

2023

Quality Improvement Plan for Stirling District Kindergarten

Site number: 4661

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Service name

Stirling District Kindergarten

Service address

11 Avenue Rd. Stirling 5152

Service approval number

SE-00010992

Acknowledgment of Country

We acknowledge the **Kaurna** people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Our kindergarten, built in 1956, is well established in our community. We often have past kindergarteners returning to enrol their own children, and our volunteer has been attending every Tuesday for 20 years. We are situated in the Adelaide Hills, 20 kms from the GPO, and our families embrace a semi- rural hills lifestyle. There is a diversity of socio- economic backgrounds with some diversity of cultures amongst our families. We have a high percentage of professional and working parents. This has impact on our social events and the ability of parent participation. We now plan events after hours and weekends for inclusivity and engage extra staff to maintain our beyond the gate experiences for children. We host third party providers of after kindy programs, gymnastics, ballet, and yoga, to both build children's strengths and provide a later pick up time for parents. All our families have high expectations for children's learning and progress. We nurture a strong connection to our local community and link with local resources when possible, such as the environment, Stirling businesses and institutions to enrich our curriculum. We give back to the community where we can, shopping locally e.g. bookshop and hardware store. Each year we participate in Clean Up Australia, targeting our CFS station bottle collection yard and local playground. In 2021 the children raised funds by selling their plants and products at a Stirling Market stall and then bought and planted bandicoot habitat plants with Friends of Belair National Park as contributing citizens.

We encourage parents to share their expertise in our program and in 2022, children have learnt from parents about Chinese, German, Japanese cultures, baking, and clay work. We have high rainfall in winter and experience distinct seasonal changes, with Autumn leaf colour a feature of local gardens and our centre. We provide waterproof pants for bush kindy and encourage outdoor play each day. Since 2019 we have had a Site Environment Management Plan with a focus on sustainability. We are on Kurna native -titled land and since 2019 have developed a strong positive relationship with Uncle Tamaru, a Kurna Elder. Children, educators, and families are developing their understanding of Kurna culture through language, art, yarning and learning about Kurna ways in the bush as well as at kindergarten. Uncle Tamaru has led cultural excursions to Colebrook House Reconciliation Park and Warriparinga, a sacred site. He is considered a member of our team and we are lucky to share significant events with him e.g. Welcome to Country and smoking ceremonies when celebrating family social times. In 2021 our community developed our Reconciliation Action Plan. Educators have been proactive in sharing our Aboriginal cultural learning with other leaders and educators, including a presentation at the ECA conference 2022 in Canberra. In 2021, the kindergarten community in consultation with Hills Council, Friends of Belair National Park, Uncle Tamaru, local nurseries, and a grant from our local Woolworths, completed a Reconciliation Bush tucker/medicine garden on the kindergarten public verge to share with the wider community.

A highlight of our program is attending regular bush kindy sessions in Belair National Park over 2 terms. Playgroup occasionally joins us. The children develop increased positive emotional and physical well- being, respect for nature, scientific and sustainability practices and understanding, and STEM thinking through our time in nature beyond the gate. They deepen their knowledge of bush tucker, medicine plants and language through walks on country with Uncle Tamaru.

Our full time Director, 1 full-time and 1 part time Teachers and our 3 part- time ECWs have been working together for 3 years. We have a positive, cohesive and responsive staff team that aims for exemplary practice through critical reflection. Recent additions to our program include planned programs such as mindfulness and gymnastics to develop the emotional, social and physical strengths of children in response to local AEDC data, parent suggestions, RRR data, Be You surveys and child voice. We are reviewing transition processes with a focus on wellbeing and have made some changes to our orientation days this year, responding to parent survey as well as critical reflection. We are also forward planning for the transition of our midyear intake. We have a high number of catchment enrolments for 2023 and are currently at DfE staffing capacity for January intake.

