

02023

# Quality Improvement Plan for St James Park Kindergarten

Site number:

4687



## Service name

St James Park Kindergarten

## Service address

19 Strathcona Ave Panorama SA 5041

## Service approval number

SE-00010927

## 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

What to include:

- Brief history
- Demographic information about your preschool
- Staffing profile
- Additional programs on offer
- Overview of your improvement goals and priorities and the process you used

St James Park Kindergarten is a Department for Education Preschool. It operates full time and is located in the suburb of Panorama, in the leafy green foothills of Adelaide. It is located opposite Clapham Primary School and adjacent to Strathcona Reserve. Many of the families enrolling at St James Park Kindergarten live locally, giving the centre a positive community feel. A high percentage of the preschool children transition to our local Department primary schools, mainly Colonel Light Gardens and Clapham Primary School.

The centre has a maximum capacity for 55 children across the week, with a maximum of 30 children attending in any one session. The kindergarten has been fortunate to have a very stable team of educators over the last 5 years which has enabled us to deeply embed quality practices especially around literacy and numeracy outcomes for children, positive and respectful relationships with our families and develop meaningful, shared learning opportunities with Clapham Primary School. In 2022 our staff team grew to include an educator from our local primary school. This addition positively impacted learning outcomes for children and grew the connection between preschool and the early years of school as educators challenged and extended each other.

The kindergarten also offers a playgroup session for families each Friday morning during term time. This is organised by a playgroup coordinator. All children and their families are welcome. This service provides local families an opportunity to come together, explore the kindy environment, meet educators, play with their children and become part of our kindy community.

Educators used a range of data to review and determine goals. As a team we considered the EYLF, Literacy and Numeracy Indicators and 2022 PQIP success criteria data as well as parent surveys, the Perspective survey, an NQS self- assessment, Partnership priorities and a review of NQS areas undertaken throughout the year by Governing Council. In 2023 our numeracy improvement goal will focus on developing number sense and our literacy goal will focus on collaboration through literacy experiences. Cohort data consistently showed lower numbers of children were considered on track in the area of quantity (Numeracy Indicators- I quantify my world). This goal will provide further opportunities for professional learning through the Primary Mathematics Association which will build on educators prior learning through PMA around patterning and size and measurement. After consistent growth in the area of literacy and embedding practices of developing children's reading and writing identities, bookmaking, the use of writer's strategies and Partnership work of developing phonological awareness the 2023 goal aims to stretch and challenges educators and children to develop skills in collaboration- listening, responding to the ideas of others, engaging in shared reciprocal conversations, sustained shared thinking and extending on the ideas and thinking of others through oral language, music and movement and mark making experiences. In addition to these goals, the kindergarten will continue to focus on connections with Clapham Primary School and planning for meaningful, shared learning.

## Statement of Philosophy

Enter your site philosophy below.

Include the date of your last philosophy review.

**Children-** All children feel welcome, safe, secure and develop trusting relationships. All children are capable, competent and creative individuals. All children are given opportunities to work both individually and collaboratively and to show respect for each other and their environment. All children are supported to be successful learners, actively engaged and involved in making decisions about matters that are important to them and confident learners who take on new challenges. All children are supported to develop a positive sense of wellbeing. All children experience the enjoyment and excitement of making new discoveries.

**Families-** Families' contributions and decisions are important and are a valuable part of ongoing feedback and improvement. Families, educators and children collaborate and learn from each other when there are open, honest and trusting relationships. Effective partnerships involve listening, supporting and acknowledging strengths, competencies and families as their child's first educator. Opportunities are given for all families to contribute and develop a sense of belonging and connection. All families' ideas, values and beliefs are valued and respected.

**Community-** Kindy is a place where we come together, where we are committed to building and maintaining partnerships between children, families, educators, school and our local community. It is a happy and safe environment. We create opportunities for families to come together and empower them to share strengths, skills and knowledge. We are respectful, we work towards shared understandings and common goals. Each and every individual feels valued and respected which leads to a sense of connection.

**Educators-** Educators are warm, caring and nurturing. Educators are committed to being lifelong learners and engage in professional development opportunities which contribute towards best practice in early childhood education. Educators facilitate and scaffold the learning, they are co-researchers and are committed to shared planning and reflective practices. Educators work collaboratively, engage in a culture of feedback and are solution focused. Educators have high expectations for all children, families, educators and service providers.

**Curriculum-** Children's interests are documented and drive curriculum planning and development. Learning dispositions of optimism, curiosity, resilience, persistence and inquiry are valued. The curriculum is a cycle of observation, documentation, planning, implementation, reflection and evaluation. The curriculum is a reflection of current learning frameworks, research and theorists. A balance of intentional teaching and spontaneous experiences are valued. The curriculum is flexible and provides opportunities for taking risks and new challenges. The curriculum is play based and values the process of learning. Relationships are an integral part of learning at kindy and contribute to the quality of learning for all children. Families are invited to contribute to the curriculum, learning is visible and reflects the whole group, small groups and individuals. The curriculum contributes to outcomes which build success for life.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Curriculum documentation and planning is a reflection of children's interests, an analysis of learning and a critical reflection of pedagogy, learning and children's theories. We agree that this is about linking theories (around early childhood development and pedagogy) at the planning, documentation and critical reflection stages of the cycle.

All documentation (scrapbook, portfolios, ILPs and tracking and monitoring strategies) has a place and value and adds meaning to our growing understanding of each child as a learner, the learning of the kindy group as a whole and educator teaching and pedagogy.

Planning, documentation and reflection is focused around higher level thinking skills and developing positive dispositions for learning.

The kindergarten has developed a framework and common language and understanding to support children to see themselves as thinkers and learners. Through challenges and collaborative project work children are encouraged to research and share their thinking and philosophies. Children are seen as competent and capable, approximations are valued and children are given opportunities to mentor each other, learn from each other and develop strong identities as learners and thinkers. Teaching often involves real world examples (for example- mentor texts), educator role modelling and peer to peer mentoring.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Children's wellbeing is supported through positive and responsive relationships. Children and families are supported to feel welcome and children's needs are met through extensive discussions with family members from the time children are enrolled at the kindy through to transition visits and beyond. Educators work with families to adapt the environment and create spaces that facilitate a warm, calm, nurturing environment.

The kindy acknowledges the importance of gross motor development especially in the natural environment. The children, families and educators access community learning environments to ensure our children are provided with challenges and safe risks. Our local primary school and council playground allow for play opportunities beyond the boundaries of the kindergarten. These environments enable children to play and develop skills and learning dispositions such as resilience and persistence.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

We are committed to continuous improvement to our outside learning space. Children are offered opportunities to challenges themselves and take safe risks. The outside learning space provides opportunities and spaces for small group, collaborative learning, sensory experiences, quiet spaces for reflection and discussion, resources that enable literacy and numeracy development and loose parts for children to explore, experiment with and use in their project work. Decisions around improvements are based on observations of children's learning and discussions with our community and in partnership with Governing Council.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

The site has made a commitment to ensuring all educators are provided with and attend the same professional learning sessions. This approach has supported the use of a common language, cohesion of teaching and pedagogy and has provided a positive learning outcome for all children. This was evident through our work on developing children's identities of themselves as writers and has now been extended into many other areas of the curriculum ie developing children's identities of themselves as readers and developing children's identities of themselves as mathematicians.

Our site has developed a collaborative approach to curriculum planning and reflection at all levels. Each educator takes part in discussions/evaluations/reflections and the documentation process. Families are offered opportunities to give input into curriculum planning decisions and these are included and followed up on.

The kindergarten ensures continuity of educators. Part-time, core educators often fill in whenever needed. A core educator is at the kindergarten at all times and strategies have been put in place (especially during COVID restrictions) to ensure families have regular, daily, face-to-face contact with their child's educator.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Children's portfolios are an individual record of each child's interests, strengths and learning. Children, educators and families use these as a working document, they represent the value placed on each individual as a learner and thinker, the process of research and creating theories and are an important part of each child's kindy journey. They enable critical reflection and a deep knowledge of each child and are often a provocation for discussions, reflections and ongoing learning.

Collaborative learning opportunities are a priority. The importance of children learning from each other and with each other is valued and opportunities are created for this to happen regularly. Collaborative learning opportunities extend beyond the classroom and also involve shared learning and collaborative projects with students from our local primary schools.

Parent surveys often provide positive feedback around educator interactions with each child.

Many opportunities throughout the year demonstrate evidence of positive educator to child interactions, daily interactions, family events, ILP parent/educator meetings and end of year graduations are a celebration and a warm acceptance of each individual.

The kindergarten has a history of relationships that have developed over time. Our scrapbooks provide evidence of connections that have spanned years. Returning families can see themselves and family members represented within the kindergarten.



# Strengths

With reference to the three exceeding themes:

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

## Quality Area 6: Collaborative Partnerships with Families and Communities

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Our collaborative relationships with our local primary school have developed into deeper connections where learning outcomes are discussed, shared and form the basis for the collaborative projects. Educators share knowledge and information and pedagogy and learn from and with each other.

Families are involved in decision making and are encouraged to make suggestions and provide feedback. Families have many regular opportunities throughout the year to take part in making decisions about the kindy and the curriculum, these opportunities take many forms both formal and informal, surveys, written comments, discussions and through Governing Council meetings.

The kindergarten has demonstrated a commitment to immediately responding to feedback and suggestions received (for example requests through parent surveys and changes to our ILP chat processes). We are responsive to the needs of our community.

Each year the educators along with our Governing Council analyse and reflect upon all areas of the National Quality Standards in relation to the service provided by the kindergarten.

Educators are active participants in Partnerships projects (for example COLT meetings). Educators instigate follow up learning.

Educators at the kindergarten have demonstrated a willingness to share their learning with colleagues from the wider community as well as learn from other educators- engaging in presentations, site visits and network meetings.

# 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

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

The site has developed and regularly reviews the philosophy statement. The wider community is involved in this process. Our philosophy statement is embedded in our everyday practices, it is a reflection of the culture of the kindy, the philosophy is seen in action through families, educators, children and the wider community.

Governing council members along with all educators review all 7 areas of the National Quality Standards each year and how these apply to the kindergarten. Governing council members work alongside educators to review the Quality Improvement Plan and are part of discussions about the improvement journey of the kindergarten. Returning families can see the connection to prior learning and growth over time.

The kindergarten demonstrates continuous improvement as evidenced through our changing documentation and reflective practices.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: St James Park Kindergarten

**Goal 1: To improve children's understanding of number sense.**



## STEP 2 Determine challenge of practice

**Challenge of Practice:**

If we as educators plan for and provide scaffolded number learning experiences, then children's understanding of number sense will improve.

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

- Children will develop a positive disposition for investigating quantity through meaningful experiences in their everyday play
- Children will develop their identities as mathematicians
- Numeral recognition and order
- Subitising 1-6
- 1:1 correspondence
- Representing numbers in multiple ways in a range of contexts
- Making connections between number of objects, symbols, language and representations of number (concrete, pictorial, abstract)







## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p><b>Primary Mathematics Association (PMA) number sense session for children and educators.</b></p>	<p>1.1.1 1.2 1.2.1 7.2</p>	<p>Term 1</p>	<p>Director to book. All educators and children to be involved.</p>	<p>Contact PMA to book number sense session (one session for Blue Gum children and one session for Wattle children).</p>
<p><b>Noticing, visualising and role modelling use of number. Representing mathematical thinking through concrete, pictorial and abstract methods.</b>  <b>Role modelling and making thinking visible through intentional and spontaneous learning experiences- team teaching is a priority.</b>  <b>Educators recording thinking in multiple ways and explicitly making links and connections (concrete, pictorial, abstract).</b>  <b>Environment and resources- ensure the learning environment reflects the learning lens of number sense ie dice, numerals, concrete items/loose parts, number lines, invitations to record thinking, noticing patterns (100 chart), mathematical language (the language of being a mathematician) ie count, estimate, how do you know?, one more than, one less than etc.</b>  <b>Embed number sense experiences across all curriculum areas ie story table etc.</b></p>	<p>1.1.3 3.2 3.2.1 3.2.2 4.2.1 5.1.1</p>	<p>Terms 1, 2, 3 and 4</p>	<p>All educators</p>	<p>PMA notes/resources Natural Maths resources EYLF Numeracy Indicators Numeracy Guidebook Curriculum meetings</p> <p>Curriculum cycle- planning tools and templates, intentional teaching and setting up the learning environment, curriculum reflections.</p>
<p><b>Monitoring and tracking learning for all children (incl. Aboriginal learners) demonstrates evidence of progress over time,</b></p>	<p>1.1.2 1.2 1.2.2</p>	<p>Terms 1, 2, 3 and 4</p>	<p>All educators</p>	<p>EYLF PMA notes/resources Natural Maths resources Numeracy Indicators</p>

<p>is used to inform planning and shows evidence of the collaborative process of documentation.</p> <p>Scrapbook- includes children's photos/work and their voice, how the educator relates to the children and their work and reflections/analysis of learning.</p> <p>ILPs- include strengths, goals and interests, are a collaborative process between educators and families, are linked to evidence.</p> <p>Portfolios- are individual collections of learning and include children's thinking and reflections.</p> <p>Educator observations- are embedded in daily practice, are a collaborative process.</p>	<p>1.2.3 1.3 1.3.1 1.3.2 1.3.3 4.2 6.2 7.2.2</p>			<p>Numeracy Guidebook Preschool curriculum resources- cognitive. Traffic light data Success criteria data- (individual and cohort) Children's portfolios Scrapbook Educator notes and observations. ILPs Parent/educator chats Children's portfolio reflections</p>
<p><b>'Sharing our learning' community night for families, children and educators.</b></p>	<p>1.3.3 6.2.3</p>	<p>Term 1</p>	<p>Director to lead. All families, children, educators to be involved.</p>	<p>Discussion and planning meetings. Number sense resources used throughout the term. Time after kindy to plan 'sharing our learning' session.</p>

**Goal 1: To improve children's understanding of number sense.**

 **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	<b>Evidence</b> Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<b>Primary Mathematics Association (PMA) number sense session for children and educators.</b>	Term 2 Week 1	PMA consultancy session with team as Professional Development. This supported our curriculum planning for Term 2- enabled educators to use consistent language of 'thinking as a mathematician' and metacognitive strategies for children to identify learning processes	Consider booking PMA parent session to engage families in joint leaning. Book a follow up PMA session with team to monitor progress, consider next steps.
<b>Noticing, visualising and role modelling use of number. Representing mathematical thinking through concrete, pictorial and abstract methods.</b> <b>Role modelling and making thinking visible through intentional and spontaneous learning experiences- team teaching is a priority.</b> <b>Educators recording thinking in multiple ways and explicitly making links and connections (concrete, pictorial, abstract).</b>	Term 1 Week 5	Teachers engaged with Continuity of Learning PD with early childhood educators within Mitcham Plains partnership- focus on providing opportunities (learning environment, scaffolded experiences, collaborative learning) children's multiple exposures to concrete, pictorial, abstract.	Whole team reflection during Pupil Free Day- reflect on success criteria data (PQIP and Numeracy Indicators) to track and monitor children's understanding and engagement with numeracy within learning environment.

<p><b>Environment and resources-</b> ensure the learning environment reflects the learning lens of number sense ie dice, numerals, concrete items/loose parts, number lines, invitations to record thinking, noticing patterns (100 chart), mathematical language (the language of being a mathematician) ie count, estimate, how do you know?, one more than, one less than etc.  <b>Embed number sense experiences across all curriculum areas ie story table etc.</b></p>			
<p><b>Monitoring and tracking learning for all children (incl. Aboriginal learners) demonstrates evidence of progress over time, is used to inform planning and shows evidence of the collaborative process of documentation.</b>  <b>Scrapbook-</b> includes children’s photos/work and their voice, how the educator relates to the children and their work and reflections/analysis of learning.  <b>ILPs-</b> include strengths, goals and interests, are a collaborative process between educators and families, are linked to evidence.  <b>Portfolios-</b> are individual collections of learning and include children’s thinking and reflections.  <b>Educator observations-</b> are embedded in daily practice, are a collaborative process.</p>	<p>Term 1 week 5                  Term 2 week 5</p>	<p>Collaborative tools of documentation implemented from beginning of Term 1 to collate continuous evidence of tracking/monitoring individual children’s engagement and learning.</p> <p>Introduction of Seesaw as digital platform to share children’s learning snapshots (linked with EYLF, PQIP success criteria and Literacy/Numeracy Indicators) shared on weekly basis. Positive feedback of this method of sharing children’s learning provided in Term 1 parent survey monkey.</p> <p>Parent educator chats in Term 2, week 6 to reflect on individual children’s learning goals and collaborative future goal setting with families.</p>	<p>Next steps and considerations for educator collaborative reflection and observations- how can we further extend children’s learning and ensure documentation is collected at every stage of the planning cycle?</p>

<b>'Sharing our learning' community night for families, children and educators.</b>	Term 1 Week 5  Term 2 week 8	'Sharing our learning' twilight evening in Term 1. The majority of our families attended and shared positive feedback of this community event.	Discussions and planning with Governing Council for future community events.  Planning for an 'open morning' at kindy in Term 3.
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**Goal 1: To improve children’s understanding of number sense.**

 **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

Site name: St James Park Kindergarten

**Goal 2: To extend children's ability to collaborate on joint literacy experiences.**



### STEP 2 Determine challenge of practice

#### Challenge of Practice:

If we as educators role model the skills for sustained, shared thinking then children will further develop their ability to collaborate on joint literacy projects.

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

- Children seek opportunities to engage in literacy experiences
- Children listen to the ideas of others
- Children engage in reciprocal conversations
- Children are responsive to the ideas and suggestions of others
- Children contribute to thinking and develop and extend understanding for each other
- Children create and contribute to collaborative music/movement experiences
- Children co-author representations/mark making/texts for a range of purposes
- Children further develop their identities as readers and writers through collaborative storytelling and oral language experiences







### STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p><b>Music Education Strategy (MES) session for children and educators.</b></p>	<p>1.1 7.2</p>	<p>Term 1</p>	<p>Director to book. All educators and children to be involved.</p>	<p>Contact MES educators to book music sessions.</p>
<p><b>Role modelling sustained shared thinking, growth mindset and the skills necessary for collaboration. Educators will team teach, make the thinking visible through listening, responding, contributing ideas, extending on the ideas of others, role modelling growth mindset and flexible thinking.</b></p> <p><b>The learning environment (indoor and outdoor) will provide opportunities, time and space for shared projects and collaborative play across all curriculum areas ie co-authorship in bookmaking/mark making, small world play, story tables, music and movement, reading and oral language experiences.</b></p> <p><b>Small group discussions/sharing our learning will focus on noticing and discussing the skills of collaboration.</b></p>	<p>1.1.1 1.2 1.2.1 1.2.2 1.2.3 3.2 3.2.1 3.2.2 4.2.1 5.2.1</p>	<p>Terms 1, 2, 3 and 4.</p>	<p>All educators</p>	<p>MES resources EYLF Literacy Indicators Literacy Guidebook Preschool curriculum resources- language and social. Curriculum meetings</p> <p>Curriculum cycle-planning tools and templates, intentional teaching and setting up the learning environment, curriculum reflections.</p> <p>Embedded time for small group discussions with children about their learning with a focus on the skills needed for collaboration.</p>
<p><b>Monitoring and tracking learning for all children (incl. Aboriginal learners) demonstrates evidence</b></p>	<p>1.1.2 1.3 1.3.1</p>	<p>Terms 1, 2, 3, and 4.</p>	<p>All educators</p>	<p>EYLF Literacy Indicators</p>

<p><b>of progress over time, is used to inform planning and shows evidence of the collaborative process of documentation.</b></p> <p><b>Scrapbook- includes children’s photos/work and their voice, how the educator relates to the children and their work and reflections/analysis of learning.</b></p> <p><b>ILPs- include strengths, goals and interests, are a collaborative process between educators and families, are linked to evidence.</b></p> <p><b>Portfolios- are individual collections of learning and include children’s thinking and reflections.</b></p> <p><b>Educator observations- are embedded in daily practice, are a collaborative process.</b></p>	<p>1.3.2 1.3.3 5.1.1 6.1.2 7.2.2</p>			<p>Literacy Guidebook Preschool curriculum resources- language and social. Traffic light data Success criteria data- (individual and cohort) Children’s portfolios Scrapbook Educator notes and observations. ILPs Parent/educator chats Children’s portfolio reflections.</p>
<p><b>‘Sharing our learning’ community night for families, children and educators.</b></p> <p><b>Visit from Glenn (Mobile Junk and Nature Play)- invite yrs. 5/6s from Clapham Primary School to join for part of the day to support role modelling of collaboration, sustained shared thinking skills and growth mindset.</b></p> <p><b>Invite Reception children from Clapham Primary School to join in MES sessions- provide opportunities for literacy development, phonological awareness, continuity of learning across sectors, collaborative oral and music-based learning opportunities.</b></p>	<p>1.3.3 6.2 6.2.3</p>	<p>‘Sharing our learning’- term 1.</p> <p>Glenn’s visit- term 2.</p> <p>MES shared learning- term 3.</p> <p>Stephanie Alexander shared learning- term 4.</p>	<p>Director to book/organise. All children, families, educators and community members (Glenn, Clapham Primary School, MES educators) to be involved.</p>	<p>Discussion and planning meetings. Time after kindy to plan ‘sharing our learning’ session.</p> <p>MES learning and resources.</p> <p>Contact Glenn.</p> <p>Contact MES educators.</p> <p>Discussion/planning with Clapham Primary School about shared learning projects.</p>

**Goal 2: To extend**

 **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?


<p><b>Actions</b></p>	 On track	<p><b>Evidence</b></p> <p>Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?</p>	<p><b>What are our next steps? Potential adjustments?</b></p>
	 Needs attention/work in progress		
	 Not on track		
	<p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>		
<p><b>Music Education Strategy (MES) session for children and educators.</b></p>	<p>Term 1 week 1 Term 1 week 1</p>	<p>Kristie Fudge from MES worked with children and educators during four sessions in Term 1 and 2, modelling specific strategies to support children's literacy learning</p> <p>MES Professional Development twilight sessions for Mitcham Plains partnerships hosted at St James Park Kindergarten in Term 1. Provided an opportunity for collaborative and consistent learning.</p> <p>Children are demonstrating their enjoyment of musical strategies- frequently singing familiar songs, identifying rhyme and exploring</p>	<p>MES joint learning with Reception students from Clapham Primary School scheduled for Term 2</p> <p>Inviting Kristie Fudge to our curriculum planning meeting in Term 3 to work with educators to further support and extend children's understanding of rhyme, syllables and patterns</p>

		rhythm during scaffolded musical experiences.	
<p><b>Role modelling sustained shared thinking, growth mindset and the skills necessary for collaboration. Educators will team teach, make the thinking visible through listening, responding, contributing ideas, extending on the ideas of others, role modelling growth mindset and flexible thinking.</b></p> <p><b>The learning environment (indoor and outdoor) will provide opportunities, time and space for shared projects and collaborative play across all curriculum areas ie co-authorship in bookmaking/mark making, small world play, story tables, music and movement, reading and oral language experiences.</b></p> <p><b>Small group discussions/sharing our learning will focus on noticing and discussing the skills of collaboration.</b></p>	<p>Term 1 week 5 Term 2 week 5</p>	<p>Teaching team to use consistent language and scaffolding to role model sustained shared thinking and a growth mindset.</p> <p>Educators have used the Hight Impact Teaching Strategy of metacognition to guide curriculum planning- children have begun to demonstrate the use of a growth mindset and articulating their thinking/learning processes to mentor new skills to friends.</p>	<p>Small group experiences for Term 2- each educator plans for individual child interests and learning goals. Scaffolded experiences to develop children’s confidence sharing learning, noticing and skills of collaboration. Positive feedback from families in Governing Council about small group experiences.</p> <p>Next steps: How can we reflect child voice in curriculum planning and our site philosophy to further support skills of collaboration across all curriculum area?</p>
<p><b>Monitoring and tracking learning for all children (incl. Aboriginal learners) demonstrates evidence of progress over time, is used to inform planning and shows evidence of the collaborative process of documentation.</b></p>	<p>Term 1 week 5 Term week 11 Tem 2 week 5</p>	<p>Weekly learning snapshots with PQIP success criteria and curriculum framework links shared on Seesaw and scrapbook.</p> <p>ILP parent chat meetings in Term 2 week 6- collaborative process with</p>	<p>Team to complete PQIP success criteria and traffic light data collection for each child to track and monitor.</p> <p>Team reflect on this data during Pupil Free Day PD day- determine areas of focus for Term 3 curriculum planning</p>

<p><b>Scrapbook-</b> includes children’s photos/work and their voice, how the educator relates to the children and their work and reflections/analysis of learning.</p> <p><b>ILPs-</b> include strengths, goals and interests, are a collaborative process between educators and families, are linked to evidence.</p> <p><b>Portfolios-</b> are individual collections of learning and include children’s thinking and reflections.</p> <p><b>Educator observations-</b> are embedded in daily practice, are a collaborative process.</p>		<p>families and educators to reflect on strengths, interests and set individual learnings goals together for the following term.</p> <p>Children have been using portfolios to independently share their learning with others and store work they are proud of.</p> <p>Implementation of a whole team commitment to collaborative documentation to inform planning. All educators contributing to our ‘collaborative observation and reflection tool’ on Teams- tracking and monitoring individual children’s engagement, progress</p>	<p>Next steps: Whole staff team to continually reflect on each stage of curriculum planning cycle... Improvement of our reflection tools, connecting with local DfE preschools to gain new ideas and curriculum reflection tools.</p>
<p><b>‘Sharing our learning’ community night for families, children and educators.</b></p> <p><b>Visit from Glenn (Mobile Junk and Nature Play)-</b> invite yrs. 5/6s from Clapham Primary School to join for part of the day to support role modelling of collaboration, sustained shared thinking skills and growth mindset.</p> <p><b>Invite Reception children from Clapham Primary School to join in MES sessions-</b> provide opportunities for literacy development, phonological awareness, continuity of learning across sectors, collaborative oral and music-based learning opportunities.</p>	<p>Term 1 week 5 Term 1 week 11 Term 2 week 3</p>	<p>Kindy ‘sharing our learning’ twilight evening in Term 1. High attendance and positive feedback from our families. Learning stations set up in indoor and outdoor environment to facilitate children sharing their learning with family members.</p> <p>CPS Receptions and teachers invited to a MES joint learning session in Term 2 to support continuity of learning</p> <p>Glenn (Mobile Junk and Nature Play) incursions in Term 2- inspired children to consider new play elements and strategies to engage in collaborative, sustained thinking</p>	<p>How can we continue to provide opportunities for our local community to connect with our site?</p> <p>Kindy ‘open morning’ for Blue Gum and Wattle groups in Term 3. Parents invited to share in their children’s learning at kindy</p>

		Family survey monkey sent out at the end of Term 1 asking for feedback on kindy community connection – over 90% of families reported they feel connected with the learning happening at kindy	
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**Goal 2:** To extend

 **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
<b>Review Philosophy statement with families, children and community</b>	4.2.2 7.1 7.1.1	Share Philosophy statement with Governing Council- seek feedback. Share with wide community.	Term 1	Philosophy statement. Governing Council. Note/newsletter to all families.	Director Governing Council
<b>Embed culturally responsive learning opportunities in line with the preschool's Reconciliation Action Plan.</b>	1.2.1	Embed culturally responsive learning experiences- discussion each fortnight, include in fortnightly planning and reflection process.	Terms 1, 2, 3 and 4.	RAP	All educators
<b>Improve children's agency and opportunities for learning through routines and transitions.</b>	1.1.3 5.1.1	Use RRR to analyse routines, implement improvements to mealtimes, transitions and tidying up routines. Revisit through RRR at the end of term 1.	Term 1	RRR	Director to lead. All educators and children to be involved.
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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.

## 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				
<b>Review Philosophy statement with families, children and community</b>	Initiated a collaborative review of the site philosophy with educators, families, and children to determine clear vision of site philosophy which authentically reflects shared values. This process examined critical reflection of vision, principles, practice and learning outcomes in the existing philosophy informed by the guiding principles of the National Quality Framework (NQS). Term 1 week 11		Child, educator, parent and community voice reflected in the revised philosophy statement	Collect child voice from current and previous SJPK children and community members

<p><b>Embed culturally responsive learning opportunities in line with the preschool's Reconciliation Action Plan.</b></p>	<p>Prioritising the need for a site Reconciliation Action Plan (RAP) and critical reflection on how St James Park Kindergarten reflects Aboriginal and Torres Strait Islander culture, Peoples and Country/Place throughout our curriculum and embedded in our philosophy statement. Term 1 week 11</p>	<p>Staff team have identified the need for support in this area.</p>	<p>We have engaged resources from Gowrie SA and 'Walking Together with Kurna' to support whole staff learning and confidence to successfully develop a RAP and improve our ability to embed cultural connections within our planning and learning cycle.</p>
<p><b>Improve children's agency and opportunities for learning through routines and transitions.</b></p>	<p>Whole team critical reflection using NQS quality areas as a lense to improve children's agency for learning through routines</p>	<p>Whole team dedicated to routines being predictable and responsive to the wellbeing and learning needs of each child. Small groups introduced to support children's engagement and independence.</p>	<p>Continue to use NQS self assessment as a lense for reflection</p>
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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

## 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?**

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## Endorsements

Endorsed by director/principal

**Name**

Annika Neuwirth

**Date**

Monday, 16 January 2023

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**

Linda Richardson

**Date**

Monday, 16 January 2023

Signature:



**Government of South Australia**  
Department for Education