2019 Quality Improvement Plan

Largs North Kindergarten
Statement of Philosophy

Developed in collaboration and consultation with staff, Governing Council, children and families.

About Us

Largs North Kindergarten is a stand-alone preschool in Largs North on the Le Fevre Peninsula. The centre has been part of the community for over 60 years.

The site offers a weekly Play group session and engages with local businesses and artists to build a sense of community and belonging.

Largs Bay School is the local feeder school and an ongoing commitment exists between the site and the school to strengthen transition processes and connections between curricula.
Acknowledgement of Country
We would like to Acknowledge that the land we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.
## Centre Details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tbody>
<tr>
<td>LARGS NORTH KINDERGARTEN</td>
<td>SE-00010562</td>
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### Primary contacts at service

**Connie Cowling**

<table>
<thead>
<tr>
<th>Physical location of service</th>
<th>Physical location contact details</th>
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<tbody>
<tr>
<td>Street 21 Kybunga Terrace</td>
<td>Telephone 08 82481353</td>
</tr>
<tr>
<td>Suburb Largs North</td>
<td>Mobile</td>
</tr>
<tr>
<td>State/territory South Australia</td>
<td>Fax 08 83419916</td>
</tr>
<tr>
<td>Postcode 5016</td>
<td>Email <a href="mailto:dl.5628.leaders@schools.sa.edu.au">dl.5628.leaders@schools.sa.edu.au</a></td>
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### Approved Provider

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<tr>
<th>Primary contact</th>
<th>Department of Education</th>
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<tr>
<td>Telephone</td>
<td>08 82261000</td>
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<tr>
<td>Mobile</td>
<td>0407796898</td>
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<tr>
<td>Fax</td>
<td>08 83419916</td>
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<td>Email</td>
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**Name and position of person responsible for submitting this Quality Improvement Plan**

Connie Cowling
### Operating Hours

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Strengths and Self Review

Quality Area 1: Educational Programme and Practice

This quality area of the National Quality Standard focuses on ensuring that the educational programme and practice is stimulating and engaging and enhances children’s learning and development.

- **Theme 1:** Practice is embedded in service operations
  
  *Critical reflection - informal conversations and formalised opportunities for recorded evidence include standard staff meeting agenda item and standard item in daily planning book.*

- **Theme 2:** Practice is informed by critical reflection
  
  *Shift in structure of staff meetings to support actions guided by critical reflection.*

- **Theme 3:** Practice is shaped by meaningful engagement with families and/or the community
  
  *Updated programming proforma reflects outcomes and intentions for learning and provides families an opportunity to contribute to the planning, programmed experiences and intentions.*

  **Through flexibility, the programme allows for children’s interests to be followed and provided, either spontaneously on the day, or within a two week planning cycle that follows.**


The Largs North Kindergarten community aims to develop creative, confident learners who have a strong sense of self. The educational programme is underpinned by the Early Years Learning Framework and is designed to offer children extended periods of time in play based learning, through which they can assert their agency and learn collaboratively. This is balanced with group gatherings that encourage children to be active participants in discussions, dialogue and literacy rich experiences. Our gatherings take place in both large and small group contexts.

The staff team implements inquiry learning projects, with and alongside the children, to provide greater opportunities for each child to participate and extend on their interests and capabilities, learn from each other and develop their understandings of the world. Our starting point for these inquiries is always, ‘what do the children already know about this big idea?’

The routines encourage children to take charge of their own learning, physical needs and emotional wellbeing. The rhythm of the day is responsive to the children’s needs, allowing for flexibility.

Educators actively engage in observing, and responding to, children’s interests and ideas. This is reflected in the planning cycle. Each child’s development and learning goals are recorded in an ongoing manner throughout the child’s kindergarten year. Observation of children is
extensive, taking a variety of forms including Learning Stories, annotated photographs, displays, anecdotal records, daily reflection journal and the programming book. This documentation forms the foundation of our programme, ensuring that each child is supported to participate and contribute to the planned experiences.

Each child has a Learning Folder, which is accessible to them and their families at all times. Children are encouraged to add work samples that are important to them. Families are encouraged to borrow the folders to share at home and contribute their own learning stories and documentation.

A Family Night is held in response to each year’s cohort of families to share the learning from the Kindergarten term. Each child’s learning is shared with families in an ongoing manner through learning folders, informal conversations and more formal family discussions held twice yearly. These interviews enable the staff team to develop greater understandings of the child’s strengths, interests and family connections outside the kindergarten environment and to collaboratively set goals for each child’s learning.

**Quality Area 2: Children’s Health and Safety**

This quality area of the *National Quality Standard* focuses on **safeguarding and promoting children's health and safety**.

- Theme 1: Practice is embedded in service operations
- Theme 2: Practice is informed by critical reflection
  - Health and Safety is a standard agenda item and discussions about wellbeing, environmental safety and reflections on hazards versus challenges occur at these times. Any incidents are discussed and ways of mitigating future occurrences is recorded.
- Theme 3: Practice is shaped by meaningful engagement with families and/or the community


Largs North Kindergarten has policies, practices and procedures in place to promote each child’s health and wellbeing. Educators work in partnership with families to ensure every child’s needs are accommodated, for example, health care plans and risk assessments. The needs of children with additional health requirements are documented and communicated within the staff team, including relief staff. Educators have current and appropriate training to address specific health issues. Educators work in partnership with families to ensure children’s individual health and safety needs are supported.

Children are encouraged to manage their need for rest and relaxation. Educators are aware of the children’s energy levels and if required, support them to select a quiet experience or to rest, for example, with a story. During group times the educators notice, assess and adjust the length of time children are expected to participate.
The reasons for washing of hands prior to eating are explicitly taught to the children and reinforced frequently. Educators model hand washing and good hygiene practices. Policies and procedures are in place to limit the spread of infectious diseases. This includes notifying families and including appropriate information via noticeboards and/or email.

Healthy eating and sun safety practices are embedded in the culture of the centre. Educators work in partnership with families, from the start of the enrolment process, to ensure families are aware of the thinking behind the sun safe and healthy eating policies. Educators encourage children to manage their own snack times, in response to their needs. Lunch times are conducted as a social group in order for educators to use this time as an opportunity for intentional teaching and for children to be supported to become independent with packaging.

Filtered water is available to the children at all times and they are regularly encouraged to hydrate.
Children are encouraged to participate in physical play each day. Regular visits to the beach offer opportunities for rigorous physical play in a larger space than the kindergarten yard.

Risk Management procedures are regularly undertaken to ensure a safe learning environment.
The centre adheres to all requirements relating to the management and reporting of accidents and critical incidents and uses a duplicate book and a diary to record wellbeing information.

Educators are vigilant to move with the children across each learning environment to maintain educator ratios as closely as possible across the indoor and outdoor learning environments. Every educator has undergone the necessary DCSI checks and Responding to Abuse and Neglect training.

Quality Area 3: Physical Environment

This quality area of the National Quality Standard focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

- Theme 1: Practice is embedded in service operations
  Sustainable practice is visible at the site, educators intentionally weave information about sustainable choices at all appropriate opportunities. Examples include meal times, Beach Kindy sessions and daily resource use, for instance using what is needed versus what is wanted.
- Theme 2: Practice is informed by critical reflection
- Theme 3: Practice is shaped by meaningful engagement with families and/or the community
  Families are regularly provided information about sustainable practices at the site and educators collaborate with, and consult families regarding changes to policies, procedures and upgrades to the environment.

We are located in a facility constructed by the local community in the 1950s. The building provides a light filled, open space that offers flexibility for the educators to design and arrange a variety of open-ended learning experiences. The floor plan encourages spaces for large and small group experiences, as well as the creation of quiet areas for individual and paired learning.

The outdoor space offers a variety of areas that enable educators to cater for different learning experiences and styles. Experiences are planned in order to extend, challenge and follow the interests of the children. There is space for both active and passive play and exploration. Fixed features include a mud pit, stage area, cubby house, sandpit, swings and a water course. There is ample shade in the playground area.

Children are encouraged to access both the indoor and outdoor environments independently and they are able to access all areas freely throughout the day. Children are encouraged to resource the programme, supported by the educators, in order to develop and extend on their ideas and interests.

Educators actively and continually monitor the safety of the learning environment. Potential hazards are documented and dealt with in an appropriate and timely manner.

Educators critically reflect on ways we can further reduce our impact on the environment through, for example no longer providing straws and glitter for use in children’s experiences. Educators also discuss ways in which children can be appropriately challenged to take risks in the environment whilst considering whether an action might be a challenge or a hazard.

Sustainable practices are embedded in the culture and programmes of the site. Children and educators work and learn together in caring for a frog pond, worm farm and chickens. The children are actively involved in the ongoing nurturing of the beach environment and segregation of waste. Educators explicitly teach and model the use of recycling bins and organic waste system. The kindergarten has two water tanks, one to provide water for the sandpit area and the second to provide water for toilet flushing.

We regularly visit Largs North Beach, as we believe it is essential for children to connect with nature to develop an appreciation of the unique environment in our local community. The educators discuss the needs of the beach, local wildlife, the dunes and the impacts that human activities have on these natural resources. Families are involved in sustainable practices through newsletter items that encourage sustainable practices and the provision of minimally to unpackaged food provided for consumption at kindergarten.

Quality Area 4: Staffing Arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

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


Educator-to-child ratios and qualifications at Largs North Kindergarten meet, and in some sessions exceed, the National Quality Standards requirements in order to meet the needs of the children in our centre.
The educators have developed positive, professional and respectful relationships in working with each other, children and families. Educators challenge each other through dialogue, attend professional learning as a staff team and engage in professional reading as we continue to develop our understandings of contemporary research and practice. Through these actions an ethos of educators as life-long learners is actively promoted in the staff team.
Educators engage in fortnightly staff meetings to reflect on successes and challenges, growth points, needs, and directions for our centre.
Fortnightly planning sessions enable educators to use this knowledge to collaboratively plan the learning programme.
The team is supportive of each other’s experience, strengths and knowledge, drawing on this to enhance and develop the learning programmes.

Quality Area 5: Relationships with children

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Theme 1: Practice is embedded in service operations
The rights and dignity of the child are paramount and educators discuss compassionate ways of being as central to all interactions with children. This aspect of relationships with children is regularly discussed at staff meetings.

Theme 2: Practice is informed by critical reflection.
Critical reflection at staff meetings includes considerations of social justice, perceptions of children’s behaviour are considered from a Circle of Security perspective that endeavours to understand the underpinning message a child is conveying. The Code of Ethics is discussed and staff will engage with the Code of Ethics in action this year.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community
Educators acknowledge and respect the family as the child’s first teacher and draw upon their expertise to collaborate in goals and learning outcomes for each child.

Relationships with children are based on respect and compassion as an embedded expectation through the site’s vision. Educators at are invested in developing warm and reciprocally engaging relationships with children and their families. Each child is viewed as an individual through a strengths based lens. A sense of security and belonging is supported, as we believe that children need to feel safe and confident in a learning environment before learning can occur. Educators are available to the children, engaging them in conversations, experiences and encouraging children to take risks in their learning. Educators are sensitive to each child’s individual strengths, needs and interests. This is reflected in their observations and the learning programme.

Educators work in collaboration with families to develop holistic understandings of the children in their home, community and kindergarten contexts. Families are invited to participate in learning conversations, both formally and informally, to ensure that educators learn as much as they can about each child across these contexts.

Children are supported by the adults in our centre to engage in the kindergarten programme through predictable and consistent (but still reflexive) routines and opportunities for active and quiet play, small and whole group gatherings.

Largs North Kindergarten is a community of learners, with children engaging in inquiry learning projects that offer opportunities for discussion and dialogue, collaboration, research, planning, problem-solving and shared decision making. Children are encouraged to share their expertise, ideas and wonderings through sustained, shared thinking. Each child is encouraged to express their ideas in a variety of ways, including oral language, group discussions, visual arts, construction, dramatic play and book making. Fortnightly meeting structures enable educators to reflect on relationships with children and the strategies that may be used to create and maintain compassionate and respectful relationships that maintain the rights and dignity of each child. Educators endeavour to be available and engage with families on a regular basis, both formally and informally to ensure the learning journey for each child is collaborative.

**Quality Area 6: Collaborative Partnerships with Families and Community**

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

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


Largs North Kindergarten aims to provide a welcoming and compassionate environment to families joining our community from the point of first contact. For some families this will be on enrolment, for others this will be when they engage with our playgroup programme. Educators are
actively encouraged to develop understandings of the community context and culture in order to deliver a service that reflects these important elements.
The enrolment process is consistent and comprehensive. Families are invited to the centre to meet with the educators, observe the programme and discuss their specific hopes and needs prior to enrolment. An information session is held each year for families to gain understandings of the programme, philosophy and how they can be involved in the programme. This event also provides an opportunity for families to make connections within the preschool community. Once children commence kindergarten families are encouraged to stay and participate with their child as they transition into the centre from home.
We recognise and value the input and observations of our families. Families are respected as their child’s first educators. Their perspectives and expertise are invaluable in the ongoing improvements to our programme through arrival and departure conversations and family night. Information to families is communicated through our newsletters, both electronically and in hard copy, website, noticeboards and informal and formal conversations. We actively promote other services, resources and community events to support families in their parenting roles.
In terms two and four we celebrate the learning from the prior terms at a Family Night. The educators share details of inquiry projects, followed by a shared meal.
Educators access Support Services to enhance children’s learning and development. These services include speech pathologists, occupational therapists, Autism S.A., the Child Development Unit, C.A.F.H.S. child psychologists and C.A.M.H.S. Every child at Largs North Kindergarten is supported to reach their potential through differentiated programming and intentional teaching. Programmes are developed with professionals, such as the speech pathologist, and implemented by the educators to facilitate the inclusion of children with support requirements.
The kindergarten provides a facilitated playgroup on Friday mornings to build relationships with and engage local families. This supports transition to kindergarten for children and families, as they are familiar with the environment and educators.
Educators have developed transition processes with our two main feeder schools in order to support continuity of learning. This includes visits across the school year, to our main feeder school, conversations with receiving teachers about each child and supporting the orientation visits through educators attending with the children.
Educators engage in critically reflective discussions about ways in which families can become more involved in their child’s learning, decision-making processes for the curriculum and interactions and processes that build community.

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

- Theme 1: Practice is embedded in service operations
- Theme 2: Practice is informed by critical reflection
Largs North Kindergarten operates with a Governing Council, comprising of family and community members, who work in partnership with the kindergarten staff. The Governing Council meets twice each term. The Quality Improvement Plan is a standard agenda item at staff and Governing Council meetings as we strive towards continuous improvement. Educators regularly engage in self-review and reflection processes. Every effort is made to provide continuity of educators on the site by rostering regular staff to fill the place of team members who are absent. When this is not possible, new staff are inducted by working alongside our regular educators to inform them of routines, the programme and procedures. New staff are made aware of children with special rights and the management of these.

The learning programme is both an individual and team responsibility. Pedagogy and research is discussed and reflected upon at staff meetings and professional learning sessions; with critical reflection being a standard staff meeting agenda item.

All staff engage in professional conversations with the director biannually, to support professional development and an informal term review of the Performance Development Plan is undertaken to ensure alignment with site priorities. Staff are encouraged to set goals to improve their practice. There is an expectation that staff have responsibility for their own professional learning that aligns with site priorities and is supported by the educational leader. Educators are actively encouraged to develop leadership skills and a shared leadership model exists.

The centre has systems and processes in place to ensure it meets all legislative and administrative responsibilities in order to operate effectively, using an operational planner to manage tasks. Grievance processes are documented and available to families and staff. Policies are updated regularly in consultation with families and staff.

Key improvements sought for 2019

The curriculum lacks rigour, according to prior observations and feedback from families reveals a sentiment that children are simply playing. Past and current data reveals a trend for many children being disengaged from emergent literacy experiences; evidenced by many children not accessing incidental or intentional literacy opportunities.

The priority for 2019 will be for children to access and be engaged in meaningful literacy opportunities that are self-directed and/or intentional in nature; in order to develop and/or extend their understandings of patterns and symbol systems: representing their world symbolically and understanding the language of their world.
Data accessed, both over successive and current cohorts has identified that children require increased rigour in the curriculum. Current methods do not make the learning visible to families and some children engage almost exclusively with the outdoor learning environment. Observations have informed us that many children do not access literacy opportunities such as drawing, writing, Story Tables or book making.

Staff meetings will be restructured to engage primarily with data and teaching and learning; relegating less time to operational requirements, but these will be managed in alternative ways, using various communication modalities and embedded mechanisms to ensure adherence.
### Priority 1

<table>
<thead>
<tr>
<th>Goal</th>
<th>Deepen children’s understanding of symbols and pattern systems and overall identity as effective communicators.</th>
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<tbody>
<tr>
<td>Challenge of practice</td>
<td>If we collaboratively develop an evidence informed approach to teaching and learning we will support children’s understanding of symbols and pattern systems: representing their world symbolically and overall identity as effective communicators.</td>
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</table>
| National Quality Standards | **QA1 1.1 Programme** —The educational programme enhances each child’s learning and development.  
1.1.1 Approved learning framework  
1.1.2 Child centred  
1.1.3 Programme learning opportunities.  
1.2 Practice – Educators facilitate and extend each child’s learning and development.  
1.2.1 intentional teaching  
1.2.2 responsive teaching and scaffolding  
1.2.3 Child directed learning  
1.3 Assessment and Planning - Educators take a planned and reflective approach to implementing the programme for each child.  
1.3.1 Assessment and Planning cycle  
1.3.2 Critical reflection  
**QA3 Physical environment**  
3.2 Use  
3.2.1 Inclusive environment  
3.2.2 Resources support play based learning  
**QA4 Staffing arrangements**  
4.1.1 Organisation of educators - The organisation of educators across the service supports children’s learning and development  
4.2.1 Professional collaboration –Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills  
**QA7 Governance and leadership**  
7.2.3 Development of Professionals – Educators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development |
<table>
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<tr>
<th>Actions</th>
<th>Resources</th>
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<tr>
<td>- Engage with Partnership priorities:</td>
<td>PDP – with individual plan and PD aligned to priorities, termly meetings to track efficacy of practice / direction of priorities.</td>
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<td>- Linking Literacies</td>
<td>QIP - Continue as standard agenda item in Staff and Governing Council meetings.</td>
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<td>- Use the RRR scales to measure involvement and active learning scales</td>
<td>2019 Inquiry Project – to support the literacy priority.</td>
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<td>- PLC: engage with colleagues to share strategies and learn together</td>
<td>PLC – to strengthen transition processes between kindergarten and preschool and improve learner outcomes.</td>
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<td>for improved literacy outcomes in the preschool environment, e.g.</td>
<td>Shared Reading – with families, to enable children to have a wider range of literacy opportunities.</td>
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<td>shared reading and book club</td>
<td>Conduct RRR/ CLIQRS (later) observation rounds to ensure we have data about the rigour and efficacy of teaching strategies/approaches.</td>
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<td>- All staff to share knowledge based on engaging with current research</td>
<td>Research/ Journals e.g. David Hornsby to enable educators to provide evidence informed approaches to literacy.</td>
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<td>to inform practice (during staff meetings/PLC).</td>
<td>Lisa Burman – to enable all educators to transfer and implement learning into practice.</td>
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<td>- Educators implement and embed strategies gained from engaging</td>
<td>Facilitators for the LDAR Inquiry - Anthony Semann</td>
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<td>with consultants, e.g. Lisa Burman</td>
<td>Alma Fleet to increase capacity in the area of literacy curriculum delivery, specifically symbols and pattern systems.</td>
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<td><strong>Success Measures</strong></td>
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<td><strong>Observations, Learning Stories, annotated photos, Learning Folios- demonstrate evidence of engagement and deepening awareness of symbols and pattern systems.</strong></td>
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<td><strong>Children demonstrate deep engagement with relevant learning opportunities provided and initiate experiences that demonstrate their understandings of symbols and pattern systems.</strong></td>
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<td><strong>All children engage with Story Tables, book making, dramatic play experiences and writing.</strong></td>
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Children engage with self-directed and intentional opportunities across learning environments that build on their capacities and funds of knowledge to represent their world symbolically.

SOLs demonstrate that children have a strong sense of identity as effective communicators, and have a developed understanding of symbols and pattern systems and regularly represent their world symbolically.

Engagement and occurrence of children representing their world symbolically using one or more of: Reflect Respect Relate (involvement and active learning environment)

Qualitative data in children’s Learning Folders eg. Annotated photos, learning Stories

Feedback from families during the term 2 ILP interview.

### Progress Notes

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### Priority 2

**Goal**

Deepen children’s understanding of symbols and pattern systems and overall identity as effective communicators in collaboration with families.
### Challenge of practice

If we develop reciprocal partnerships with families, with a focus on programme involvement, we will deepen children's understanding of symbols and pattern systems and overall identity as effective communicators in collaboration with families.

### National Quality Standards

| QA 1 1.1.3 Information for families |
| QA 6 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.2.2 Access and participation - Effective partnerships support children's access, inclusion and participation in the programme. |
| 6.2.3 Community engagement - The service builds relationships and engages with its community. |

### Actions

- Encourage families to be involved in a range of ways including:
  - opportunities to share skills,
  - read with children
  - Have input to the fortnightly programme.
- Educators provide resources, have conversations and provide support to families to implement home literacy engagement.

Provide families with a range of opportunities to become involved in children’s learning, including shared reading opportunities to support increased literacy outcomes.
Restructure the end of day process so that educators are available to families to discuss children’s learning.
Increase connection to families by greeting each family formally as they arrive at the gate.
All educators take an active role in strengthening relationships with families by initiating positive conversations about their child's learning through whenever possible, e.g. Arrivals and departures.
Educators provide a welcoming environment that supports families to develop a sense of belonging and connectedness in the kindergarten learning environment.
Success Measures

Families are increasingly involved with the service, volunteering for shared reading, initiating conversations with educators about ways that literacy outcomes can be increased through home experiences.
Families regularly access Literacy take home literacy resources, (take-home packs)
How will we know the goal has been achieved?
Families provide feedback informally and formally connecting with educators regularly to discuss their child’s learning.

Families will feel empowered by their direct involvement with the programme.
They will support curriculum planning.
There will be a sense of community and collaboration: a sense of trust and partnership is established between educators and families.
Learning through play is seen as best practice by the family community.

The nature of feedback from families about children’s learning and the programme.
Qualitative and quantitative data about family engagement with the service, e.g. do families stay to engage with their children when provided the opportunity.
Are families involved in shared reading at the kindergarten and/ or at home?
Do families have an awareness about the service philosophy on teaching and learning?

Progress Notes

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Priority 3

Goal

What outcome for children do we want?
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<tr>
<th>Challenge of practice</th>
<th>What changes do we need to make to our pedagogy and practices to reach our goal?</th>
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| National Quality Standards | What are the QA and standards that inform your goal?  
What are the direct connections to the NQS? Which QA does this address? |
| Actions | Resources |
| How will we reach our goals?  
What strategies will we employ? | What resources (time, structures, professional learning, learning resources, environmental changes, etc.) will we need to reach our goal?  
Which people resources can help us reach our goal? |
| Success Measures | How will we know what we are doing is helping us reach our goal?  
How will we know the goal has been achieved?  
What will be different?  
What will be measured in practice? |

**Progress Notes**

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<table>
<thead>
<tr>
<th>Priority 1 Goals and success criteria</th>
<th>Term 1 Weeks 1-5</th>
<th>Term 1 Weeks 6-11</th>
<th>Term 2 Weeks 1-5</th>
<th>Term 2 Weeks 6-10</th>
<th>Term 3 Weeks 1-5</th>
<th>Term 3 Weeks 6-10</th>
<th>Term 4 Weeks 1-5</th>
<th>Term 4 Weeks 6-9</th>
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<tr>
<th>Priority 2 Goals and success criteria</th>
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# Term 1 Review

<table>
<thead>
<tr>
<th><strong>Goal 1:</strong> (Focus area for improvement)</th>
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</thead>
<tbody>
<tr>
<td>What is the specific goal we have been working to improve?</td>
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<table>
<thead>
<tr>
<th><strong>2. Actions taken:</strong></th>
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<tr>
<td>What specific actions have we taken to bring about improvement?</td>
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<table>
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<tr>
<td>What progress have we made?</td>
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<th><strong>5. Next steps:</strong></th>
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<tbody>
<tr>
<td>What are the next steps to take towards achieving the goal?</td>
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## Term 1 Review

### Goal 1: (Focus area for improvement)

What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

<table>
<thead>
<tr>
<th>Progressing on track</th>
<th>Needs attention</th>
<th>Not on track</th>
</tr>
</thead>
</table>

### Actions taken:

What specific actions have we taken to bring about improvement?

### Evidence collected:

What evidence have we collected?

### Lessons:

What progress have we made?

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

**Inhibitors:** What factors have impeded further progress?

How will we work through this?

### Next steps:

What are the next steps to take towards achieving the goal?

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
## Term 1 Review

| **Goal 1:** (Focus area for improvement) | **4. Lessons:**  
What is the specific goal we have been working to improve?  
What is the Challenge of Practice we have been trying to solve?  
| **Actions taken:**  
What specific actions have we taken to bring about improvement?  
| **Evidence collected:**  
What evidence have we collected?  
| **Enablers:** What factors have been critical for success?  
**Inhibitors:** What factors have impeded further progress?  
How will we work through this?  
| **Next steps:**  
What are the next steps to take towards achieving the goal?  
| **Tracking**  
[Progressing on track] [Needs attention] [Not on track]  

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
Term 2 Review

Goal 1: (Focus area for improvement)
What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

2. Actions taken:
What specific actions have we taken to bring about improvement?

3. Evidence collected:
What evidence have we collected?

4. Lessons:
What progress have we made?
Enablers: What factors have been critical for success?
Inhibitors: What factors have impeded further progress?
How will we work through this?

5. Next steps:
What are the next steps to take towards achieving the goal?

6. Tracking
Progressing on track
Needs attention
Not on track

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
## Term 2 Review

| **Goal 1:** (Focus area for improvement) | **4. Lessons:**  
What progress have we made? |
|-----------------------------------------|--------------------------------------------------|
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What is the Challenge of Practice we have been trying to solve? |  
Enablers: What factors have been critical for success?  
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What are the next steps to take towards achieving the goal? |
| **3. Evidence collected:**  
What evidence have we collected? |  
**6. Tracking**  
- [ ] Progressing on track  
- [ ] Needs attention  
- [ ] Not on track |

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
## Term 2 Review

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<td><img src="progressing_icon.jpg" alt="Progressing on track" /></td>
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## Term 3 Review

### 1. Goal 1: (Focus area for improvement)

What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

### 2. Actions taken:

What specific actions have we taken to bring about improvement?

### 3. Evidence collected:

What evidence have we collected?

### 4. Lessons:

What progress have we made?

Enablers: What factors have been critical for success?

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

### 5. Next steps:

What are the next steps to take towards achieving the goal?

### 6. Tracking

- [ ] Progressing on track
- [ ] Needs attention
- [ ] Not on track

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
# Term 3 Review

**Goal 1:** (Focus area for improvement)

- What is the specific goal we have been working to improve?
- What is the Challenge of Practice we have been trying to solve?

## 2. Actions taken:

- What specific actions have we taken to bring about improvement?

## 3. Evidence collected:

- What evidence have we collected?

## 4. Lessons:

- What progress have we made?

- Enablers: What factors have been critical for success?

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

## 5. Next steps:

- What are the next steps to take towards achieving the goal?

## 6. Tracking

- [Green] Progressing on track
- [Orange] Needs attention
- [Red] Not on track

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
Term 3 Review

**Goal 1:** (Focus area for improvement)

What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

2. **Actions taken:**

What specific actions have we taken to bring about improvement?

3. **Evidence collected:**

What evidence have we collected?

4. **Lessons:**

What progress have we made?

Enablers: What factors have been critical for success?

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

5. **Next steps:**

What are the next steps to take towards achieving the goal?

6. **Tracking**

- Progressing on track
- Needs attention
- Not on track

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
# Term 4 Review

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Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
Term 4 Review

Goal 1: (Focus area for improvement)
What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

2. Actions taken:
What specific actions have we taken to bring about improvement?

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What progress have we made?
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What are the next steps to take towards achieving the goal?

6. Tracking
- Progressing on track
- Needs attention
- Not on track

Adapted from Simon Breakspear’s 50 Day Retrospective Review tool
## Term 4 Review

### Goal 1: (Focus area for improvement)

What is the specific goal we have been working to improve?
What is the Challenge of Practice we have been trying to solve?

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What are the next steps to take towards achieving the goal?

### 6. Tracking

- [ ] Progressing on track
- [ ] Needs attention
- [ ] Not on track

Adapted from Simon Breakspear's 50 Day Retrospective Review tool
Considerations for 2020 QIP