Covid 19 restrictions have given us challenges in the past, which we have overcome through changes in practice and the use of technology. Our annual Art Show is now in an outdoor venue. We have a very positive reputation in our community and our parent opinion surveys are very positive and supportive.

Our children transition to 3 main feeder schools, Stirling East Primary School, Crafers Primary School and St Catherine's Catholic Primary School, with approximately a quarter of our children attending other local Adelaide Hills schools.

Statement of Philosophy

Our community's values, identified collaboratively by parents and educators, are Courage, Respect, Inclusivity, Curiosity and Kindness.

The children were also asked what made our kindy special, and their answers are interpreted through our values. Our philosophy is 3 years old and is due to be reviewed in 2023.

Courage We provide a safe and interesting environment for exploration while challenging children to stretch their thinking and take learning risks. We believe teaching children about Executive Function will encourage positive dispositions toward learning. Parent voice: We encourage children to separate with confidence, to have a go and to be responsible independent learners." Child voice "Even if you are scared of talking to people, say something back."

Respect We endeavour to be approachable, available, open and transparent in our work. We work in partnership with parents to progress children's learning. We draw links between play and learning in our conversations and pedagogical documentation. We provide positive feedback to parents and children about learning. We respect child voice in developing our curriculum. We teach Ngaitalya (respect) for Kaurna culture. We respect nature through sustainable practices. We foster a culture of respectful positive relationships in our cohesive, reflective team. Parent voice: we listen to our children. We communicate respectfully with staff about learning intentions. Child voice "Don't use all the water." "Save water for the next day" "We help the environment." "We help people." "Look after your toys very well" "Be kind, don't hurt." "Be nice."

Inclusivity We aim to provide a welcoming, nurturing, and secure environment for all. We endeavour to build a sense of belonging, connecting kindy with home and the wider community. We understand that each child is an individual with rights, and their own unique family life, interests, strengths, learning goals and culture. We value diversity and recognise that all our staff members are passionate, dynamic, and professional early childhood educators. Parent voice: we take an active interest in our children's learning, making connections between home and kindy. Child voice: "We play with friends every day." "If people don't have anyone to play with, you can play with them" "We work together, and you write both of your names" "Share with each other."

Curiosity We engage children in deep inquiry- based learning based on children's wonderings, incorporating child voice, loose parts and nature play in an emergent curriculum. We explore our local environment and community. Parent voice: We will talk with children and ask questions to support the learning at kindy. We can share our family skills and experiences by getting involved in the kindy program. Child voice: "I had the idea of this."

Kindness We take time to understand and nurture each child. We model and celebrate acts of kindness and collaboration. We teach reconciliation skills so that children independently and successfully negotiate and share. Parents: We take time to check in on our child's emotions, understand their feelings and help them express these appropriately. Child voice: "We have animals to care for...we hold chicks" "Be kind" "We show people around kindy." "Be nice and soft with friends" "Help people if hurt"

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

- We have an embedded Aboriginal Culture program as part of our everyday curriculum, building on children's knowledge of Aboriginal culture over the last 4 years, and responding to Department for Education strategic plan for Aboriginal Learners. Because we are on Kurna Native Title Land, we focus on Kurna culture. Our 1 or 2 Aboriginal families enrolled each year have been very supportive of our practice. We also receive very strong positive feedback in our parent opinion surveys. We have a strong positive relationship with Uncle Tamaru, a Kurna elder who we consider a member of our staff team and community. Uncle Tamaru contributes collaboratively to our curriculum. Our daily acknowledgment of country, led by children, is in Kurna. The children learn relevant Kurna words and symbols throughout the year. Because parents are keen to learn the language, we have developed a dictionary of words used at kindy to give new families. We critically review our program with the voice of all our stakeholders. As our team's knowledge has grown, our program has also grown. Uncle Tamaru is invited to give Welcome to Country at our family events such as AGM, Art Show, Family picnic etc. as well as regularly engaging with children. Parents are involved in developing and reviewing our RAP. We have invited our current Governing Council to contribute to an anti-racist policy for our site. We are trying to find ways to engage children's voice in our future RAPs. Respecting Governing Council's request, children shared our Kurna learning to the wider community via our Stirling Christmas Pageant float for 2019. After learning from Uncle Tamaru that an Aboriginal flag is like a welcome sign to Aboriginal families, a flagpole grant was won and we fly the Aboriginal and display the TSI flags to the wider community. Educators have engaged in professional learning with partnership kindergartens around Aboriginal cultural awareness. Our director presented at a partnership session in 2021. Natalie Gentle from Reconciliation SA asked us to present at an Early Childhood Organisation Twilight Session to educators from SA. In 2022 we were accepted as presenters at the Early Childhood Australia National Conference in Canberra. The Director shared our practice with Portfolio leaders, our teachers shared with partnership educators, and all three have presented to parents, local educators and in Canberra.
- Children improve in learning in the 5 EYLF outcomes through our embedded nature play program. Our small outdoor area at kindergarten and our AEDC scores as well as research into Bush kindy benefits has informed our practice. In terms 1 and 4 we encourage outdoor play, and this has contributed to our low covid cases amongst children. In terms 2 and 3 our bush kindy program is held in Belair National Park, with strong engagement with Friends of Belair National Park, Nature Education Centre and Nature Play SA. Our risk assessments are completed with children and ratified by Gov Council each year. Our guest speaker Jason Tyndall from Nature Play SA addresses our parent group about benefits of nature play. Our Family picnic at our bush kindy site reassures parents and allays any anxieties of children before we start our regular visits. Uncle Tamaru meets all the families on Country. Parents contribute their expertise at nature kindy e.g. identification and observational painting of fungi and birds with children, Bush tucker pancakes on the BBQ. Our Bush kindy floor book records the learning and wonderings of children as well as their own recording of their observations. Children's surveys and parent opinion surveys highlight the wellbeing and caring for nature through our program. Our teachers have shared our practice at teacher network meetings. Department Project Officers for STEM have also observed our program.

Strengths

With reference to the three exceeding themes:

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Quality Area 2: Children's Health and Safety

Mindfulness and Relaxation are practiced since 2022 in response to identified children's vulnerabilities in AEDC data. A mindfulness teacher is employed to teach children fortnightly, and the educators follow up between lessons. Children also have the option to participate in a weekly after- kindy session of children's yoga. Educators have participated in a mindfulness program. As we have evolved, a Mindfulness program has been extended to teachers and parents being invited to weekly mindfulness sessions. In 2022, we joined the Be You community and liaise with our mentor to enrich our engagement of parents.

Our team reflection and planning include planning for individual children e.g. speech and language, sensory, emotional wellbeing, as well as planning for groups. We approached CAFHS to resume developmental checks at kindy. Children are consulted re benefit risk assessments in their play. Children assist staff in the daily playground inspection.

Our nature play program, including walks, mindfulness, Kaurua Cultural program, and free play evolved in response to the limited physical area of the outdoor environment and in response to Covid 19 restrictions of the last few years. Parents and children are consulted on risk benefit assessments each year before commencing our nature kindy program. After community consultation, bush kindy sessions are held fortnightly for all children in terms 2 and 3 at Belair National Park. Executive function/ mindfulness and metacognition are taught to stretch children's thinking as well as in response to data about self- regulation. To support health and safety through staff roster changes, all staff are engaged in review of bush fire procedures term 1 and 4 and attend fire warden training on a roster. All staff maintain First Aid training.

Covid 19 restrictions and guidelines are embedded in our cleaning, social distancing and resource management. Changes for safety are made in response to Department and ACECQA provisos and after critical reflection by the team. We have changed our pick- up/drop off procedures, social events, and yearly Celebration Nights. We believe our outdoor play focus and hygiene practices have contributed to our low number of covid19 cases. Families are kept informed of any changes in a timely manner. Parent feedback has shown a high level of satisfaction regarding Covid19 procedures, communication, and programs. Transitions through the day and transition visits between home and school are being changed and reviewed.

