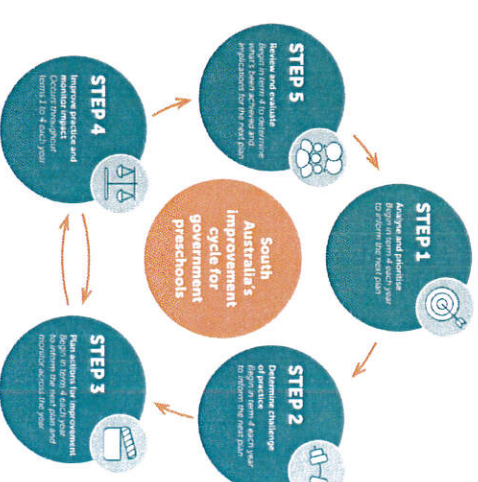


2023

Quality Improvement Plan for Trott Park Kindergarten

Site number:

3686



Service name

Trott Park Kindergarten

Service address

8 Hessing Crescent, Trott Park 5158

Service approval number

SE-00011071

Acknowledgment of Country

We acknowledge the [Click or tap here to enter text.](#) 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

Trott Park Kindergarten (TPK) is located in the Southern Suburbs of Adelaide in the Marion council constituency. It is a stand-alone Kindy owned by the Department for Education and a member of the Department for Education, Marion Coast Partnership. The Partnership group includes 6 Preschools, a CPC, 6 Primary Schools, 1 R-12 school and a High School. The Partnership leaders from each site meet twice a term and the partnership improvement plan is linked to our site improvement plan and some of our work includes a focus on continuity of learning and improvement in literacy and numeracy learning outcomes for all learners.

The current educator team have been working at the Kindergarten for many years. We are a diverse and inclusive team: two educators are Irish; one is English, and one is from Pakistan. The team works collaboratively and has shared pedagogical beliefs and a strong consistency of practice. The team engages in ongoing self and site review processes, utilising our multiple measures of data, to program and plan for ongoing improvement in learning outcomes for all children. Our data measures include a preliminary profile (completed by families), digital photos which are stored on children's individual USB's (shared with families throughout the year and given to families at the end of their child's Kindy year), Individual Learning Plan goals, One Plans and evaluations (set in collaboration with families), Child Portfolios which contain work samples, learning stories and recounts of special days. The team has strong links to the local community. We offer a differentiated variety of intentional play and instructional learning experiences.

Specialised learning programs offered include:

Performing Arts - we have a community performance every term.

STEAM - we offer a general focus, and each Friday is our Science day where children engage in hands on learning experiences linked to our program.

Japanese - children engage in learning greetings, counting and songs.

Gross and fine motor program - integrated into our program and targeted to individual needs.

Musical Muscles - outside provider, Caleb Mason who teaches rhythm and beat through teaching the children songs and how to play the Xylophone and Clave

Speech and Language development program supported by the Department for Education Speech Pathologist.

Child Youth Health Checks on site.

The centre is 20 kilometres from the Adelaide GPO and has a block of convenient shops located next door. There are two large indoor learning areas which are utilised to create an engaging learning environment for all children, and we have a sensory quiet area. There is an expansive shaded outdoor area containing a variety of trees and vegetation, mud patch and mud kitchen, which provides many opportunities for children to engage in nature play.

Statement of Philosophy

Reviewed and endorsed by The Governing Council term 4, 2022

We believe in and foster: Respect, Delight of Being, Individuality, Friendship, Optimism and Initiative: The child and their families are central to everything we do. We aim to provide a quality educational program that engages and supports children to construct and challenge their own understandings. Educators work in collaboration to plan, teach and review the curriculum based on their professional knowledge and an in-depth understanding of each child.

We provide opportunities for: - Learning which promotes creative flexibility in thinking and problem solving. Learning which assists to build on existing knowledge. Learning which fosters oral language development and social abilities. Learning which achieves excellence now and in the future for all children, educators and the kindergarten community to ensure we are equipped to meet the demands of our ever-changing world.

We achieve this by: - Providing a nurturing and respectful Early Learning Environment that prepares our children for the joy of self-discovery, lifelong learning and friendship.

We believe in: Teaching with optimism and encouragement. Learning from our children and the wider kindergarten community. Leading by example and encouraging our site core values. Creating safe environments and meeting national standards

Educators demonstrate this by... Creating a learning environment which is structured so that it provides for learning at different levels and in a variety of ways to meet the needs of all children. Planning and assessing individual children's learning in consultation with their parents and setting clear goals for engagement, support and extension. Reflecting and reviewing our individual and site practice and pedagogy and seeking to improve our skills as educators. Having a positive attitude to trying new approaches in teaching and seek to challenge all children in their learning

Children show this by... Developing a range of life skills, learning skills and dispositions which support them to be independent learners, including emotional resilience, social competence, self-motivation, independence, persistence and resourcefulness. Having a voice in the curriculum so their ideas are fostered and developed in ways which are meaningful to them and which lead to more complex learning. Having the opportunity to take considered risks and learn from their mistakes

Parents demonstrate this by... Working with educators to form strong beginnings for their children by linking the learning from home to kindy and kindy to home.

Supporting children's attempts, celebrating their successes, providing guidance for future learning through encouragement. Communicating openly with educators about children's needs, passions and interests. Collaborating with educators in planning for future learning and improvements.

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

EYLF and IPNL underpins our practice and pedagogy and are used to develop the program through a rigorous cycle of review. RRR resource is used as a tool to collect data to measure quality interactions between educators and children, educator's pedagogy, children's well-being and children's involvement. The educators utilise their knowledge of growth mind sets, the learning pit and executive functions when planning for learning opportunities. There is a strong consistency of practice and shared pedagogical beliefs and practice. Educators are focused, active and reflective in designing and delivering the program for each child. The program provides for intentional, instructional and explicit learning whilst being a child initiated play based practice. Learning is planned for based on educator's response to children's ideas and play and the use of intentional teaching to scaffold and extend each child's learning. The educators are committed to having a deep understanding of each child and this is achieved by our commitment to developing and maintaining quality connections and being highly collaborative with the parents and the community. Learning outcomes are driven by this in-depth knowledge. We program to be inclusive with individual needs in mind therefore all children and all stakeholders have a voice in our program. Each child is viewed as an individual who progresses towards outcomes in different and equally meaningful ways. An effective planning cycle is used by educators and informs families on how curriculum program and planning decisions are agreed upon. Quality documentation exists about each child and groups of children which are accessed by all to inform the learning for each child against EYLF outcomes and the indicators. All families have access to an informative induction session. Our site learning program and assessment for learning processes and reporting practice is shared with families. All families complete a preliminary profile for their child. All children have an opportunity to share who they are with the group e.g., culture poster and family photo. The content informs the program and individualised planning. All families are encouraged to participate in the program in a wide variety of ways. Support time is strategically used to facilitate the best intervention for individuals and groups of children. These goals are included in the program. Specialised intervention programs include gross and fine motor, wellbeing, executive functions, speech and expressive and receptive language. Stretch thinking programs include STEAM and a diversity program with a focus on Japanese. Health checks occur on site. All educators have key focus children, and they are responsible for assessment for learning, monitoring and reflecting on their learning in collaboration with all educators, children, parents and caregivers. This includes dedication to strengthening and challenging. This is achieved through small group learning opportunities and documentation which includes evaluation and forward planning. Parents participate in formulating their child's ILP (2 SMART Goals) this is evaluated regularly. Child voice is included, and parents are supported with learning resources to achieve goals. The big picture term learning program and weekly learning are emailed and visibly displayed, and families are encouraged to share their ideas and educators share home learning ideas. The program and learning environment are evaluated each day and this informs next steps. Routines are designed to maximise free learning choice for children, intentional and incidental teaching. A statement of learning is written by educators in collaboration with each child and their families. This signed document is then shared with schools.

Strengths

With reference to the three exceeding themes:

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

Quality Area 2: Children's Health and Safety (all policies were reviewed in 2022)

We adhere to our administering medication and first aid policy. Each child's health needs are identified; appropriate health plans are provided by families. Medication plans and medication is easily accessible, and date and label checked. Administering medication policy and procedure is adhered to at all times. Photo identifiable plans are displayed in a visible area. Health management systems are in place i.e., individual health plans and medication logs. Amble quiet and escape places exist. There is relaxation time each day and children are informed about the importance of rest in their busy day. Identified children are supported with sensory toys and the use of music or stories which children can choose. Parents are informed about the relaxation routines. Educators work in collaboration with families where there are any toileting issues and negotiated strategies are put in place and CCP's where necessary. Safe hygiene practices are embedded, and we adhere to our policy and procedures which are displayed. Children are supported through visuals and verbally. Unwell children's parents are notified. Families are notified of infectious disease via email and on the notice board. Equipment is regularly cleaned. We adhere to our food and nutrition policy and this is shared with families. Healthy eating is embedded in our program. The policy on restricted foods is updated according to the allergy needs of the current cohort. Children are actively involved in selecting, planting, caring, harvesting, tasting and cooking with a variety of fruits and vegetable produce. Educators model healthy eating practices. We adhere to our active play policy. Educators assess children's fine and gross motor skills as part of or assessment for learning. Custody issues are noted at initial enrolment and individualised plans are set and all educators are informed. All families receive a copy of our sun smart policy and this is adhered to by educators and shared with children. Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Critical incidents are logged through IRMS, procedures are followed and reported to ED. All minor first aid incidents are recorded, and parents receive a red note. All educators have current training in first aid, responding to abuse and neglect and the Child Protection Curriculum is covered in depth in term 2 and included in the program throughout the year. Training is monitored via a spread sheet. The playground is regularly monitored, and incidents and injuries are recorded. Safe plays skills are taught explicitly. All families receive a copy of the site code of behaviour. We utilise the 'Way to A' as a positive engagement program. Emergency procedures are in place and are practised with children each term. Systems are in place to monitor visitors to the site. Risk management procedures are adhered to and shared with all stakeholders.

Strengths

With reference to the three exceeding themes:

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

Quality Area 3: Physical Environment

The building was designed and built for the purpose of provision of a preschool program.

The Kindy is well resourced. Equipment is monitored via a risk register. Morning checks of the outdoors occur each day and are documented. There are adequate shaded areas for children to play. We have updated and added many new learning areas to the kindy to foster play, exploration and offer children challenges. There are cleaning schedules in place for equipment. We have a termly cleaning schedule for families. We have two educators assigned to checking all outdoor equipment and reporting hazards. The kindy is cleaned each day by a contractor and educators check the children's toilets regularly and clean as needed. We have an asbestos register which is adhered to and we request regular support from our FM and have requested removal further removal to asset services. WHS is diarised at meetings. Educators are aware of their responsibility to monitor and report and action hazards. Educators through Area 1 ensure all children are accessing and participating in a wide range of activities in both the indoor and outdoor area.

Each year we establish a Nature play subcommittee with educator delegate. There is a strong program focus on learning through the natural environment. The kindy has adequate lawn space, and the climbing equipment is designed to provide physical and problem-solving challenges which are changed each week. Children have ready access to a range of resources, and they are able to request access to resources that may not be currently on available for independent access.

Educator's plan intentionally for learning in the outdoor area and link the learning from inside to outside and vice versa. We offer a quality Science program which encourages curiosity in our world. The programme supports the children to learn about recycling we have recycle boxes in the Kindy. We have 3 rainwater taps and dual flush toilets and taps that turn off automatically.

We are intentional in planning for sustainability and have a policy which reflects this fact.

Playground safety check completed 2022 and recommendations being addressed e.g., new boundary fence, retaining of bark at the swing area. We currently do not use the swings. IRMS completed. Application for Corporate funding started.

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

The site induction folder contains all policies and procedures and internet links.

The Australian professional standards for teachers underpin our work and each educator is working on a focus area and moving towards their individual goal.

The site adheres to all Policies and Procedure to support QA 4

All educators participate in a comprehensive induction procedure and this includes access to all relevant documents or links to these documents and departmental policies and procedures.

The site always adheres to a 1:1.1 ratio.

All (ECW's) have at least completed Certificate 3 in Children's Services. The ongoing site ECW 2 has a Diploma, and 4 educators hold a Diploma of Teaching or Bachelor of Early Childhood Education.

Our site in collaboration with the GC has a commitment to quality child staff ratios and HR is allocated when and as necessary to facilitate quality engagement in learning by all children.

There is a consistency of educators and this has provided for quality engagement with our community. The Director, two teacher's and site ECW have worked at the site for over 10 years and another teacher has worked at the site for 5 years and have a wealth of community knowledge. End of day evaluations, fortnightly meetings and full day team collaborative days are held so that educators have planning time together. Educators are very supportive of each other and strong supportive relationships exist. This is evident in our Parent Opinion Survey, verbal feedback and feedback from relief educators. All educators adhere to the site behaviour code and treat each other, parents and children with care and respect. Educators work collaboratively as a team including celebrating achievements, strengths and learning as a team.

Educators participate in PD as a team where possible or share the learning at meetings

Part time educators are very flexible in their working hours to support each other.

Educators are supported to attend special personal events. This builds a supportive working environment.

Educators have termly dinners and where possible a Governing Council celebratory dinner.

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

Strengths also included in area 1.

The Site's Behaviour Code and the Statement of Philosophy supports positive relationships, interactions with children and all stakeholders. Other documents such as EYLF practice, restorative practice and responding to sexualised behaviour, CPC also protects and supports children. Warm responsive relationships exist between all educators and children. Group Structures and routines encourage positive relationship. Evidence in parent opinion, child voice surveys and school feedback is very positive. Educators are a visible presence greeting children and parents. Key educators ensure they are monitoring children and building quality relationships with all stakeholders. Educators are committed to learning parent/carers' names and engaging in daily interactions.

Parent/carers contact audits occur.

All educators have parents email addresses and converse regularly.

Supporting a sense of belonging is a strength of all educators.

Educators attend to separation issues with sensitivity to the needs of children and parents.

Group Structures and routines encourage positive relationship and maximises opportunities for children to develop and maintain relationships with other children and the educators.

Individual learning plans often reflect the need for support to develop relationships. Educators liaise with parents/carers to support building relationships in a variety of ways.

We use preliminary profiles to identify common interest and support play scenarios which build relationships.

Intentional educator support and the planning from intrinsic interest and offering a wide variety supports children to naturally come together and engage in collaboratively in play.

The dignity and rights of children are incorporated into the site behaviour code this is given to all families and is part of induction for educators and enacted by all.

Educators follow the protective practices in all their interactions with children.

Families are encouraged to request emails and phone numbers from each other to communicate with each other e.g., to arrange a 'play date'.

We have parent morning teas and a family BBQ and child performances every term 100% of families attend.

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

All parents receive an individual tour and interview where requested. Parent information night attend by all educators who share who they are and learning. PowerPoint shared with parents. Children access play day/transition visits. (all in term 4 of year prior to Kindy start). A kindy group email list is established on enquiry and the director liaises with families regularly re enrolment numbers for the year their child will commence. A morning tea and a parent supported beach excursion is held in term 1 and again educators support friendships. Lunch time care supported by parents who have completed the 4-step volunteer process, termly BBQ, GC meetings on site with free childcare. The grouping of children by feeder school. The site intentionally plans for supporting friendships at Kindy through defined strategies. Gathering parent and child input and including their contributions to the service delivery is achieved through the parent opinion survey, the child culture poster, the preliminary profile, science survey, the LLP format and parent interviews. Current information is available to families through the regularly updated parent handbook, the Kindy website, newsletters, weekly learning for the week emails, quick reminder emails, emails on sports, local events, learning websites and parenting SA brochures, school information and community notices in the foyer. Approximately 20% of families are represented on the governing Council each year. Individual support is given to families for additional services; this includes the advertising of local events that support parenting. Continuous emailing of all relevant information and including it on notice boards to support parents in their role. As part of the LLP process, parents are supported with their parenting and regarding possible strategies they could use to support their child to achieve the agreed learning goals. Additional resources are offered for borrowing and various support through services providers offered. Targeted workshops to support learning and well-being are run at kindy. Partnerships with our 3 main feeder local schools exist and we converse with all other feeder schools.

Transition programs which supports continuity of learning exists this includes: The director liaises with speech pathologists, GP plus and the local community to ensure early identification of children with additional needs. Educator supported visits to school, Cross site Teacher swaps, attendance at special events, sharing resources, quality one plans and transition meetings. Shared professional development opportunities. We work with the local kindergartens to ensure that families are able to access their local Kindy and that there are fair options for all families. We share Marion council services in relation to special events, issues, library etc are shared. Health checks are conducted at the Preschool through the Child and Youth Health service. Educators liaise with Families SA case workers to support children and families with needs. Educators work with staff from a range of agencies to support children with additional needs and their families. Families are supported to make informed decisions and to apply for special schooling options through working with the Director and the support services team.

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

There is a very positive collaborative, inquiry-based culture at Trott Park Kindy. The education team works in collaboration with families and children towards continuous improvement. This is evident in data in the parent opinion survey and the professional attitude of educators towards accessing and utilising professional development to enrich the quality of their teaching and in sharing this with families to provide for the best learning outcomes for children. New families are given information on the 4 volunteer procedures in term 4. We liaise with local schools to offer access to training for our families to ensure they have many opportunities to participate. The AGM is held at the beginning of each new year. Meeting times are arranged to suit the majority and are held twice a term. Parents are encouraged to join the council at open night, in emails, notices and face to face. Roles are sent to parents for nomination. There are 2 subcommittees one for sustainability/nature play and one for community events. Governing Council are given a copy of the draft site improvement plan for collaborative input. The council and all stakeholders are effectively involved in all decisions and setting direction. There is a comprehensive induction process which is always ongoing it includes site policies, procedures, systems and processes in place for the effective internal organisation of all aspects of the site. All educators most provide evidence of mandated qualifications and authority to work certificates for Department. These are kept in locked files and the expired date noted on a spread sheet. The site is committed to using self-review processes to ensure continuous improvement.

Each year the philosophy is updated to reflect input from the educators and Governing Council. Educator quality is aligned with AITSL. All educators have a PDP with clear links to Department, Partnership and site priorities and meetings occur twice a year and informally via email and verbally.

Each year the feedback from parents via surveys and individual discussions with parents contributes to the planning for continuous improvement and the development of the QIP. In line with Department policy, educators are committed to ensuring that their professional learning reflects strategic directions aimed at improving outcomes for all children. The Director facilitates educators towards meeting their PDP goals. All confidential records are stored in a locked filing cabinet.

A range of effective administrative systems are in place including systems to manage future enrolments, suppliers and purchasing, contacts, Governing Council processes, communications for parents, electronic information, filing according to NOS areas, disposal of confidential information etc.

All critical incidents are reported on IRMS as per appropriate policy.

The Department and site-specific grievance procedures are on the website and are also given to families. Required site policies are current and have been endorsed by the Governing Council.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Trott Park Kindergarten

Goal 1: To improve and challenge all children's understandings of number including recognition and the use of numerals to quantify.

STEP 2 Determine challenge of practice

Challenge of Practice:

If we strategically plan for number learning and use agreed teaching approaches, children's use of number to quantify and their recognition of cardinal number will improve.

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

Children demonstrating developmentally appropriate growth in their capacity to use number in sophisticated ways such as: communicating, reasoning, comparing and quantifying. Children recognising 'how many' (subitising) and adding cardinal numerals to collections of objects with increasing complexity. Children demonstrating an age appropriate, comprehensive knowledge and feel for number including knowledge of the multiple ways to make 10.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
All educators committed to site agreed teaching approaches and engaging in research and professional development.	1.1, 1.2, 1.3 5.2.1	Commence term 1 and ongoing	All key teachers	Director to source PD and relevant research
All educators utilising the high yield practices of 'challenging and Identifying.'	1.1, 1.2, 1.3 5.2.1	Term 1 Term 2 Term 3 Term 4	Maura Rachel Nicole Natalie	Online and from educational companies Numeracy resource book Numeracy guidebook
All educators will research a learning idea and purchase resources for the outdoor learning environment related to number, quantifying and recognition and include this learning in gross motor skills and challenges. Establish outdoor numeracy learning area (All to contribute to design)	1.1 1.2 1.3 5.2.1	1 per term each	Maura Rachel Nicole Natalie	As above

Goal 1: To improve and challenge all children's understandings of number including recognition and the use of numerals to quantify.



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		
All educators committed to site agreed teaching approaches and engaging in research and professional development. All educators utilising the high yield practices of 'challenging and Identifying.'	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All educators will research a learning idea and purchase resources for the outdoor learning environment related to number, quantifying and recognition and include this learning in gross motor skills and challenges. Establish outdoor numeracy learning area (All to contribute to design)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All educators committed to researching new activities and games, purchase or make and add to numeracy resource book- linked to number, measurement and computation.	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 improve and challenge all children's understandings of number including recognition and the use of numerals to quantify.

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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Goal 2: To strengthen children's use of symbolic representation and receptive and expressive language to show their comprehension of learning.

Site name: Trott Park Kindergarten



STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide rich opportunities through a range of quality texts, drawing on our agreed teaching approaches, we will extend children's expressive and receptive language skills and comprehension.

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

Children demonstrating their understanding of texts through symbolic representation and the use of detailed language.

Children choosing, discussing and engaging with a range of texts in meaningful ways including drama, painting, modelling and reading.

Children demonstrating skills in using learnt text as a tool to advance their skills and become storytellers and authors of their own books.






STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators to use story mapping as a strategy and be proficient in choosing quality text which offers multiple learning opportunities. High yield practices – 'Challenging and Identifying.'	1.1 1.2 1.3	Choose text each term	All educators	Research books on internet and purchase
Educators will engage in more diverse text reading with children and include book analysis such as likes dislikes related to genre, text, scene and characters	1.1 1.2 1.3	Ongoing	All Educators	Language domain literacy guidebook EYLF Indicators
Educators will use higher order thinking linked to text as a tool to improve children's language and comprehension skills. Revisit learning in speaking and listening 2020 and differentiated grouping.	1.1 1.2 1.3	Ongoing	All educators	Director to facilitate PD and succession training De Bone, BAR, Big Six. Sheena Cameron

Goal 2: To strengthen children's use of symbolic representation and receptive and expressive language to show their comprehension of learning.



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 to use story mapping as a strategy and be proficient in choosing quality text which offers multiple learning opportunities. High yield practices – ‘Challenging and Identifying.’	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 more diverse text reading with children and include book analysis such as likes dislikes related to genre, text, scene and characters	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators will use higher order thinking linked to text as a tool to improve children’s language and comprehension skills. Revisit learning in speaking and listening 2020 and differentiated grouping.	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 2: To strengthen children's use of symbolic representation and receptive and expressive language to show their comprehension of learning.



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
Strategic and quality managing of the Mid-Year intake.	QA 1 QA 2 QA 4 QA 5 QA 6	Tues/Thurs group is now full and all new children will start in the Mon/Wed group Quality orientation visits Parent information session	Term 1 and 2	HR extra staffing to support new children and families	Nicole Rachel and Nailia Maura to support
Be more strategic in providing individual learning time.	1.1.3 Program learning opportunities 3.2.1 Inclusive environment	Provide evidence of strategy and growth	Plan to be available week 6 term 1	ECW support time	All educators
Provide more intellectual stretch for high end learners provide more support for lower end learners					
New fence (does not meet standards) New swings and retaining to meet outcome from safety check	3.1.2	Continue to engage with FM and Asset services. Rick assessment in place and have notified AS that site cannot afford the fence or retaining.	Retaining and swings being completed term 4, 2022 from budget line for equipment upgrade.	Asset service and FM	ECW, FO and director
Develop and embedded and comprehensive transition to school process that supports every child. Careful analysis of children with additional needs including emotional wellbeing and impulsive behaviours.	4.2.1 Professional collaboration 6.2.1 Transitions	Meeting with schools and set up programs to commence term 2.	Week 8 term 1	Click or tap here to enter text.	Nicole and Rachel SPS Maura and Natalie SMDP and WPS
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

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Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Be more strategic in providing individual learning time.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Provide more intellectual stretch for high end learners provide more support for lower end learners	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
New fence (does not meet standards) New swings and retaining to meet outcome from safety check	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Develop and embedded and comprehensive transition to school process that supports every child. Careful analysis of children with additional needs including emotional wellbeing and impulsive behaviours.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.	<i>[Signature]</i>
Date Click or tap to enter a date.	7/2/23

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.	<i>Keira Theoulis</i>
Date Click or tap to enter a date.	14/2/23

Signature:

Endorsed by education director

Name Click or tap here to enter text.	<i>Heather Mahon</i>
Date Click or tap to enter a date.	13.2.23

Signature:

[Signature]