style="list-style-type: none"> - Small literacy groups- focus on pasm - Data; pasm, yakka tracker, wellbeing, learning notes- vocab wall to track. Rhyming walls, me box- prompting questions. 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Each teacher and educator will collaborate in critical conversations to develop and implement an explicit program and emergent and planned provocations for opportunities to extend:</p> <ul style="list-style-type: none"> - PASM skills - Vocabulary - Reciprocal conversations - Confidence - Levels of question - Curiosity for learning - Language 	<ul style="list-style-type: none"> - - During play- rhyme and syllables. ● Programming- curriculum- being explicit ● Small and large group time; songs, stories, heggerty. ● Provocations- sausages, ● Wombat stew- ● PD- speech screener training. ● Programming meetings. ● Critical conversations for learning notes- initial sounds, syllables etc for name writing- incidental explicit teaching. 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 1: To extend children’s capacity to effectively communicate and express ideas in a range of contexts.



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
<p>Teachers and educators establish and implement a regular teaching and planning cycle that utilises critical reflection as a key driver.</p>	<p>Standard 1.1, 1.2, 1.3 -1.1.1 Approved learning framework 1.2.1 Intentional teaching -1.3.1 Assessment and planning cycle 1.3.2 Critical reflection</p>	<p>Developing a site cycle of planning proforma to facilitate the planning cycle- child centred, critical reflection and documents learning</p>	<p>Ongoing PD- Term 1 2023</p>	<p>EYLF planning cycle Program proforma NQS standard document EYLF v.2 Gowrie- programming expo</p>	<p>Teachers and educators will: -discuss and review current programming proforma and develop new proforma -critically reflect collaboratively on practice, pedagogy and children's growth and development. -document discussions and thought processes. -Teacher and educator to engage in PD - programming cycle and share with staff team.</p> <p>Director will: -scaffold discussions and support planning cycle implementation -provide PD opportunities to develop knowledge and skills -support teacher and educator to share knowledge and information from PD expo</p>
<p>Teacher and educators to improve family engagement within the kindergarten</p>	<p>QA1 - 1.3.3 information for families</p>	<p>Review and develop resources and the modes of communication to involve families in user friendly ways Developing a site action plan to facilitate</p>	<p>Term 1 to 4 2023 ongoing</p>	<p>Governing council Flyers Newsletters Sway Form- Microsoft Feedback forms</p>	<p>Teachers and educators will: -create user friendly resources to provide feedback in multimodal forms -engage in informal and formal conversations</p>

	QA6 - Respectful relationships are developed and maintained- 6.1.1	collaborative engagement. Develop a philosophy statement which is family friendly and easy to read		QR codes on window displays for policies, newsletters, consent forms	<ul style="list-style-type: none"> -encourage families to join governing council -share learning with families and ask for feedback -ask for feedback and support families with completing Director will: <ul style="list-style-type: none"> -discuss with educators about improvement ideas and scaffold planning. -consult with families around suitable governing council meeting times. -support and scaffold educators to use and create multimodal resources -with teacher and educator support develop a philosophy for families and consult with families
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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			
Teachers and educators establish and implement a regular teaching and planning cycle that utilises critical reflection as a key driver.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Teacher and educators to improve family engagement within the 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.

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 Jasmin Cox
Date Thursday, 23 February 2023



Signature:

Endorsed by governing council chairperson

Name Samantha Greatbatch
Date 22.2.23



Signature:

Endorsed by education director

Name Ros Maio
Date

Signature:

