

2023

Quality Improvement Plan for Barmera Kindergarten

Site number:

6503



Service name

Barmera Kindergarten

Service address

Amy St, Barmera, SA 5345

Service approval number

SE-00010158

Acknowledgment of Country

We acknowledge the Aboriginal 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.

With the children we say daily: We at Barmera Kindergarten, would like to say thank you, to the Aboriginal people, for letting us share their land, we promise to look after it, the animals and the people too. Hello land, hello sky, hello water, hello me and hello friends.

Service context

Barmera Kindergarten is a Category 1 Preschool 226km from Adelaide. Within our community we have families from a number of multicultural backgrounds, 20% of our families identify as Aboriginal and high number of families are from agricultural backgrounds, which can make for a transient community.

Barmera is a full-time kindergarten with 34 children enrolled at the beginning of 2023 and 13 children beginning at our first mid-year intake. We provide a number of additional programs including Nature Kindy and weekly visits to the local library.

At Barmera Kindergarten we have an extremely collaborative and passionate team of educators who strive to provide learning environments and experiences that enable children to develop dispositions for life-long learning through child initiated, play based learning. The natural environment plays an extremely important part of our pedagogical approach, with our natural outdoor learning space, natural elements in our indoor learning space and our highly valued Nature Kindy Program, which operates during terms 2 & 3, in local bush land. We strive to provide a natural, stimulating and challenging learning environment each day at kindy.

Our kindy program runs 4 days a week, with children attending 5 days a fortnight. Session times are 8:45-2:45 Mondays-Thursday. To support the planning cycle and continuity of learning, friendships and staffing, families select their preferred option of Monday, Wednesday and alternating Tuesday or Tuesday, Thursday and alternating Mondays. Mid-Year intake alternative days are Wednesday and Thursday. The Occasional Care program operates under the pedagogical practices and learning environment expectations of our kindy program and the program and learning experiences reflects an emergent curriculum that is adapted from kindy planned experiences. This is highly respected as a community service.

Our staff team consists of 3 teachers (including the Director) and 3 ECW's (1 Diploma trained - currently working towards her Bachelor of Early Childhood Education and 2 Certificate III). We have a strong, active Governing Council which consists of parents and staff who meet twice a term to support and contribute to the direction and priorities of the site. Our Governing Council is responsible for our annual fundraising event 'Family Day', funds raised from this event over the last 5 years have supported our ongoing yard redevelopment. Our pedagogical approach promotes child-initiated learning, through open ended loose part play where children have the opportunity to lead their own learning. Educators intentionally support children's learning (both individually and in groups) during these experiences. Teaching staff also further children's thinking and ideas through an inquiry based approach, building and extending ideas and intentionally planning for opportunities that will extend the learning experience. We believe learning experiences can be enhanced by looking beyond the kindy fence and as a result regularly have visits down the main street and to our local feeder schools. We have strong relationships with all our feeder schools and work collaboratively with them to co-ordinate transition, which enables us to offer a pre-entry program.

Statement of Philosophy

At Barmera Kindergarten we aim to instil a passion for learning and life, based on positive relationships and learning dispositions. We view each child as a capable, confident learner and provide an environment that is welcoming, exciting, engaging, spontaneous and challenging, yet safe, valuing natural and re-purposed materials and spaces.

We strive to achieve this by valuing individuals and acknowledge families who are the children's initial educators with significant ongoing influence in their lives and are an integral part of our kindy. We build strong responsive relationships with families and the community through collaborating and celebrating diversity.

Our practices of providing a play-based child directed curriculum supports children to be;

- * Collaborative
- * Enthusiastic learners
- * Authentically engaged
- * Resilient
- * Risk takers
- * Confident
- * Creative and imaginative
- * Problem solvers
- * Curious and inquisitive
- * Self-regulated
- * Respectful

Our philosophy was last review as a whole staff team in 2020.

Parents are invited to share with educators what learning dispositions that they would like their child to grow in through our dream catcher creations, which are displayed for all children, educators and families to see and reflect upon throughout their kindy time.

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

Embedded in service operations:

- 1.1. Our pedagogical approach of providing open ended learning experiences and intentionally supporting children in their next steps is embedded at Barmera Kindergarten. All educators record learning experiences throughout the day, teaching staff regularly observe and analyse learning experiences. Daily discussions occur about the learning experiences and outcomes with all educators. These discussions underpin dialogue about the program and ways of working either with individual children or as a site. Educators also share information with families especially when there is a significant change.
- 1.2 Professional learning resulted in a shift in educator thinking about intentional teaching, ensuring intentionality occurred during every interaction throughout the day. Through all educators being involved/aware of site inquiries, PQIP priorities, next steps in children's learning goals and end of day reflections, intentionality during play experiences became evident and educators noticed that deliberate teaching doesn't just occur during group times and is far more effective during small group or individual learning experiences whilst children are engaged in play.
- 1.3 Educator reflections on children's learning and needs at the end of each day ensures all staff know each child, which supports educators in knowing children's next steps in learning. This is documented daily in our reflection book and then used for future planning.

Informed by critical reflection:

- 1.1 Professional Development and site inquiries have resulted in a significant change in our planning and reporting cycle; analysis of learning occurred, which led to next steps in supporting children's learning and sharing this with parents through a digital platform. Shifting the focus of planning to the learning intentions rather than the actual 'activity'. This learning journey also altered our pedagogical approach, resulting in an inquiry based approach, where children's ideas were extended and built on over an extended period of time. This PD resulted in a new way of working as a staff team, with an in-depth whole site approach of critically reflecting on our practice in the form of a site inquiry.
- 1.2 Re-thinking what intentional teaching meant resulted in us looking at the daily routines we had. We decided to reduce the number of group times so children had longer periods of uninterrupted learning time and educators had longer periods where they were able to intentionally support children's investigations, thinking and build upon learning dispositions and process during learning experiences.
- 1.3 COVID resulted in us changing aspects of the day, although some of these restrictions benefited the children's learning outcomes; such as parents having the option to drop off at the gate, significantly improved independence and separation anxiety for many children and families. Not entering kindy during the last group has enabled this group time to be more intentional as children remain focussed on the learning rather than distracted by adult movement and interruptions. Through discussions as a staff team, and feedback received from families and Governing Council once restrictions were lifted we continued to keep the doors closed for the last group and met families outside once completed. This is where educators would engage with families about individual children and their day.
- 1.3 As a result of professional development educators began reflecting on how children's learning is documented and shared with families. This has resulted in the exploration of pedagogical documentation which has been evolving over the last couple of years.

Shaped by meaningful engagement:

- 1.1 Developing a strong sense of culture is important to all children in particular those children from Aboriginal and non-English speaking backgrounds. With around 20% of our children identifying as Aboriginal, developing a strong sense of culture is important. In 2019 we worked collaboratively with members of the community and

Aboriginal Elders to develop an Acknowledgment of Country we could use each morning as a welcome with the children. In 2023 we have engaged with a local aboriginal artist whom has engaged with our learning community to share aspects of culture through art, music and movement.

1.1 During transition our pedagogical approach is shared with families and our value in the learning journey rather than the end product. Our focus on learning dispositions are also shared with our value in developing life-long skills. Families are asked to develop 3 aspirations for their child as a focus for their time at kindy. During term 1 they are invited to turn these aspirations into a dream catcher which is displayed during their child's time at kindy then given back as a gift as they leave, highlighting the learning journey that has occurred. Educators then focus on these through intentional teaching opportunities and interactions both individually and when in groups.

1.3 Families are informed about the learning at kindy through the Appessment app. As part of our programing each week we include a section for home learning which includes an experience or discussion focus for home.

Strengths

With reference to the three exceeding themes:

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Quality Area 2: Children's Health and Safety

Embedded in service operations:

2.1 Reflecting on conversations with families about life style choices eg the amount of free physical play (most physical activities are very structured – lessons or clubs) and lack of physical activity (high amount of screen time) as a staff team we are passionate about taking the learning outside for our children, increasing the amount of physical activity and giving our children an opportunity to value and truly appreciate nature.

2.1 Our ongoing yard redevelopment has supported our children's desire to learn and be outside focusing on providing children with opportunities to challenge and extend their gross motor skills. The yard area is open ended promoting the outdoor classroom and allowing children space to run, climb as well as spaces to role play and rest.

2.1. Healthy eating is promoted at kindy during our pre-entry meetings, ongoing discussions during eating times, cooking experiences and fresh produce available in our garden which are enjoyed throughout the day or during cooking experiences. We select trees and plants that provide fresh fruit and vegetables throughout the year, which are used at fruit time, cooking or made available to families to take home. Children are able to pick their own fruit to consume during fruit/ meal times.

2.1 Children have ongoing opportunities to walk down the main street, with weekly visits to the library and visits to local businesses to support learning experiences. This includes special community events such as the Dog Trials and Sheep Run.

2.2 Our pedagogical approach allows children to move freely from inside to outside throughout the day, as a result we regularly have no children inside. To ensure children are being adequately supervised, educators move to where children's learning is occurring. Educators position themselves in appropriate spaces in our outdoor environment, ensuring all learning spaces are visible and adequately supervised – as we have a large outdoor learning space. Educators also inform each other if they need to go to a different area e.g. to support toileting or change of clothes, to collect resources etc.

2.2 Educators are constantly conducting on-going risk benefit analysis in the moment to ensure learning spaces are used safely yet enabling challenges, while protecting those who are less capable or unsure/worried about certain physical movements.

Informed by critical reflection:

2.1 After reflecting on AEDC data within our local area and the needs and concerns we had as educators about the children attending our site, we decided to work with an OT. Many families were not accessing services due to cost and extensive waiting lists. After several discussions with OT's we decided to undertake training so we could support children at kindy. Educators participated in the Move-to-learn program which is now incorporated on a daily basis to support children's development of neurological pathways and basic movement patterns.

Shaped by meaningful engagement:

2.1 Since completing the Move-to-learn program we had a facilitator of the program visit on a weekly basis, this enabled staff to discuss observations they had made during the week and seek personalised support and advice. These visits also enabled staff to improve their knowledge of implementing the program and pick up new tips or exercises.

2.1 During the new parent meeting (occurs during pre-entry prior to children commencing full time kindergarten) the importance and value of the Move-to-learn program is highlight in the manner it supports children's development of foundation movement patterns. Parents are encouraged to support move-to-learn exercises through our on-line app. Educators have observed a significant improvement in children's ability to complete the movement patterns since it's been included as part of home learning.

Strengths

With reference to the three exceeding themes:

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Quality Area 3: Physical Environment

Embedded in service operations:

3.1 Our philosophy underpins resourcing, set up and use of learning spaces. The importance of local context was important to educators and influenced our shift in pedagogy and the establishment of our Nature Kindy program. Nature Kindy operates during Terms 2 & 3 providing our children with an extended opportunity to enjoy, learn and appreciate their local environment, underpinning our context at Barmera. Our yard provides an open-ended natural learning environment, where children are able to challenge and extend themselves.

3.1 Our learning environment and pedagogical approach ensures all children are supported to access all learning spaces. Learning spaces are designed so children can enter them at their level and through scaffolding and intentional teaching, educators are able to extend and support children in their learning. For example, many of our children start kindy being uncertain about climbing certain parts of our climbing structure, through scaffolding and support, children more confident and independent on this.

3.2 Our pedagogical approach and philosophy means we take the learning to the children rather than making the children come to a particular experience. We believe that children learn best when they are highly engaged and directing their experiences, therefore all educators are aware of the learning intentions and use the learning environment to support this no matter where they are. Children's learning is supported through purposeful, open ended play experiences with opportunities to use real life resources.

3.2 Our daily Acknowledgement of Country sets the foundation for our children's understanding and appreciation and care of the natural environment. Staff refer back to the Acknowledgement when redirecting children's behaviour.

Informed by critical reflection:

3.1 & 3.2 Daily and weekly reflections of learning experiences by educators builds knowledge of each child and their preferred learning style. This information is then considered when preparing learning environments.

3.1 & 3.2 Upon reflection on the positive learning outcomes and advantages of Nature Kindy (which begun in 2014) the impact and benefits to the children of natural learning spaces and open-ended resources was recognised. Children's wellbeing, engagement and growth in learning dispositions grew. This resulted in the incorporation of natural elements in outdoor and indoor learning spaces at our site.

Shaped by meaningful engagement:

3.2 Caring for our environment and sustainability is highly valued at kindy and we are constantly looking for meaningful experiences for the children. Due to fruit fly within the Riverland, we haven't had chickens in 2023 as we have previously, as we are unable to use our daily food scraps (especially fruit) to provide food for the children or to place in our compost bin. These are collected weekly by PIRSA to eliminate the fruit fly effect. In the meantime, we continue to provide opportunities for children to sort with different bins available including fruit scraps, recycling and doing our best to minimise waste and ways we can conserve water and keep our Murray River viable. This is always linked back to our acknowledgement to country and our connection to the Murray Malley region. Only taking what we need.

Strengths

With reference to the three exceeding themes:

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Quality Area 4: Staffing Arrangements

Embedded in service operations:

4.1 Additional funding is used each year to top up warranted staffing. This enables increased opportunities for intentional teaching and targeted approaches for individual children or small groups to be implemented.

4.1 & 4.2 All educators record children's learning each day, which is used to inform the planning cycle. Educators observations and photos are collated weekly and shared with families via Appessment. Daily reflections occur as an education team about individual children/groups and the learning that has occurred. These reflections are documented in our reflection book and used for future planning and reflection.

4.1 The consistency of educators is a high priority at Barmera Kindergarten. This is a consideration when budgeting and designing rosters ensuring part time staff work with the same group of children and additional staffing reduces the need for relief staff as part time staff are used to backfill. Children's cultural backgrounds and identities are supported through the employment of ECW's who identify as Aboriginal and Greek.

4.2 Through our site inquiries all educators have the opportunity to work collaboratively, challenge and learn from each other, through robust conversations and critically reflecting on data and practices and professional development. Site inquiries enable all educators to gain a deeper understanding of site improvements and a focus for high quality, on-going, meaningful professional development that supports our focus on improving pedagogy. Investment has been made to ensure that all educators are rostered so that they can be present and part of the daily reflection process.

Informed by critical reflection:

4.1 & 4.2 PQIP priorities and educator inquiries are informed through critical reflection of site data, data from feeder schools and improvements in pedagogy. This way of working enables high quality, on-going meaningful professional development where educators can learn from each other to achieve a common goal and new approaches become embedded practices for all educators.

Shaped by meaningful engagement:

4.1 Ensuring children with additional needs are supported at kindy; ensuring learning experiences extend and support their individual needs is made possible through developing strong relationships with families upon enrolment. Educators meet with the family to develop a plan that will support the child's learning and ability to successfully access the curriculum. Additional staffing is allocated by the site to ensure the child's success and an application is submitted to gain additional support when needed. Educators meet regularly both formally and informally with the family to ensure everyone is aware of the learning plan, strategies and support in place for success.

Strengths

With reference to the three exceeding themes:

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2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Embedded in service operations:

5.1 Our pedagogical approach, site philosophy and culture results in a relaxed & flexible timetable which enables extended uninterrupted intentional teaching through play-based learning. This approach enables children to work with peers and supportive adults to extend and consolidate ideas and wonderings. Educators model relationships and encourage children to solve problems both in their learning and socially. Our site philosophy captures how we value relationships with our children, their family and each other. Educators engage in play with children, following and extending their ideas and experiences, whilst maintaining their safety and respect. Educators focus on building capable, confident and independent learners.

5.1 Our embedded practice of focusing on learning dispositions provides educators with common language when talking to children and families about learning. This is further supported by our feeder schools involvement in Visible Learning Professional Development. During our new parent meeting our pedagogical approach is shared with families, highlighting the importance of the learning journey not the end product. Families are asked to select 3 learning dispositions that they hope will be further developed during their child's time at kindy.

5.2 We have an embedded approach to our behaviour management strategy that focuses on educators understanding each child and where they are at, at any given time, e.g. educators have different expectations for a 3yo compared to a child who is about to start school therefore valuing and respecting each child as an individual. When talking to children about inappropriate behaviour staff refer to our 3 site agreements and our Acknowledgement of Country, to support children in understanding the impact their behaviour had.

Informed by critical reflection:

5.2 After reflecting on feeder school data and our knowledge about children while they were at kindy, we explored the PRSIST program. This program supports children in further developing their cognitive, behavioural and emotional regulation. As a site we undertook a site inquiry where we explored the benefits of implementing this program and embedding the adult practices into our way of working with the children. Throughout the year we focused on one adult practice for a period of time until it was evident in daily practice or through staff feedback that the practice was embedded. Then we unpacked the next practice and this became a new focus until it was embedded. Using the observation data gathered during PRSIST all children showed a shift in their cognitive, behavioural or emotional regulation. This is reflected in our lunch times where children wait for all chairs to be filled before they begin eating.

5.1 RRR Relationship data was used to critically reflect on site practice and became the catalyst of change during our 2018 site inquiry. Observations gathered during this time highlighted the amount of time staff spent observing children rather than engaging and extending the learning. Throughout the inquiry we reviewed this process and focused on high quality interactions with the children which extended learning and oral language development which was supported by our commissioned speech pathologist work. Late in the year the RRR Relationship scale was used again and the mean score for the site had improved.

Shaped by meaningful engagement:

5.1 Children are encouraged and supported to be inclusive of all our kindy friends which promote diversity and acceptance of others. Educators are aware of children's cultural beliefs that may require modifications to occur in particular planned experiences. Through intentional teaching, educators extend children's knowledge about cultures and valuing the differences between all of us. Using the cultural backgrounds of educators special cultural celebrations are shared.

5.2 Educators have ongoing formal and informal conversations with families about children's behaviour or changes that are occurring at home or at kindy. These ongoing conversations provide opportunities for educators to reflect on strategies to support children's needs.

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

Embedded in service operations:

6.1 Appessment provides a platform to communicate with all families and share important information about local community support groups. Close relationships with families enable targeted support when families are going through a difficult time or crisis. Educators provide appropriate personal support to the family during this time.

6.2 Our Occasional Care program offers our families an option of care for younger children within the local area, (which is extremely limited) and in turn provides the children a seamless transition to kindy. The program also enables strong relationships to form between educators and children prior to starting kindy and for staff to begin to develop an understanding of how to support each child. In recent years over 85% of our kindy children have accessed this service.

6.2 Our children transition to 3 main feeder schools and up to 9 schools in total. Educators support school transition programs. The Director and schools work collaboratively to plan transition programs during set weeks and days, enabling kindy educators to support during initial school visits. Prior to transition, kindy and school educators meet to discuss each child as a learner. We also have 'kindy at school days' in the middle of the year, which enables children to familiarise themselves within a school setting and notice and discuss what is the same and different about kindy and school.

6.2 The DfE Support Services support educators to assist children with identified needs. For example, after completing speech and language screeners on all children the speech pathologist supports educators in analysing results and setting programs for educators to implement and share with families.

Informed by critical reflection:

6.1 Each year families have the opportunity to provide feedback via the DfE Parent Opinion Survey. Through critical reflection about the information contained in this survey, it was decided that the site will start conducting site developed surveys twice a year, to provide more usable and site relevant data.

6.1 Reflecting on the information gathered from families as they enrol, educators decided recently to change the child profile, to hopefully support us in developing a deeper understanding of each child, their family structure and needs. The new child profile also includes an opportunity for the child's voice enabling them to share what they enjoy.

Shaped by meaningful engagement:

6.1 Families learn about our pedagogical approach and our focus on the learning process rather than end product as part of the enrolment process. Families are asked to select aspirations for their child during their time at kindy. These aspirations are developed with families as dreamcatchers and displayed throughout the year, then returned to the family as the child leaves kindy.

6.1 Joining Governing Council is strongly promoted during new parent meetings and at the start of the kindy journey, as an important way of contributing to the site. Governing Council has been paramount in supporting pedagogical shifts and site improvements.

6.2 Educators value the regularly occurring learning experiences that lay beyond the kindy fence with visits to Nature Kindy, the library, feeder schools, local businesses and prior to Covid local nursing home. The kindy also looks at ways of including community members into our kindy program such as community emergency services personnel, tradespeople, businesses, High School students and Barmera Lifestyles program.

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

Embedded in service operations:

7.2 As an education team, an annual review process occurs of site practices, NQS elements and philosophy. This process ensures all educators share common thinking, reflect on practices, discuss challenges and steer priorities for the following year. Out of our 6 person team, two missed this review last year, however process were put into place where educators met to discuss priorities based on the prior years review. This included PQIP priorities and how actions and challenge of practice will be implemented.

7.1 Department administrative programs support site practices for WHS, budgeting, HR, and children's enrolment details.

7.2 All educators develop a Performance Development Plan (PDP) annually, the goals in plans are aligned to priorities within the PQIP, enabling a strategic approach to professional development and an opportunity to work together within a learning community. Bi-annual Performance Development meetings occur with all educators, providing an opportunity for them to critically reflect on themselves as educators and consider areas of growth as well as wellbeing.

7.2 A Parent opinion survey occurs annually providing parents with the opportunity to provide feedback. Feedback obtained through this survey is used in the site improvement cycle e.g. implementation of Appessment as a way of improving communication and sharing the learning program with families.

Informed by critical reflection:

7.1 The PQIP is developed through our annual review process. It enables all educators to critically reflect on practices and the improvement cycle, using data and best practice papers to support practice and pedagogy and develops priorities for the following year. Throughout the year educators review progress of site goals and reflect on next steps in the improvement process. This includes continuously reflecting on our site philosophy and how this is reflected in our practice and pedagogy.

7.1 The site has a WHS Officer, who oversees WHS tasks and processes. If educators identify hazards, they are reported and remedial action is taken immediately. WHS tasks are recorded on a Department IT based program. Reviews of procedures occur annually and risk assessments occur as required or prior to the commencement of a program or an excursion. Hazard alerts received from the Department are acted upon immediately and the alert is distributed to all staff. The site reviews changes in Department policies and procedures and modifies site practices accordingly e.g. Excursion and Camp policy.

7.2 Critical reflection and robust conversations informs our practice on an ongoing basis throughout the year through embedded practices. For example, daily reflections at the end of each day inform site practices or routines. Through whole site conversations about events that have occurred we consider ways of approaching the challenge or concern and then trial the solution, providing on going opportunities for continuous improvement. Site inquiries also enable the staff team to critically reflect on aspects of our program/pedagogy and as a learning community improve our skills and knowledge to improve the learning outcomes/experiences for our children. Having all educators available for these conversations is crucial at Barmera and therefore funding is invested into educators being able to stay longer than the children for this to occur.

7.2 Ongoing site improvement is important to leadership at Barmera Kindergarten. We utilise student free days to focus on our self-assessment and planning cycles and how our improvement planning is supporting this. This includes utilising training and development opportunities that focus on our improvement priorities as well as NQS requirements. We use opportunities to engage in readings and research that is relevant to our cohort of children and our improvement planning processes.

Shaped by meaningful engagement:

7.2 We have been extremely fortunate over recent years to have a number of our Governing Council members stay on the council for a number of consecutive years which has given the members a great understanding of our site and in return given them greater confidence to have robust conversations as a group to influence discussions about the site. Governing Council actively supports the kindergarten in the decision-making process and acts as a sounding board for change in direction and programs. They are also instrumental in supporting purchasing of resources, site improvement, and professional development and staffing.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Barmera Kindergarten

Goal 1: To strengthen children’s ability to use drawing and mark making to represent their thinking.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators intentionally scaffold writing and drawing opportunities with children then we will strengthen children’s ability to represent their thinking through drawing and mark making.

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

Through analysis of formative assessment (pedagogical documentation):

We will see children engaged in learning experiences where they self-initiate drawing and mark making to represent their thinking.


We will see children’s drawing and mark making progress against the developmental stages.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Each Educator to implement intentional teaching strategies for teaching writing and drawing during play, including interactive and scaffolded writing experiences and modelling drawing.	1.1, 1.2, 4.2	Term 2 - ongoing	All staff will intentionally implement pedagogical practices introduced in 2022	2022 Practitioner inquiry Preschool literacy guidebook for Leaders & Educators. Literacy summit –draw, talk, write, share
Each Educator to intentionally plan learning experiences that will support the development of children’s fine motor skills and whole arm control.	1.2, 2.1, 3.2, 4.2	Ongoing	Teachers to incorporate these experiences into the program and all Educators to support in intentional supporting the learning.	Planning time to collaboratively plan experiences. ECW funding through improved outcomes for literacy and numeracy.
Through observations and assessment against identified criteria all educators will identify each learner’s ability to represent their thinking and determine next steps on an ongoing basis.	1.1, 1.3, 4.2	During Term 1	All teaching staffing will collate samples of children’s writing and mark making. Initially work samples will inform pedagogical documentation and intentional teaching.	Criteria as agreed in 2022.
All Educators will increase their capacity to strengthen children’s ability to use drawing and mark making to represent their thinking by having a focused PDP goal.	1.1, 1.3, 4.2	Term 1 and 2	All staff to incorporate a goal into their PDP.	2022 Practitioner inquiry Preschool literacy guidebook for Leaders & Educators Literacy summit –draw, talk, write, share

Goal 1: To strengthen children’s ability to use drawing and mark making to represent their thinking.

 **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			
Each Educator to implement intentional teaching strategies for teaching writing and drawing during play, including interactive and scaffolded writing experiences and modelling drawing.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Each Educator to intentionally plan learning experiences that will support the development of children’s fine motor skills and whole arm control.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Through observations and assessment against identified criteria all educators will identify each learner’s ability to represent their thinking and determine next steps on an ongoing basis.	Click or tap here to enter text.		Click or tap here to enter text.	
All Educators will increase their capacity to strengthen children’s ability to use drawing and mark making to represent their thinking by having a focused PDP goal.			Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To strengthen children’s ability to use drawing and mark making to represent their thinking.

 **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: Barmera Kindergarten

Goal 2: To strengthen children’s ability to use drawing and mark making to record their mathematical thinking.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we intentionally model ways of recording mathematical thinking when working with children, then we will strengthen children’s ability to use drawing and mark making to record their mathematical thinking.

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

Through analysis of formative assessment (pedagogical documentation):

We will see children engaged in learning experiences where they self-initiate drawing and mark making record their mathematical thinking.


We will see children’s drawing and mark making progress against the developmental stages.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Each Educator to implement intentional teaching strategies to develop children’s ability to record their mathematical thinking through drawing and mark making.	1.1, 1.2, 4.2	Term 2 – ongoing	All staff will intentionally implement pedagogical practices introduced in 2022 using a mathematical lens.	2022 Practitioner inquiry Preschool literacy guidebook for Leaders & Educators. Literacy summit –draw, talk, write, share
Each Educator to intentional plan learning experiences that will support the development of children’s fine motor skills and whole arm control.	1.2, 2.1, 3.2, 4.2	Ongoing	Teachers to incorporate these experiences into the program and all Educators to support in intentional supporting the learning.	Planning time to collaboratively plan experiences. ECW funding through improved outcomes for literacy and numeracy.
Through observations and assessment against identified criteria all educators will identify each learner’s ability to represent their mathematical thinking and determine next steps as part of the planning cycle	1.1, 1.3, 4.2	During Term 1	All teaching staffing will collate samples of children’s writing and mark making. Initially work samples will inform pedagogical documentation and intentional teaching.	Criteria as agreed in 2022
All Educators will increase their capacity to strengthen children’s ability to use drawing and mark making to represent their mathematical thinking by having a focused PDP goal.	1.1, 1.3, 4.2	Term 1 and 2	All staff to incorporate a goal into their PDP.	2022 Practitioner inquiry Preschool literacy guidebook for Leaders & Educators Literacy summit –draw, talk, write, share

Goal 2: To strengthen children’s ability to use drawing and mark making to record their mathematical thinking.

 **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			
Each Educator to implement intentional teaching strategies to develop children’s ability to record their mathematical thinking through drawing and mark making.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Each Educator to intentional plan learning experiences that will support the development of children’s fine motor skills and whole arm control.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Through observations and assessment against identified criteria all educators will identify each learner’s ability to represent their mathematical thinking and determine next steps as part of the planning cycle	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
All Educators will increase their capacity to strengthen children’s ability to use drawing and mark making to represent their mathematical thinking by having a focused PDP goal.				Click or tap here to enter text.

Goal 2: To strengthen children’s ability to use drawing and mark making to record their mathematical thinking.

 **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
QA1 Establish and implement improved documentation of planning cycle that highlight site priorities and pedagogical documentation.	1.1.3 1.1.3 4.2.1	Staff to use initial work samples and observations to develop focus groups. Once focus groups are established pedagogical documentation will highlight planning and learning experiences that have supported individual learners.	Start Term 1 once initial data is collated. Ongoing planning and reflection	Collaborative planning time on Fridays.	All educators
QA1 and 2 Support children to understand and communicate their feelings and emotions effectively to enable positive social interactions.	1.1.1 1.1.2 1.2.1 2.1.1	Purchase the Kimochi program and use the characters to explicitly teach the different feelings and big emotions that they experience. Use the different emoji's to support these feelings. Set up provocations that support this.	Ongoing	Kimochi characters (Cloud, Bug, Hugs, Cat) and emoji's (happy, sad, brave, proud etc.)	All educators
QA6 Improve parent and family engagement in the learning program.	6.1.1	Educators being present and visible when children arrive and depart – engaging in conversations and supporting separation where needed. Special kindy days where families are encouraged to stay and play. Encourage family input through Appessment (commenting on reflection, individual children's learning etc.) Involvement in the Governing Council	Ongoing	Use of Appessment as a tool to engage and share with families. Special occasions to engage families (Mothers Day etc)	All educators

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			
QA1 Establish and implement improved documentation of planning cycle that highlight site priorities and pedagogical documentation.			Click or tap here to enter text.	Click or tap here to enter text.
QA1 and 2 Support children to understand and communicate their feelings and emotions effectively to enable positive social interactions.		Click or tap here to enter text.		Click or tap here to enter text.
QA6 Improve parent and family engagement in the learning program.				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 Candice Clark
Date Tuesday, 31 January 2023

Signature:

Endorsed by governing council chairperson

Name Jackie Whitehead
Date Wednesday, 22 February 2023

Signature:

Endorsed by education director

Name Brenton Chapman
Date Tuesday, 31 January 2023

Signature:

