

2023

Quality Improvement Plan for St Helens Park Kindergarten

Site number: 5662

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Service name

St Helens Park Kindergarten

Service address

Koonga Ave; Prospect. 5662

Service approval number

SE-00010924

Acknowledgment of Country

We acknowledge the **Kuarna** 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.

The service is situated in a cul-de-sac adjacent to St Helens Park, Prospect. A small carpark is available for staff and parents. The centre is operated as part of Dept for Education and thus is open during school terms. The site utilises four closure days per year to review the site learning plan and implement new strategic directions, these are approved by the Regional Director and the community notified a minimum of 4 weeks prior to closure. The site includes excursions as part of the learning plan which focus on children's interests and these are planned in advance to allow adequate notification, and incur a small additional cost.

Children attend in two cohorts of 44, either Monday & Wednesday or Tuesday & Thursday; with alternate Friday mornings also offered. This supports strong attachments and emotional wellbeing for children to connect to staff and peers. Children are offered 15 hours of access to the site under Universal Access to quality early childhood education, across a two week period.

During session times children are grouped with staff for small group learning opportunities that support individuals to engage, and in large group times to provide activities and games that strengthen peer interactions and respect. Children are encouraged to create their own groups for play and interaction, with staff providing adjuncts to support engagement. Staff support intentional learning within the interests of children and respect family culture in the provision of the curriculum.

Statement of Philosophy

At St Helens Park Kindergarten we believe in the concept of the whole child. Our philosophy supports the interrelationships of families and educators to provide quality early childhood pedagogy. At St Helens Park Kindergarten children's learning is dynamic, complex and holistic, recognising that physical, intellectual, emotional, spiritual and social development are all interwoven and interrelated. We believe in drawing on a range of theoretical perspectives and drawing on their strengths to guide our practice and to provide insight into social and cultural contexts of learning and development.

The kindergarten acknowledges parents as the child's first educator and thus encourages openness between families and the site. Each child's culture is respected with the community celebrating various significant events throughout the calendar year. Families are made welcome within the site to support their child in learning and to engage with the community to improve understanding of early childhood pedagogy.

We believe

- that each child is unique and that each has potential for development.
- in the concept of the “whole child”, recognizing that physical, intellectual, emotional, spiritual and social development cannot really be divorced one from the other.
- in the importance of each child as a growing, thinking and feeling individual. Each child is a member of a family, a part of the kindergarten community and eventually the wider world.
- that children are interactive, learning by discovery and discovering through play. Through their interactions with the people and materials in their environment, they construct their own ways of thinking and their own ideas about the nature of reality.
- that each child is worthy of respect and trust.

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

1.1 curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Our play based curriculum program is connected strongly to children's interests and ideas, and intentionally guided by educators. The staff team engage with the identity and culture of each child to ensure inclusivity. Children's individualised programs are formed with a strong respectful relationship to families, using parent's information, data and their interests to support wellbeing. Connections to the community recognise parents/carers as first educators and are pivotal in recognising the culture and diversity of our families and is ongoing throughout the year. The foundation documents of EYLF support planning and implementation of the program with comprehensive data collection on each child to achieve best practice at an individual and cohort level.

1.2 educators facilitate and extend each child's learning and development Reflection and moderation on engagement and learning allows for an ongoing planning cycle that is relevant and meaningful, and involves staff and children, connecting existing knowledge, interests, abilities and cultures to the program. Intentional teaching opportunities link children's interests to the process of inquiry learning. The structure of our day provides stability and predictability to support strong emotional wellbeing, with regular staff and routines. The site supports flexibility within the delivery of the program and allows for long periods of uninterrupted play supporting strong engagement, scaffolding and social cooperation to maximise learning. Curriculum provides opportunity for collaboration, exploration and experimentation within relevant experiences and planning is an ongoing cycle supported by interactions with families, children and staff. The site supports strong literacy and numeracy development utilising the Literacy and Numeracy Indicators as guides, linking current understandings of children to the learning. Children are supported to explore oral language concepts and phonological awareness as a basis for ongoing literacy learning. Numeracy is linked to children's current knowledge as a basis for extension. All areas of the curriculum provide snapshots and data as part of the ongoing cycle of planning for and with children, and this forms the basis of reflection and learning. The site offers inclusive education to all children and supports wellbeing and attachment. The use of the *I can do it* program and resources supports resilience and confidence for children to make decisions and influence the world around them.

1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. Critical reflection informs change and extension, and focuses professional development to drive planning and implementation. Collection of information includes anecdotes, child voice, parent support and work samples. Children are challenged within their zone of proximal development and supported to extend learning, to take risks and to build resilience and a love of learning. Reflection throughout the day, at staff meetings and with children extends and supports programming to build the competent learner. Families are the foundation of learning and informed of their child's progress via newsletter, email, personal contact and the individual learning plan. We encourage connection and communication with families to participate in their child's learning journey and share this via portfolios, interviews and conversations culminating in a learning statement at the conclusion of the year.

Strengths

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1. Practice is embedded in service operations
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Quality Area 2: Children's Health and Safety

2.1 each child's health and physical activity is supported and promoted Children's wellbeing and comfort is provided for within the daily program. Rest and relaxation or opportunities to withdraw are available and supported within the environment, both indoors and outdoors. Families are kept informed of their child's daily habits, such as falling asleep or the need to withdraw for self calming opportunities. Injuries are monitored and recorded in accordance with site policies, reported in at timely fashion to parents and authority systems. We support children to manage behaviour and body movement for their autonomy and safety, reflecting on safe play practices and use of equipment. Good hygiene processes are embedded and children encouraged to be independent, with strong staff support particularly in the first half of the year. Children are supported in toileting until independent, and we encourage children to be competent in managing their clothing. The site health policy encourages home care until 3 days post diagnosis for both children and staff when ill. The site supports healthy eating and physical activities with modelling and intentional teaching. Parents are responsible for sending nutritional food which is refrigerated until appropriate times, and food is consumed with an educator at small group intentional time and lunch. Water intake is monitored and reinforced throughout the day. Parents are supported with advice on nutritional guidelines and how to pack a healthy lunchbox with minimal waste or landfill. Children engage in curriculum opportunities that support balanced eating and sustainability, exploring food growth and environmental practices. This includes intentional teaching and engagement with food preparation and cooking, connecting with families for culturally appropriate food and information. Physical movement is embedded in the program, both in fine and gross motor, to support growth and development. Referral to appropriate allied health services as needed provides support to families with child development. Children are supervised in all learning areas with appropriate ratios throughout the day, and where possible regular staff.

2.2 Each child is protected Children are pivotal in creating our risk assessments for play in our space both with behaviour and equipment, and reflect on the environment. They have the opportunity to decide on resources and equipment offered in the program as they lead the learning. Children engage in safe sun practices and are encouraged to self manage the process with staff support. Educators ensure equipment is fit for purpose and hazardous resources are stored appropriately. All excursions follow DfE policies with appropriate risk assessments and authorisations. Staff hold appropriate qualifications and training to ensure health and safety of children on site. Staff work in partnership with families to support children's health and wellbeing, and are aware of children with specific health needs and those with medical action plans. The site follows emergency policies and plans for all incidents and have current clearances in mandatory notification and working with children.

Strengths

With reference to the three exceeding themes:

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Quality Area 3: Physical Environment

3.1 The design of the facilities is appropriate for the operation of a service.

The kindergarten is located in a Prospect Council owned building adjacent to St Helens Park. The indoor setting is appropriately resourced with air-conditioning, safety steps, light and ventilation; and furniture that reflects a home environment for caregivers and children. The outdoor setting is adequately shaded, has soft fall and natural sensory textures such as grass, pebble walks and sand. Hygiene facilities are easily accessible for both children and adults. The site has large covered areas for shade or inclement weather. Maintenance is provided through DfE facilities, with regular safety inspections scheduled, and daily cleaning. We support the inclusion of parents to assist in maintaining the daily operation of our service with opportunities for laundry care, resource maintenance and sustainable garden practices.

3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

The garden and park provide opportunities for gross motor and body movement, nature play and risk taking, catering for every child's participation. Experiences are offered to engage and stimulate learning and it is recognised that both indoors and outdoors are equally important. Resources are inspected for quality and safety, cleanliness and age. Children feel secure and supported within a safe and stimulating environment utilising adequate resources, equipment and space. There is a strong focus on sustainability within the curriculum and resources, such as Nature Education, nude lunches, the edible garden, compost and worm farming. Intentional teaching and play based learning opportunities engage children with supporting our planet and to be environmentally responsible. Children have access to natural and manufactured materials for investigation and to stimulate play, thinking and problem solving. The adjacent park provides opportunities for investigation, exploration and tree climbing. Equipment and setup is flexible to support coordination, flexibility, strength and support risk taking. The site supports inclusivity and acceptance, and we work together for risk assessment and benefit of activities.