Strengths

With reference to the three exceeding themes:

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Quality Area 3: Physical Environment

Great care is taken to set up our play environment to reflect our philosophy of sustainability and nature focused play and learning. We choose natural products and also source furniture and other play items from op shops and discarded items that are safe and aesthetically pleasing. Provocations, often of heritage or art items are set up to engage children in all facets of play...sensory, social, imaginary, intellectual, exploratory, creative and STEM play. Children are consulted regarding setting up play environments. Our curriculum is an emergent and responsive one following children's wonderings and interests, so the play space changes quite frequently. Each year children contribute to a project that impacts on the physical environment. In 2019 a frog pond, 'secret garden' and upgraded mud kitchen designed by the children, and a vegetable garden were added to our outdoor area. In 2020 a wodli, flagpoles to fly the Aboriginal, Australian and Torres Strait Island flags, and a bush tucker bed were added. A mural of Yutika the red-tailed black cockatoo was commissioned to a Kurna artist after consultation with Uncle Tamaru and Governing Council. The children add their own identity feather on the cockatoos wings each year, with a Kurna symbol of their choosing. This contributes to their feeling of belonging. In 2021 we began to utilise a different area of Belair National Park in order to extend the children's experiences. Bush kindy is our second campus, and the reason that some families choose to attend our program. We have explored walking tracks, summit climbs, waterfall, birdlife around the lake, creek play and Echo tunnel. We completed planting of bandicoot habitat with Friends of Belair National Park. We began our Community Bush Tucker and Medicine Plant Reconciliation Garden with signs completed 2022 (see QA 6). We also consider our local community spaces as part of our physical environment. We visit the playground for added climbing challenges, Autumn and night walks and give back by participating in Clean Up Australia each year.

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

Our leadership team believe that the greatest resource you can offer children is people. We have had a consistent staff team for 3 years and have regular relievers. With Governing Council approval, our budget supports our staff: child ratio above the required 1:11. Extra staff enable us to keep up beneficial programs such as our Kaurna cultural program, bush kindy and excursions which require 1:6 ratio. We support preservice teachers each year, sometimes more than one mentored by our teacher. We also support High School work experience students. One of our ECWs is now level 2 and has been supported to take on our Finance Officer role. Our part time teacher has been mentored to full registration. Uncle Tamaru has been working with us for 3 and a half years. He is considered to be part of our staff team and we are pleased to display Uncle Tamaru's photo along with other staff photos on our welcome board. We also have employed other Aboriginal artists, weavers and dancers to add experiences to our program. Our volunteer Will has been with the centre for 20 years. This year arrangements were made to celebrate this achievement with recognition from the Premier. Because, after critical reflection, we have reverted back to a 6- hour day, (rather than 7.5) we now offer extracurricular sessions of gymnastics, yoga and ballet. These are run by third party providers on our site until 4pm. Staff are in attendance in case required. These optional sessions give working parents a later pick up time as well as adding further experiences for children's wellbeing.

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

Overwhelmingly, our parent opinion survey each year has highlighted high parent satisfaction with the relationships we have with children. Staff reflect together in order to be on the same page about the language used, the expectations of behaviour showing respect, collaboration, kindness and friendship, and the way in which we coregulate with children that are developing these skills. We have 2 consistent attendance groups so that children get to know each other well, so that friendships can develop, so that there is a strong sense of belonging to a group. The atmosphere we endeavour to provide is one of calm, respectful, caring and responsive, engaging conversations and sustained shared thinking with children. We have high expectations of learning and progress and challenge children in their proximal zone of development. We have examined our own pedagogy and relationships using the Respect Reflect Relate document. Our kindergarten value of Ngaitalya ('My respect' in Kaurua language) is what drives our philosophy and the way that we interact with children and families. It is the key message that we teach the children...respect for self, each other, the environment, for diversity and for resources. We celebrate with a ngaitalya candle when kindness and respect is noticed by others. The children are able to articulate that they recognise and that they practice ngaitalya.

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

An example of collaborative partnership is our Reconciliation Garden Padniadlu wadu (walking together) In 2021, our RAP, written with parents and Uncle Tamaru, had as a goal that children would share their cultural knowledge with the wider community. An idea to create a bush tucker garden beyond the fence was enthusiastically received by educators, Uncle and parents. Emma our part-time teacher was successful in obtaining a Woolworths grant. We then worked with Adelaide Hills Council to get past the hurdles of WHS etc. We worked with the children to gain knowledge of plants. We also engaged the children in raising money for our projects. We assisted the children to plant succulents and other plants into upcycled containers such as teapots. They also made beeswax wraps and dehydrated fruit. An arrangement was made with the coordinator of Stirling Market to hold a one-off kindy stall. Children and parents, along with staff set up and ran the stall on the day. Children had been practising their greetings and sales pitch at kindy on our dramatic play market stall. The children raised a significant amount of money. We were able to buy plants for the bandicoot habitat at BNP as well as plants for our Reconciliation Garden. The parents came to a working bee and cleared the agapanthus from the verge and planted out the space with the children. We created temporary signs after researching Kurna names as well as uses of the plants we had bought. This year a parent who is a graphic designer created our permanent signage. Another parent had contacts with the Men's Shed in Aldgate so we asked if the men could create the framework for a bee hotel. The children later filled in the spaces of the bee hotel, and this also now has signage to identify Native bees. We celebrated with an opening day with families and with Uncle doing a smoking ceremony and Welcome to Country. The children made wattle seed scones and had kangaroo Bolognese for lunch. We invited Natalie Gentle from Reconciliation SA and the managers from Woolworths. It has been gratifying to be able to pick plants such as Warrigal Greens and use them in cooking with children. It has been great to watch passers-by stop and read our signs. It was truly a community effort to see this project eventuate.

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

In early 2019, with a new staff team, it was important to gain common understandings about our work. Big decisions need to involve the whole community so deciding to review the old philosophy included parents and children. At a special Governing Council meeting, staff and all interested parents were run through a process to identify our kindergarten values, what parents and educators wanted to see children achieve, and to come up with a statement that would guide all our work. During kindy sessions, the children were asked questions about what made our kindy a special place, what were the good things they would tell others about our kindy. The ideas were collated into a philosophy statement which then was reviewed again by parents before final acceptance. A year later, parents were surveyed to see if they thought we were walking the talk. We had a very strong positive response. Our values are displayed and are part of our everyday conversations with children. All parents receive a copy of the philosophy when they enrol. Each year, the parent opinion survey asks parents to identify values to see if we are still on the right track. Governing Council in 2022 agreed that our value of respect (ngaitalya) should be at the forefront of our values. This has been incorporated into our new logo. In 2023 we will revisit our philosophy to include the voice of our newest team members.

Introducing Uncle Tamaru into our bush kindy program so that children would learn another layer to respecting the environment has become so much more. Our Kaurua cultural program is now embedded into all aspects of EYLF planning. The parents have embraced our program and have driven more language learning. Uncle Tamaru is now part of our educator team, and we continue to learn from each other and strengthen our curriculum and outcomes for children. It is so embedded, that I asked our teachers to consider presenting at the ECA National conference in Canberra. They agreed with enthusiasm, and we were supported most positively by our parents. We had a very positive response to our presentation. I presented to our portfolio leaders, and we presented to an ECHO twilight session and to parents and school staff. In 2021 the teachers attended the Orbis Professional Learning program in numeracy, and all presented our Marble Run project in the same forums as above. The team is keen to learn but also keen to share that learning with others.

All staff are encouraged to take on leadership in their roles. One of our teachers, Pip, renewed the teachers' meetings in 2020 and has presented to the group about bush kindy and culture. She is taking a lead on our wellbeing program. Pip also mentors preservice teachers each year. Emma has taken the lead on our sustainability curriculum and also presented to the teachers group. She took on a preservice teacher mentorship role for the first time this year. Our ECW Sally was encouraged to rekindle the ECW group in 2021. She took a lead in this and organised speakers for the group. She was interviewed in our cultural presentation PowerPoint. Sally has mentored a Cert 3 Early Childhood student and taken on the Finance Officer role. All staff support High School work experience students and supervise volunteers. All ECWs contribute to documentation of children's learning. They have a passion for presenting provocations for children's play and learning.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Stirling District Kindergarten

Goal 1: To empower all children to take responsibility for their own social, emotional and physical well- being in order to develop their identity as a learner



STEP 2 Determine challenge of practice

Challenge of Practice:

If we model consistent language, behaviours and strategies in response to children, then we will see children empowered to develop their identity as a learner.

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

Through ongoing analysis of our pedagogical documentation and responsive planning, we will see children

1. identify their own learning goals and persist to achieve them
2. recognise and understand their own emotions leading to self-regulation
3. positively playing and collaborating with others
4. use positive language and celebrate their own achievements and those of others



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Well- being for learning is targeted. Learning for well- being is intentionally and explicitly taught.	QA1. QA5. QA 6	Ongoing	Educators to plan, deliver and evaluate embedded wellbeing curriculum responsive to children and to parent feedback. Fortnightly mindfulness sessions for children followed by daily relaxation and practice of skills. Sharing online with parents. Review daily timetable Amanda Gardener, Pip to organise and educators to support	Parent feedback is sought regarding well- being of children, particularly during transition term 1. Carla Koay, Child Safe curriculum, Preschool curriculum resource on Emotional domain. Be You resources. EYLF. PD and staff meetings to establish shared understanding of children's wellbeing. Budget and timetabling. Parents are kept

				informed and consulted regarding mindfulness sessions
Engaging parents in partnership so that they can support learning at home.	QA 6 QA 7	Ongoing	Sue to organise speaker for AGM. Be You modules and resources accessed by all staff. Be You articles, and Tips and videos of children's mindfulness sessions are shared on FB and Seesaw by all teachers. All staff to learn Seesaw app. Pip to organise afterhours mindfulness sessions for parents which can be accessed on- line. Family wellbeing is supported and monitored. Educators to check in on family wellbeing day to day and at parent /teacher interviews. Sue to respond re extra support identified. Service connection if required e.g social worker.	Consultation with parents to determine area of wellbeing support most requested. Budget. Invite other centres to guest speaker/ parent information night. Gov Council engagement in developing DV policy regarding communication etc. also develop RAP action of anti- racism policy.
Ensure programming and planning aligns to our PQIP goal and engages child voice	QA1, QA2, QA 3, QA 4,	Begin term 1 and ongoing date.	All educators will Explicitly plan, teach and document progress in physical, emotional, spiritual, cognitive and social wellbeing including at bush kindy. Focus on recognising and naming feelings and emotions in Term 1 of preschool . Engage children in contributing to risk assessments and safety agreements.	EYLF. Child Safe curriculum, Preschool curriculum resource on Emotional domain. Be You resources. Carla Koay, PD and staff meetings to establish shared understanding of children's wellbeing, self-regulation, executive functions. Portfolio Short Course Term 1 (Effective Formative Assessment) whole team. Consultation with Uncle Tamaru. RAP goals. Goals included in One Plans with




			Reflect on specific goals in staff meeting minutes format to be reworded by Director.	family consultation. All educators provide physical and emotionally safe environment for learning. Daily debrief. Review of physical resources. Risk assessment sheets and daily playground inspection sheets.
Collect and use a variety of data collection tools to ensure multiple perspectives	QA 7, QA 4 QA6		Weekly critical reflection by all educators on pedagogy. Utilise available surveys and tools. E.g. using Be You BETL scale of wellbeing to assess and monitor progress of individual children and inform further curriculum planning	Critical reflection tools. Documenting in statements of learning (revised to accommodate mid- year intake) Collaborate with ECL. RRR document. All staff reflect on findings.
Children have agency in achieving PQIP goal	QA 1 QA 2 QA 6		All educators. Children are consulted about their learning and wellbeing. Children have opportunity to identify their own strengths and learning goals. Teachers engage in formative assessment, progress is celebrated and children are enabled to achieve their goals with pride. Educators interview children on a regular basis. Children can take photos of their work and share with families.	iPAd, Establish Seesaw app to keep parents informed and invite comment, Apple Teacher Training.
Ngaitalya and positive learning dispositions are visible in children's relationships, behaviour and language	QA 1, QA 2, QA5		All educators commit to progress children's emotional and social literacy. Positive behaviour and language are modelled and taught. Targeted observations and documenting contribute to reflection and	Parent comments from SDK social media collected. Individual and group celebrations of progress e.g. Ngaitalya candle.

			further planning of experiences that promote positive learning dispositions.	

Goal 1: To empower all children to take responsibility for their own social, emotional and physical well- being in order to develop their identity as a learner



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		
Well- being for learning is a targeted strategy. Learning for well- being is explicitly taught.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Engaging parents in partnership so that they can support learning at home.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Ensure programming and planning aligns to our PQIP goal and engages child voice	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Collect and use a variety of data collection tools to ensure multiple viewpoints	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Children have agency in achieving PQIP goal			

Ngaitalya and positive learning dispositions are visible in children’s relationships, behaviour and language			
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Goal 1: To empower all children to take responsibility for their own social, emotional and physical well- being in order to develop their identity as a learner



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?

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

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Recommendations: What are the next steps to take?

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National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Improve transition processes in collaboration with children, parents, ELCs and feeder schools	QA2, QA , QA6, QA 7	Survey of parents and feeder schools regarding wellbeing and transition to new learning context. New procedures regarding midyear intake. Reflection on timetable. Reflection of transitions such as to bush kindy for midyear intake.	Term 3	Surveys of parents, school staff, children. Transition documents. Meet with Stirling East Primary School for collaborative learning	Educators to revise timetable and other processes in consultation with Gov Council. Social events for families incl. Covid safe practices
Review philosophy and RAP with increased child voice and strong parent voice	QA 1,2,3,4,5,6,7	Use an appropriate process to identify values and review philosophy and RAP with Governing Council and all interested stake holders. Ask Uncle Tamaru to engage in dialogue of RAP actions and guide antiracism policy.	Term 2	Conversation Café, Preschool resources, Preschool position paper, RAP document of actions. Meet with Uncle Tamaru. “Old” 2022 parents invited to contribute.	All staff and Gov Council. Director to run meeting
In response to parent feedback, Review communication procedures in keeping DV victims safe.	QA 6,7,	Form subcommittee. Read DfE policy and dialogue.	Term 4	DfE policy, Social workers, Parent input.	Interested staff and Gov Council. Director to run meeting

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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			
Improve transition processes in collaboration with children, parents, ELCs and feeder schools	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Review philosophy and RAP with increased child voice and strong parent voice	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
In response to parent feedback, Review communication procedures in keeping DV victims safe.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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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? 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 Sue Caldicott
Date Monday, 5 December 2022

Signature:

Endorsed by governing council chairperson

Name Michaley Batty
Date Wednesday, 7 December 2022

Signature:

Endorsed by education director

Name Maxine Mc Sherry
Date Friday, 9 December 2022

Signature: