

Quality Improvement Plan for

Oakbank Kindergarten

2021

Service name

Oakbank Kindergarten

Service approval number

SE-00010739

Acknowledgement of Country

We acknowledge the Peramangk and 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.



Government
of South Australia

Department for Education

Context

Service Context

Oakbank Kindergarten is situated in the rural environment of the Adelaide Hills but has easy access to metropolitan Adelaide via the South Eastern freeway. Predominantly English speaking families reside in our local towns of Oakbank and Balhannah. Many families travel from outlying areas in the Hills district to access our service including Nairne, Mt. Barker, Lenswood, Lobethal and Woodside. Some families use Oakbank Kindergarten as their children attend Goodstart Early Learning Centre nearby. We collaborate with the educators there to walk the children between the two services each day. Oakbank Area School has increasing enrolments from outlying towns which enables families who choose to use Oakbank Kindergarten for their younger children a smooth transition to the Area school. We have developed a strong partnership with the school and have regular reciprocal visits each year.

Oakbank Kindergarten is a public kindergarten and operates within Department for Education strategic directions, human resources funding, policies and procedures. School holidays are set by the department. Oakbank Kindergarten is a part-time service and operates on Tuesdays, Wednesdays and alternate Thursdays to support our families that travel, to enhance learning opportunities for children and provide staff with one full day per fortnight for program planning, reflection and administration.

The number of enrolments to site capacity continues to provide further opportunities for improvement. In 2020 departmental Human Resources funding allowed for a Director and Early Childhood Worker to be employed at the site, until week 6 of term 3 where teaching funding was allocated. Playgroup opportunities have been limited due to COVID-19 but since easing of restrictions we have seen 30% increase in families attending. Our service continues to offer a diverse and exciting program that gives children a sense of discovery and wonder.

The beautiful natural playspace, both indoors and outdoors, lends itself to providing a range of learning experiences that challenge and inspire children. The service has had a strong commitment to children developing dispositions for learning through 'Visible Learning' staff development that educators have attended. All staff are trained or being trained in Marte Meo pedagogy, which is a strengths based approach. During the last two years we have developed closer community links with services and organisations to enhance the children's sense of 'being, belonging and becoming' in the Adelaide Hills. Oakbank Kindergarten is in the Department for Education's Heysen partnership which supports and empowers leaders and educators to improve service delivery collaboratively.

Context

Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab



We believe that the foundation and development of all learning is in the power of CONNECTION

Connection to People: family, peers, educators, community

Place: home, kindergarten, culture, country

Purpose: building identity, sense of self in Being

Powerful connections of trust builds CONFIDENCE in a sense of Becoming

A strengths based model of educator practise empowers this process in releasing and realising individual children's potential

With confidence comes COURAGE

Courage to grow, stretch and become their potential self through taking risk in their learning

The COURAGE and CONFIDENCE developed in CONNECTIONS is always from a COMMUNITY mindset of Belonging

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



Quality Area 1: Educational Program and Practice

1. Practice is embedded in service operations

A planning cycle for children's learning and assessment is reviewed and updated in Term 1 of each year. An Individual Learning Plan (ILP) is developed for each child and they are programmed for specifically each term within the planning cycle. Their progress is accounted for through an outcomes, indicators and dispositions review twice a year. Each child's agency is supported and learning is scaffolded through intentional teaching and emergent curriculum. Educators use questioning to build on children's current knowledge and challenge their thinking. Our 'Lead Learner' program enables one child each day to take responsibility for certain routines and decision making. Children's discoveries and self initiated projects are highlighted in the 'Big Book of Learning'. Educator ratios allow for one on one support when required. 'Growth mindset' (Carol Dweck) is introduced to children from Term 1 onwards and educators share the 'language of learning' which encourages children to persist, learn from mistakes, keep practising and support peers. Children are supported to manage their emotional regulation through explicit teaching of the 'Keeping Safe' program. Children are valued as competent learners that lead the way. Children that require support in areas of development are identified through observation and parent communication and needs are promptly followed up through providing extra support time, working with relevant agencies and accessing resources and information.

2. Practice is informed by critical reflection.

Reflection is embedded in our routine - a daily reflection page, recording of emergent curriculum and possible lines of development and an overview of curriculum delivery and meeting QIP goals at staff meetings. Lengthy discussions occur at the end of each day on how to support each child's individual needs. Strategies are considered and implemented, evaluated and modified if required. Educator's skills and interests are utilised for building on strategies. Daily observations, learning stories and a checklist that views a child's development against the EYLF outcomes, literacy and numeracy indicators and dispositions support reflection. These also inform allocation of resources e.g. small group work and support time. Our Early Childhood Leader and Education Director assist the director to reflect on their leadership of the curriculum throughout the year.

3. Practice is shaped by meaningful engagement with families and/or the community

Parents complete an information sheet on their children's interests, dispositions and hopes for their child's learning when they enrol and this is used to inform the child's ILP and support family involvement. Important information shared on a daily basis that may impact on a child's learning is recorded and shared with relevant educators. Parents are informed daily about the program through texts, emails, phone calls, facebook and Storypark. A family photo board is developed at the beginning of each year for the children's referral. Parents are recognised as the child's prime educator and are consistently approached by educators for information and feedback. If a child is not engaged follow up information from the family can support identifying the cause. Strategies are developed to work collaboratively e.g. using a common language - 'safe hands' and providing visuals and social stories for use at home. Curriculum initiatives are reported to the Governing Council twice per term and in the newsletter. Many families view the 'Big book of Learning' and give positive feedback on the content. Wall displays also highlight children's achievements and family involvement. Parent feedback is encouraged and sought to share information on children's learning and to build collaboratively on the ILP. Learning Journals are sent home with a feedback form on children's learning annually. A Statement of Learning including the child's perspective is completed at the end of the year for families and the school the child will transition to.

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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 2: Children's Health and Safety

1. Practice is embedded in service operations

All staff have current first aid, asthma and anaphylactic training. Everyone, including relief educators, are made aware of children's health conditions. All medication and health plans are systematically monitored to ensure they are kept up to date. For children that have allergies risk minimisation plans are established with parents. Audits of first aid kits are completed 6 monthly and First Aid records are completed and signed by parents. Parents are notified immediately by phone if serious injury occurs and educators inform the Department for Education and the Regulatory Authority through the IRMS electronic system. Educators ensure personal hygiene and safety precautions are practised throughout the day through explicit teaching and visuals. Safety inspections are conducted daily at the start of each day. The kindergarten has a large and beautiful garden which includes a vegetable patch, fruit trees and strawberry beds. The children are involved in planting, harvesting, and preparing the food to eat to build on their understanding of good nutrition and sustainability. Walks within the local community support children's physical development and learning. In 2019 we began a local 'Bush Kindergarten' program. Short walks occur before and after kindergarten for the children who attend Goodstart Early Learning Oakbank. Children and staff wear high visibility vests, use the new pedestrian crossing built in 2020 and adhere to the 'Walking Children to Childcare' Policy. The kindergarten is situated beside the Community Playground which educators use to challenge the children's physical skills. In 2021 stage one of the development of the unused grass area adjacent to the community playground will be initiated by children helping to plant local indigenous vegetation. Each year the kindergarten aims to hold an obstacle course fundraiser and organises a 5 week dance program. These both further support physical development, balance and coordination.

2. Practice is informed by critical reflection.

At the beginning of each year routines are assessed to meet individual needs. The relaxation routine is often a new one for children so this has been adapted over the last two years to ensure children feel safe and at ease. Relaxation experiences are linked to children's interests, requests and daily needs. Invacuation/Evacuation and Bushfire drills are practised each term, evaluated and procedures updated. WHS issues are on all staff meeting agendas. Supervision is reflected upon daily and sometimes necessitates areas being closed off due to our large space with only two educators. An accident checklist is considered for patterns and children who are prone to injury that may require support.

3. Practice is shaped by meaningful engagement with families and/or the community

Families provide food for their child to eat across the day and the Nutrition policy is available to all parents on our website or policy folder onsite. Cooking is a valuable learning tool where healthy choices are promoted and acknowledged. A new weber bbq was donated by a family in 2020 and has been used for children's learning and family social events. The sites Emergency Plan is updated annually and reviewed by DfE. The local CFS has been consulted on developing Bushfire procedures. The Mount Barker Dental unit usually visits annually for a talk and 'lift the lip checkup' for children. Parents are regularly informed about delivery of the 'Keeping Safe' program through letters the sequence of themes and content of a sensitive nature. In 2020 the Governing Council continued negotiations with the Department of Transport and Infrastructure to install a crossing to ensure children and educators safety when walking between the Kindergarten and Oakbank Goodstart, which was successful in works being actioned. Further consultation by the local community is being sought for a reduction in the speed zoning to 50km/h which will enable increased safety improvements such as an emu crossing.

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Quality Area 3: Physical Environment

1. Practice is embedded in service operations

Educators utilise the historic building and large natural outdoor learning environment to provide a range of experiences for children to develop dispositions and skills for lifelong learning. Connection with nature and sustainability are promoted throughout the physical space. Risk and benefit assessments are made with the children for the range of experiences provided and they also assist in safety responsibilities such as blow vac autumn leaves off the platform area. The outdoor environment offers vegetable gardens, a mud kitchen, play platforms and garden beds, that the children develop and care for. There is space for solitary, small group and large group play. The children assist to design obstacle courses and create their own structures with a variety of large loose parts. The community playground next door is accessed regularly to offer children extension experiences to develop upper body strength. The inside environment is very spacious and children have access to multiple resources to choose from and often set the learning opportunities themselves. Adjuncts for craft are predominantly recycled materials. We ensure paper towels are placed in green waste and small pieces of paper are separated and contained for effective recycling.

2. Practice is informed by critical reflection

Educators reflect on the resources that would add value to our ethos and promote appreciation of nature and sustainability. In 2018 a range of natural resources were sought. Few plastic items are purchased now but we incorporate natural and man made items and do not eliminate plastic items until worn out or if they are not promoting the development of curiosity and thinking skills. Experiences are set with children's assistance e.g. story tables to ensure they have ownership and their thoughts and ideas are valued. Reflection on how we could expand our recycling efforts has led to children distributing sorted materials to the large bins and recycling soft plastics which includes yoghurt pouches and taking them to Redcycle bins at Woolworths. A Nikki Buchan workshop that all educators attended made us consider children experimenting with equipment e.g. walking up the slippery dip and we now consult when children use equipment experimentally, assess the risks, and if considered safe allow them to go ahead.

3. Practice is shaped by meaningful engagement with families and/or the community

Families are very supportive in keeping the learning environment safe and clean and from 2018 have been invited to help at the end of the week and at the end of term. This assists educators to concentrate on their core role - providing the educational program. Governing Council has utilised the Dept for Education site stimulus grant in 2020 with a concerted effort in improving the site for the current children utilising the service. This includes the installation of reverse cycle air conditioning, hard roof cover over the external pergola, outdoor blinds, new carpet and 4 more hard wired smoke alarms. Governing Council has supported educators to provide a safe exploratory and sensory environment by eliminating all toxic plants in the environment. The Adelaide Hills Council assisted us in the process. In 2018 / 19 children have been enthused about recycling initiatives and families have commented on them applying their knowledge at home. Recycling tips are placed in the newsletter to support families to work with their children to be sustainable at home. A parent negotiated with the local Balhannah salvage yard who have provided us with a purple bin as a fundraiser in collecting 10 cent plastic cans and bottles. Every year the Environmental Officer from the Adelaide Hills Council organises planting trees and shrubs with the children. Educators have requested an emphasis on native plants.

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

1. Practice is embedded in service operations

Our small staff team works collaboratively and enthusiastically to ensure children's learning, development, and wellbeing are at the core of everything we do. They affirm, support, learn from and challenge each other, to build on understandings. Duties are shared according to skills, knowledge, interests and experience to ensure optimum management that supports educators wellbeing, centre hygiene and reflective and inclusive practices. A pool of regular relief educators is sourced to ensure continuity and familiarity for children, families and other educators. All relief workers and volunteers are introduced to the service through an induction process supported by a regularly updated induction folder linked with relevant documents. A pamphlet given to them for reference highlights key components of our practice e.g. daily routine. A Support Worker is employed to work with children with special rights. Site educators and specialist professionals e.g. speech pathologists mentor and assist the Support Worker to deliver a specific program for that child. Each year we have a planning day to establish our QIP and communication strategies to ensure that all educators feel supported and confident to express their thoughts, ideas and concerns. Positive feedback is a key to us acknowledging each others strengths and commitment to the service and occurs every day. Performance development reviews, conducted twice yearly with contracted staff, are linked to the QIP and professional standards and support further learning and guide professional development possibilities. Utilising individuals strengths interests and skills, ensures a very rich program.

2. Practice is informed by critical reflection:

Suitability of educators as relief workers is considered by the staff team according to their ability to build relationships with children, communicate with families and support our program with ideas linked to the emergent curriculum. Reflection as a team on how educators can support the Director, who is also the full time teacher, and manage the significant workload for all has inspired educators willingly take on new responsibilities e.g. our lunch care worker now takes responsibility for the relaxation program as she has many ideas and resources that support this. It has been necessary to streamline the induction process for relief educators and volunteers to ensure they are not overwhelmed by information that is not immediately required but are provided with links for follow up. Relief educators program ideas and contributions are reflected upon and are often included within the program on an ongoing basis. This is how we learnt to make movies.

3. Practice is shaped by meaningful engagement with families and/or the community

Parents are informed prior to the day via text of relief staff being at the site and who will be away. This enables them to share the information with their child if they have a close connection with the absent educator. Governing Council and families also give feedback on children's excitement at interacting with new educators which gives opportunity to consider which educators should be sought out for relief. Our local educator community - the Heysen Partnership has worked collaboratively together since 2017 on a Visible Learning Program which has influenced our ability to support children to develop learning dispositions. Many ideas and resources shared has built on practice across the region. This is where we found out about the 'Lead Learner' routine which is now an integral part of our daily routine.

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

1. Practice is embedded in service operations

Children and parents are listened to, valued and respected as they share information with us. A friendly, safe, and welcoming atmosphere is evident as we work together to build relationships. Families from the community are invited to join us to view the program when inquiries are made. To transition into kindergarten families attend a Parent Information session where our curriculum is explained. In Term 4 children attend for three transition visits to support relationships with educators and familiarity with routines. This gives the current children the opportunity to be mentors and lead the way. Strategies to support children to settle into kindergarten are individualised according to needs. An educator who has developed a strong relationship with an anxious child will help them farewell their parent/caregiver. Agreed actions between parents and educators ensures continuity. Staff plan the environment to maximise engaging with children - talking, listening, scaffolding learning and supporting children to work together. Children's relationships are supported by staff through observations and encouragement. When children have concerns or issues educators assist them to resolve their problems. Children are explicitly taught how to manage difficult behaviours and resolve conflict through puppet role plays and the key concepts of the 'Keeping Safe' program are taught explicitly all year and are embedded in the program through visuals and experiences. Each child's needs are discussed with parents regularly and provision is always made to support children sensitively e.g. if they are not toilet trained. Our support of children's learning is linked to the theories of Maria Montessori, Jean Piaget and Lev Vygotsky.

2. Practice is informed by critical reflection

Reflection on the signing in process has brought about change. It was noted at the beginning of 2018 that some families were stressed by their child's inability to write their name. Now we adapt signing in to the children's capabilities to ensure a sense of achievement. In Term 1 children place a photo model of themselves in the 'Here' basket. In Term 2 they will trace their name and progressively we lead up to writing names to sign in. Challenging behaviours are considered during the session and accommodated e.g. taking a child to a quiet place with one on one support. At reflection time supportive strategies are considered, implemented, evaluated and adjusted. In 2018 an observation book detailed this information for six children within a Learning Design and Reflective Practice project. Video evidence of behaviours was analysed to determine support strategies and educator communication. In 2019 we assessed ourselves against the Active Learning Environment Scale of the Respect, Reflect, Relate assessment tool and reflected on the scoring. Whilst high in most domains, all three educators considered they need to improve in questioning of children to enhance learning opportunities, and this is included in the 2020 QIP. Reflection on our transition program in 2020 will see us change from 3 two hour morning sessions within the kindergarten session time, to 1 introductory two hour plus 2 full morning sessions on the fortnightly staff admin day in 2021 to enable children to experience all routines in a more effective connecting time with peers and educators.

3. Practice is shaped by meaningful engagement with families and/or the community

Strong links have been established with our local school, Oakbank Area School. Information is disseminated across the two sites to promote our services and transition to school processes that support children according to individual needs. Challenging behaviours are shared with families to enable educator understanding of any issues that might be impacting on them. Parent Interviews with families have enhanced the depth of information sharing and the opportunity to develop consistent strategies across kindergarten/home. Educators explain the language used at kindergarten e.g. 'safe hands'. Successful strategies are shared with Goodstart Early Learning for common children and Reception teachers during the transition to school process. Many visitors to the kindergarten comment on the sense of 'calm' and the ability of the children to take responsibility for welcoming new children and supporting them.

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

1. Practice is embedded in service operations

Parents are warmly welcomed to the Centre by educators from the time of their initial inquiry. A family meeting is organised for new families prior to transition visits, to facilitate information sharing and getting to know other families who they will connect with the following year. During the arrival time each day all parents engage in conversation and updates with educators. Families who do not attend the site are contacted regularly through email, text etc. During Term 1 of each year we organise a family evening to welcome everyone and share our curriculum when possible. This is particularly valuable for families that can not attend frequently and is timetabled to fit in with Child Care pick up time. A 'family' collaborative piece of art work is worked on to be displayed, and the community can then reflect on connections over the years e.g. 2018- handprinted aboriginal flag, 2019 - Mandala. Parents and family members are invited to attend numerous events throughout the year including attending excursions, local walks to community events, fundraising e.g. obstaclethon, 'Kindergarten Disco', End of Year family celebration and Graduation Ceremony. Covid-19 impacted most of these in 2020 but family support and connection was targeted and intentional. Goodstart Early Learning Oakbank is our local child care centre. There is strong collaboration between the two sites and we connect on a daily basis as the children are transferred between venues. With written parental permission, leaders from both sites share strategies to support children's emotional well-being and regulation. The aim is to provide a consistent approach across both sites to support improved learning outcomes for children and to provide safe environments. Transition to Oakbank Area School processes have been built upon since 2018 by having two way visits throughout the year. This familiarises all of our children with school routines and the classroom environment. It gives educators an opportunity to share Early Childhood pedagogy and curriculum celebrations e.g. Book Week, Kesab workshops, CFS visits, nature play workshop etc. Children who will attend the school begin to develop relationships with their future classmates and teachers. Children and families are supported by referral and service from Department for Education Speech Pathologists, Psychologists and Special Educators who provide assessment and individual programs for children to use with educators and families. The kindergarten educators collaborate with the Adelaide Hills Council to organise an annual planting event for families and children. The Bunnings community co-ordinator either visits, or as in 2020 sent resources, bi-annually to make Mothers/Fathers day presents with the children. The co-ordinator also allocated our site for a bunnings sausage sizzle fundraiser and donated 16 sets of rubber boots for our children to use in the mud kitchen area or our bush kindy visits in winter.

2. Practice is informed by critical reflection

Reflection at the beginning of 2018 highlighted the need to make more opportunities available for parent involvement and this was included in the 2018 QIP. The key to greater involvement was personal approach linked to professions, skills and interests e.g. a child's parent who is a Dr. visited and gave a talk on 'keeping our bodies safe', we visited a family's local pizza shop for an end of term lunch. In 2019 we developed 2 facebook pages to increase feedback to families. Based on our reflection at our planning day 2018, we set in motion linking with more community services e.g. bowling club, Emmetts, Olive branch Cafe, Oakbank Hotel for visits. In 2020 a Vet father brought in his vet nurse and 2 dogs for a dog safety talk and even demonstrated an ultrasound. We also initiated home visits with Easter Craft bags and started using the Storypark app as an online portal for families during the home learning period.

3. Practice is shaped by meaningful engagement with families and/or the community

The Annual 2018 Parent survey indicated not much community information was available for families at the centre. The Governing Council decided to set up a local information board which is updated regularly. Community events and agency information are forwarded in newsletters, emails, and on our Facebook page. CAFHs and the Mt. Barker dental unit complete health checks here when possible. Families are referred to agencies - government and community, on a needs basis and community health specialists are welcomed to work at our site which is convenient for families.

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

1. Practice is embedded in service operations

All practices, polices and priorities of the kindergarten are influenced by the Centre Philosophy which is reviewed annually, has input from families, is displayed in the foyer and on our website. This was made more succinct in 2020. Parents are elected to the governing council at the AGM where roles and responsibilities are explained. A welcome letter outlines governance information that can be accessed on the Department for Education website. Governing Council meetings are held twice a term at a time and cover progress on the Quality Improvement Plan, curriculum issues, financial management and parent involvement in the service. The site uses IT systems developed by the Department for Education that are password protected for HR matters, finance and budgeting, children's enrolments and attendance and for reporting incidents. Incidents and complaints are reported to ACEQA via DfE IRMS. Children's confidential records are kept in the office in a locked filing cabinet. Support for management of the service is available from department consultants e.g. emergency, HR, WHS and at the more local level from the Adelaide Hills Partnership Office. The kindergarten has a range of policies and procedures that are reviewed on a scheduled basis. Policies are sent either via email, or given in hard copy, seeking feedback from parents. Reviewed policies are presented to Governing Council members for ratification. The policies and procedures are available for parents to read in the entrance area of the kindergarten. Some policies, the kindergarten's Annual Report, Quality Improvement Plan and Grievance procedure are available on the kindergarten website. There is a comprehensive induction procedure that is implemented for new educators. Performance Development Reviews for contracted staff are held and documented twice a year and are used to plan professional development and identify opportunities for leadership roles.

2. Practice is informed by critical reflection

Reflection at our annual planning day provides the impetus for the development of the QIP. Educators celebrate their achievements but also consider problems of practise. In 2019 it was decided to aim to participate in staff development opportunities as a team to learn together and reflect on possible new initiatives. Webinars have been great for provoking different perspectives and being able to 'pause' for discussion. The program is reflected on daily and recorded. Policies are reflected upon through a bi-annual review process but sometimes earlier if changes are deemed to be needed. A QIP cycle of planning and the Planning Cycle for learning and assessment are reviewed at the beginning of each year and are expanded on to encompass all that we do and include new initiatives. Governing Council and educators reflections on low capping of enrolments highlighted a need to make our service more visible in the community. In 2019 we introduced Playgroup and Occassional Care with many positive outcomes e.g. more familiarity with the program for children prior to starting kindergarten and support to families with issues e.g. managing toileting, separation anxiety etc.

3. Practice is shaped by meaningful engagement with families and/or the community

In 2018 (and now yearly followed) it was decided to gather more information from families about service delivery through a philosophy questionnaire. Leaves were sent home with the children for families to write on one most important value they wanted instilled in our operation and the children coloured them in. These are displayed all year on our philosophy tree. Governing Council has strongly supported communication improvements through approval to purchase a mobile phone and television which can be used for slideshows to highlight the curriculum for parents. Advertising our three services on the Mt. Barker Mums Facebook group and promoting ourselves locally has built on connections. Achievements, initiatives and our QIP are shared in our Partnership and Directors at other sites have appreciated us sharing proformas that we have developed. Positive feedback from families are reaffirming and are recorded and shared with Governing Council.

Learning Improvement Plan

To strengthen children's oral language development, deepening their level of communication

Goal 1: and connection with others



Challenge of practice:

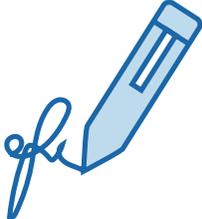
If we provide a consistent, strategic approach in supporting each child's confidence, we will enhance their level of collaboration, deepening their level of communication and connections.

Actions	NQS links	Timeline	Resources	Responsibility
Unpack and identify a common understanding of "a consistent and strategic approach" and provide regular intentional teaching moments.	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.2, 1.3.1, 1.3.2, 1.3.3 4.1.1, 4.2.1, 4.2.2 5.1.1, 5.2.1, 6.1.2	Term 1	Orbis literacy T&D Preschool literacy handbook & guidebook EYLF	Director and Staff team
Activate each child's voice in supporting their emergent learning	1.1.3, 1.2.3, 1.3.1, 1.3.2 5.1.1, 5.2.1 6.2.2, 6.2.3	Term 1 - 4	External expertise : Marte Meo T+ D, Elise Coulthard Wondering wall (child initiated) Video	Director and Staff team
Develop a growth mindset approach for each child to see themselves as a visible learner	1.1.2, 4.2.1, 4.2.2 5.2.1, 5.2.2 6.1.3	Term 1	Visible learning processes Brain Hand Model (self regulation tool)	Director and Staff Team
Model language and encourage oral expression in a variety of contexts	1.1.1, 1.2.1, 1.2.3, 1.3.3, 3.2.1, 3.2.2, 6.2.3	Term 1 - 4	Literacy Guidebook RRR level of engagement Budget resources	Director and Staff team
Success criteria	1. Every child has increased literacy skills as evidenced by pedagogical practices and data 2. All the children have strong connections and developed their communication skills 3. Each child is more independent and confident with a growth mindset approach to their learning			

National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Responsibility
Building further upon Numeracy skills and abilities	1.1.2, 1.1.3 1.2.1, 1.2.2 1.3.1, 1.3.2, 1.3.3 4.2.1, 4.2.2	Individual Learning Plans Video critical reflection analysis Staff Obs / photo evidence/ concept checklist	Term 1 -4	Numeracy Guidebook, Numeracy Indicators EYLF	Director Educators
		Boxall profiles	Term1 and 4	Boxall Profile	Educator team
		Staff T&D	Term 2 -3	Budget PMA	Educators
Increasing parent voice input within our community	2.1.3 6.1.1. 6.1.2, 6.2.3 7.1.1, 7.1.3	GC action Fundraiser	Term 2	GC Parent survey Recipe book	GC
		Source recipes and collate / print / sales strategy	Tem 3 -4	RES Budget Plan	Committee
To improve external and internal environmental learning areas	2.1.1, 2.1.3 3.1.1, 3.2.1, 3.2.2, 3.2.3	Consultation with NRM, parents and community	Term 2	External resources AHC, NRM	Director
		Grants to update irrigation system, purchase of resources incl plants	Term 2	RES financial tool Grants AHC	Director
		Aboriginal perspectives within curriculum program	Term 2	Aboriginal Resources	Educators. aboriginal artist Ros Cameron

Approvals



Approved by director/principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date