Resources and equipment is monitored for hazards and appropriateness, and children are pivotal in deciding what is available each day for success. Ongoing reflection and review allows for flexibility and opportunities for all. We welcome families and their input to create an inviting learning environment. Sharing information with families supports the curriculum learning within sustainability of reduce, reuse, recycle and for practices at home including composting for soil health and plant growth, growing food, and water conservation. The intentional teaching program includes caring for flora and fauna, investigating life cycles and care of the environment, reducing landfill with lunch box rubbish, and being respectful with water use. There is a strong connection to involving parents in the importance of sustainability with connections made to home and information, and sharing this knowledge with our multicultural community.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 4: Staffing Arrangements

4.1 Staffing arrangements enhance children's learning and development.

The kindergarten is staffed in accordance with Dept for Education policies with suitably trained and certificated staff. The site staff have worked closely together for a number of years and provide a united professional team supporting a quality early childhood education. The site offers additional staffing with regular staff contracts from the annual budget to deepen engagement and learning opportunities as this is seen as a pivotal method to support children's wellbeing and autonomy. Staff are cleared for work through DfE, holding appropriate certificates and qualifications, DSCI clearances and these are held on site. Induction is provided for all visiting staff and service staff, and management committee members are inducted with RAN by the first meeting of the year. Staff rosters allow for adequate breaks without compromising the safety of children. Continuity is maintained with regular relief staff to maintain trusting relationships, with children and families, and for strong reciprocal relations. Additional staff are managed in a timely fashion in relation to calendar events to ensure continuity of educators where possible. Educator support staff for inclusive learning needs and bilingual opportunities supports children's well-being and their ability to engage in the curriculum with a trusted support network.

4.2 Management, educators and staff are collaborative, respectful and ethical.

A strong team culture exists where staff work together to support and improve practice, to engage in professional relationships, and provide opportunities against agreed goals. Regular professional discussions supporting Respect Reflect and Relate, ongoing team learning and professional learning communities, both in hours and outside of employment hours, support staff as a group and individually to build staff capacity. Staff work collaboratively sharing their strengths for team improvements and individuals are recognised for their support of others within professional development performance reviews. We meet regularly for professional discussions and planning using child pedagogy and children's interests to lead the learning. Regular staff meetings support reflection on programming and learning, to share data and to support collaborative understanding of our cohort. Inquiry is supported with professional dialogue and learning opportunities using RRR and EYLF as the basis of discussion. Our philosophy encourages ongoing learning and a culture of inquiry where success is celebrated and learning applauded. Grievance policy procedures follow DfE policy for both families and staff. Our philosophy is written in consultation with community and staff to reflect the values of early childhood education and supports the individual to meet standards and goals. Reflective practices are used to review learning and programming in order to maintain our level of excellence.

Strengths

With reference to the three exceeding themes:

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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

5.1 Respectful and equitable relationships are maintained with each child.

The kindergarten demonstrates a strong commitment to wellbeing and relationships with children, and staff are responsive and offer guidance and care in all interactions. We use a collaborative approach and inclusive techniques when interacting with children, engaging them in reflective practice and language opportunities at intentional teaching times, within small group and on a 1:1 basis. A web planning approach allows for all voices within the planning and supports long ongoing investigations with an inquiry headset to support a growth mind set. Children's voice and parent opinions form the basis of our programming, underpinned by data collection and the Early Years Learning Framework. Programming from our current child protections curriculum supports wellbeing and engagement for all, and supports children to develop autonomy, resilience and problem solving. Techniques are inclusive with sign language, picture cues and strong routines supporting respectful interactions. Children are supported to share ideas and investigate areas of interest to build understanding within the zone of proximal development and collaborative learning. Learning is supported with real life experiences such as excursions and connection to family interests. Our varied cultures are acknowledged with home language where possible and support of festivals and celebrations. Educators develop respectful, reciprocal relationships with children and families, connecting with them and respecting family culture. Health needs are acknowledged and developed with the support of parents/caregivers to ensure the dignity of the child.

5.2 each child is supported to build and maintain sensitive and responsive relationships.

Children have long uninterrupted periods of productive play within a flexible routine that supports play and supportive language. This flexibility allows for a response to children's engagement and play. The 'You Can Do It' program is utilised to encourage and support behavioural management of children and to support conflict and strategies for resolution that children can use for their own autonomy. Play based opportunities for learning promote collaborative play, communication, risk taking, resilience and problem solving both for the indoor and outdoor environment. Children are directly involved in our code of behaviour for the site to support ownership and self manage conflict where possible. The site works closely with parents to ensure culturally accepted practices are utilised for redirection and re-engagement in the learning environment. Children are directly involved in recognising the impact of their behaviour on others and how to self regulate and problem solve. At times explicit strategies are utilised to support those having difficulty in communicating their feelings to others. Children are encouraged to negotiate and problem solve in shared play and to create positive and respectful strategies for guiding the behaviour of their peers. They are directly involved in recognising how their behaviour can impact on others and how to manage this for harmonious relationships.

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

6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

The site demonstrates respectful and supportive relationships with all families in an inclusive environment where they are acknowledged as their child's first educator. The site is supported by DfE enrolment policy with local families receiving priority. Orientation and transition opportunities are offered where appropriate prior to sessional kindergarten for well-being and connection with both families and children. Parents are invited to information sessions to share early childhood pedagogy and provide connections prior to beginning at kindergarten. Families are invited throughout the year to community events and information sessions to share education, queries and concerns. An open line of communication is utilised with face to face, email, facebook, post and written communications to share their child's learning journey and successes. Children are supported on site with additional services if required such as bilingual, supportive education, and individual or small group learning. The site engages with the community through an active Management Committee open to all families, this is a forum for decision making and information sharing and fundraising decisions. Regular contact to our families via newsletters and email provides information for additional services and links the curriculum to the families. On enrolment we respect parent's understanding and thoughts of their child's learning journey thus far and this is used to inform our planning process for Term 1. Opportunities to reconnect with families is offered throughout the year to lead the program and participate together to share learning. We invite the community to share their cultural celebrations and support community days with Biggest Morning Tea, Multicultural Lunch, festivals, celebrations and occasions. The site seeks continuous feedback from families with parent surveys, interviews, feedback sheets and informal conversations. Current information is available to families via an information booklet, open parent evenings, newsletters, notice boards and flyers, all in electronic format or hard copy. Additional information for services within our community is available at the entrance to the site, and by approaching staff.

6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.

The kindergarten maintains strong links to the local schools to ensure seamless transition of information for each child and supports schools' interactions with visits both on the preschool site and school site. This link is seen as vital for both parents and children in maintaining continuity of learning, with up to 9 schools connecting with our site. This is highly valued by our community. There are strong connections with our local school and staff, and feedback with reflection is sought on the transition of children and their ability to transfer their learning and skills to a new environment. This connection is maintained by staff throughout the year with shared pedagogical professional discussions. We support children's access, inclusion and participation in the play based program. Children with additional learning dispositions have a negotiated education plan in conjunction with their family, and some support provided by DfE and the site financial resources. Staff undertake professional development to further support children within the learning curriculum. Children with English as a second language and who do not have fluent conversational skills are supported where possible with a bilingual program. The kindergarten links with our local community events and celebrations, and also invites business to support our community with fundraising or interests. We link closely with Prospect Council to have a visible presence within the local community.

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

7.1 Governance supports the operation of a quality service.

Our philosophy reflects the community and commitment to quality early childhood education, and is written in collaboration with the staff and families. Review of the philosophy occurs to ensure connection and ownership by families and staff. The site complies with DfE policies and procedures for all information storage and in the provision of a quality service. There is ongoing support and input from DfE systems that affect our curriculum and service at large including health, child protection and injury reporting. All staff have clearance from DfE and meet employment regulations, with relevant screenings and training records kept up to date. Roles and responsibilities are clearly defined and supported by a formal induction process and orientation, and records kept in the staff folder. The comprehensive folder includes WHS, site specific policies, daily schedules, health needs of children and staff, emergency compliance, philosophy and policies. Access to NQF, EYLF, National regulations, policies and procedures is available and clearly marked. Where possible regular relief staff with an understanding of our philosophy and connection to our community are utilised for all additional time.

7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.

The site has a effective self- assessment and quality improvement process in place with reflection by the staff in the programming cycle and recorded in the program floor book. Staff reflect on their practice in the provision of learning outcomes and discussed at staff meetings, with improved documentation a focus. Ongoing reflective practice is endorsed to review the PQIP and to lead improvement, with an ongoing improvement cycle to support programming and learning. This is shaped by connections to the community and each cohort of families attending the site. Parent reflections are valued and supported with a comments book and conversations recorded that are utilised to support the ongoing organisation of the site. The staff team is supported by leadership for development and implementation of the program and planning cycle, with closure days and planning time to lead improvement. Staff are supported with personal development plans with the education leader for review and are provided the opportunity to discuss ongoing professional development and support of the site against the site learning plan. This supports DfE initiatives and ongoing improvement.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: St Helens Park Kindergarten

Goal 1: To increase children's language understanding to better connect with their world



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators collaborate with families to support emergent literacy skills then we will generate language including phonological awareness, vocabulary development and an increase in language understanding.

Children will use rhyme, onset rhyme and vocabulary to support their early reading comprehension

Children will engage in vocabulary rich conversations

Children will demonstrate literacy understanding in retelling known texts






STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will enhance the learning environment to embed rich phonological awareness and vocabulary activities (using rhyme, music, syllabification for letter recognition)	QA 1.1 QA 2.2 QA 3.2 QA 5.1 QA 7.1	2023	Lead educators to guide programming and embed curriculum initiatives that promote both planned and spontaneous experiences. Site leader to support development of curriculum and clear goals.	Financial support of curriculum with sufficient resources for effective implementation. PD with PLC's Educator PDP
Educators will engage in reflective practice of the emergent literacy program by analysis of data and evaluation to ensure a deliberate and systemic embedding of practices	QA 1.3 QA 4.2 QA 6.2 QA 7.2	termly	team	RRR implementation to support accountability. Staff meeting reflections, floor book & programming.

				Text: 'Reading the Sum of the Parts' (Hogan, Bridges, Justice & Cain 2011).
Educators will use mentor texts with the community to scaffold literacy skills for children to make sense of their world	QA 5.1 QA 6.1	Term 2 & 3 2023	Educators, staff team	Intentional teaching and engagement with every family. Preschool literacy guidebook Site prepared & provided resources Raising Literacy Australia provided texts (or site provided) Translation of texts as needed to connect with families
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase children's language understanding to better connect with their world
STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Educators will enhance the learning environment to embed rich phonological awareness and vocabulary activities (using rhyme, music, syllabification for letter recognition)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will engage in reflective practice of the emergent literacy program by analysis of data and evaluation to ensure a deliberate and systemic embedding of practices	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will use mentor texts with the community to scaffold literacy skills for children to make sense of their world	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase children's language understanding to better connect with their world**STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?**What progress have we made? Have we achieved our goal?**

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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?

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Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: St Helens Park Kindergarten

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.






STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.



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

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
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Goal 2: Click or tap here to enter text.



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
to establish common understanding around early literacy development and supporting home culture to engage in early childhood pedagogy	QA 1.1; 1.2; 1.3 QA 5.1 QA 6.1; 6.2	collaborative strategies with families that support each child's learning in emergent literacy processes and recognises differentiated goals for success. Interactions with children are responsive.	T 2 & 3.	early childhood narratives Raising Literacy Australia resources Great start initiative	Staff community
	QA 6.1; 6.2	effective partnerships with parents will be promoted to create shared understanding of literacy concepts and practices	T 2 & 3	Reading circles, home activities Parent surveys Bilingual support and translations	staff
support children's capacity to successfully engage with the learning program on sustainability	QA 2.2 QA 3.3 QA 4.2 QA 6.2	intentional teaching with children relating to the environment and caring for our world Children are supported in healthy lifestyles Staff work collaboratively to challenge and learn to improve relationships.	2023	incursion- Professor Planet; gardening; waste identification and reduction of landfill Excursion- Little Sprouts	staff
using children's interests as the foundation of the program to build community understanding and connection to Early Years curriculum	QA 5.1 QA 6.2	effective connections and interactions with children and families are responsive to ensure that all voices and cultures for learning are heard	Term 2,4	bilingual support child voice on program programming with children collaboration with parents, PLOD & interview	Community staff

Click or tap here to enter text.	QA 1.2 QA 7.2	analysis of pedagogical documentation to inform programming	fortnightly	RRR: active learning scale & reflective practice Data collection on developmental norms Floor book and reflection Talk play read session 4	staff
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Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
to establish common understanding around early literacy development and supporting home culture to engage in early childhood pedagogy	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
support children’s capacity to successfully engage with the learning program on sustainability	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.
using children’s interests as the foundation of the program to build community understanding and	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

connection to Early Years curriculum			
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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?

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

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

Signature:

Endorsed by governing council chairperson

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

Signature:

Endorsed by education director

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

Signature: