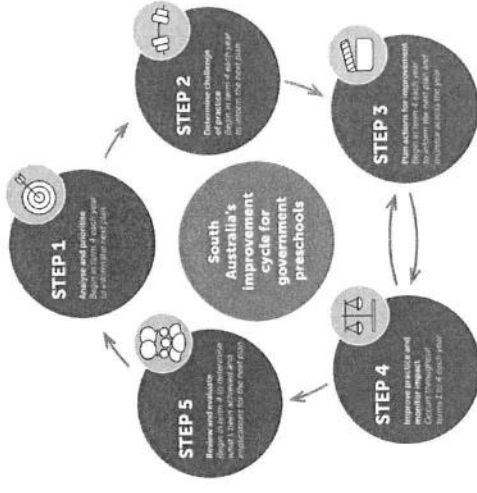


2023

# Quality Improvement Plan for Mitcham Preschool

Site number:

4682



**Service name**

Mitcham Preschool Centre

**Service address**

150 Belair Rd, Hawthorn, 5062

**Service approval number**

SE-00010641

**Acknowledgment of Country**

We acknowledge the Kurna 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

Mitcham Preschool is in a Heritage listed building that dates back to 1880's. It was officially opened as a Preschool in 1956. The preschool is operated by the Department for Education and owned by the City of Mitcham.

The centre has a physical capacity of 88 children. It is currently staffed allowing enrolments to 77 children. 39% of children attended both Mitcham Preschool and Hawthorn Child Care Centre, which is walking distance from the preschool - Families are from a range of backgrounds, including 2 parent homes and single parent families. Most families had 2 parents working, with at least 1 parent working full time. There are several cultures represented at the kindergarten including Aboriginal, Sri Lankan, Greek, Italian, Indian, Chinese, New Zealand, Nepalese, South African and Pakistani.

The staff team consists of 1 full time director, 1 full time teacher, 0.5 teacher (universal access), 1 full time Early Childhood worker, and a 0.5 Early Childhood Worker. All staff with the exception of the universal access teacher, are permanent employees.

Mitcham Preschool is a busy centre and offers 10 sessions of preschool each week. Therefore, we do not have the capacity to offer additional programs such as playgroup.

There are 2 improvement goals

- Literacy goal – To strengthen children's literacy through phonological awareness and representing their world symbolically.
  - The priority is to build on our rich phonological program by embedding a music and movement strategy.
- Numeracy goal – To strengthen children's knowledge and confidence to use data to predict events, investigate and problem solve.
  - The priority is to use our rich number sense program, to build children's skills in representing their thinking around data

A number of processes were used to identify the goals for 2023

- We used the "Preschool Quality Improvement planning" document, including the preschool quality improvement planning cycle, to guide our processes of review and planning
- We reviewed the data from children's assessment, in areas of literacy and numeracy and against the 2022 priorities.
- Overall, children had made very good progress in phonological awareness and number sense
- From this data, it was determined that we would use the Music Education Strategy (MES) to continue to build our phonological awareness program.
- From this data, we wanted to build children's skills in data, using their growing number sense.
- We also completed the "self-assessment tool for centre-based care" to review all areas of the NQS
- We used feedback from the Parent Opinion Survey to guide our decisions.

## Statement of Philosophy

At Mitcham Preschool Centre we strive to provide excellence in preschool education – providing an innovative and challenging environment which fosters a desire to learn and which nurtures each child to their full potential.

- As skilled, professional educators, we aim to foster each child's love of learning, through creating an environment where they can laugh, play and enjoy being children.
- Our role is to provide a happy, safe, relaxed and enriching environment which challenges and stimulates each child's skills and abilities, extending their interests and facilitating wellbeing.
- Our educators acknowledge the importance of learning through play. Children develop social, emotional, cognitive, physical and creative skills through engaging in a play based curriculum.
- We are committed to building and maintaining positive, respectful relationships; between educators and children, children and children, families and families, educators and families, educators and educators
- The diverse needs of our community are reflected in our inclusive practices. We respect what each child brings to the Centre; values, beliefs and culture.
- We promote respect, unity and understanding, building connections and embedding 1<sup>st</sup> Nations perspectives into the curriculum, environment and centre values.
- Our curriculum is based on the Early Years Learning Framework which underpins our reflective practices and our commitment to continuous improvement.
- We value enquiry based learning as a way of broadening children's perspectives to facilitate deeper understanding.
- We provide opportunities for intellectual stretch and promote the development of growth mindsets, by inspiring children to accept challenges, take risks, persist in a safe, encouraging and nurturing environment
- Educators and children work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices. These practices are embedded in daily routines and procedures at the Preschool.
- Educators encourage children to be independent, resilient, self-directed learners who develop positive interpersonal relationships, and acquire the skills and competencies that prepare them to be lifelong learners and active members of the community

## 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.
- Educators work collaboratively and consistently to deliver an educational program that is interesting, inspiring and engaging
- Our Planning includes a term focus (for each term) with a focus on Inquiry based learning as a way of broadening children's perspective and to facilitate deeper learning
- Weekly Program includes links to inquiry focus / question, EYLF, Literacy & Numeracy indicators, Targeted skills / learners, small group and large group experiences
- Educators use a range of strategies to support children's learning eg 1:1 support, modelling, scaffolding, intentional teaching
- Each week educators critically reflect on and analyse the previous week, children's engagement / interest and how to extend on the learning
- Provide multiple opportunities for intellectual stretch and growth mindsets, through challenge tasks, focus on persistence and hard work.
- Share information on curriculum, child development, growth mindsets, intellectual stretch, literacy, numeracy, fine motor development etc, with families via newsletters and handouts providing ideas to support their child.

Educators make learning visible - literacy / numeracy wall; pedagogical documentation of children's learning; children's work folders readily accessible

STEM is embedded in the curriculum. We have a STEM centre / area, where science, technology, engineering is explored. We include a STEM challenge, based on the focus area such as measurement. Children are encouraged to experiment and explore, then record their answer on the sheet. Each Monday, we find out the answer to the STEM question

Strategic questioning is incorporated into all areas of the curriculum

We have a dedicated numeracy table. Each week we focus on an area of numeracy / maths such as number, subitising, shape, sorting and patterns.

In 2022, Bookmaking was a major curriculum focus to build children's literacy skills as well developing children's identities as writers and illustrators. Bookmaking is now embedded within the curriculum

## 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.

The nutrition policy follows DFE "Right Bite Strategy" with a focus on "Healthy eating supports children's learning, health and well being".

Our nutrition policy reflects a strong commitment to promoting healthy eating whilst at preschool. This is to ensure maximum learning can occur whilst children are at preschool.

Number of policies in place to ensure children's health and safety such as "Allergy Aware" (NO nut policy); "Administration of Health Care Plans"; "Skin Protection Policy"; Child Protection Curriculum - is implemented in term 2 of each term "All about me and people in my world, underpinned by the Child Protection Curriculum". Safety and Risk Management Plans and Health Support Agreements are in place for each child with health needs

There are multiple opportunities for gross and fine motor development including our "Funtastics" motor coordination program run in terms 2,3,4

With high enrolment numbers, educator to child ratio's are monitored on day to day running of centre, on excursions and walks in local areas.

Policies, practices are embedded in the service operations.

Critical reflection occurs during curriculum planning meetings, governing council meetings, PLC's, staff PDR's and spontaneous conversations

## 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.

The outdoor area was upgraded in term 2, 2018. Following an extensive review with parents, children, educators and Governing Council, the entire outdoor area was redeveloped. It now includes a nature play area, lawn for ball games, stage for dramatic play, soft fall area for climbing experiences, large sandpit for sensory / dramatic play / gross motor skills / social development.

We reflect continually through our planning meetings on the environment and outdoor learning opportunities

The outdoor area was designed to provide access for all children, including those with physical needs

Equipment is well maintained, new resources purchased as required > We have improved our resources for outdoor play, to include loose parts. The resources are multi purposed and are readily accessible and visible.

We have observed the engagement and play of children in the indoor environment and have made changes to include "small spaces" for quiet, intimate play opportunities.

We have a strong commitment to sustainable practices. We continuously reflect on our program and look for opportunities to build children's skills and knowledge in sustainability and the in pact they can have on the environment. For example, we have very limited plastic waste from snack / lunch boxes as children bring food in nude food containers / take their soft plastic home. We involve organisations such as Sea Shepherd, in our program to support children's knowledge in the fostering of sustainable practices

in term 1, 2021 we were temporarily relocated to Mitcham Primary school whilst major work was completed on the preschool building. During this time, white ants attacked many of the "nature play" areas, destroying some equipment. This equipment has been removed and in 2022, we had planned to replace it / upgrade areas of the outdoor play space. However, not all projects have been completed. This will be a continuing focus for 2023

# 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.

We have a commitment to professional collaboration through our work with Early Childhood Leader and other preschools

We have a commitment to professional learning through our professional learning community. The staff meet each week in our PLC to learn with each other, from each other.

Through the PLC, educators will also share their learning from professional development, with the team.

We critically reflect on our professional learning, to ensure it aligns with the QIP goals and make changes when required to ensure continuous improvement.

All educators demonstrate a consistent approach to the implementation of the curriculum. We work collaboratively as a team, to plan and implement our curriculum. Staff are committed to the continuity of learning for children. This occurs through our small group work with children. Each term, children are placed in a group with 9 - 12 children and an educator. The children remain in that group with the same educator for the term to allow continuity of teaching and learning. The following term, children are placed with different children and educator to broaden friendships / social skills and to experience a different teaching style.

Staff are placed in teams to manage the child: educator ratio. Two educators will supervise outside and two will supervise inside. When there is a larger number of children outside, an ECW (from inside team) will work outside

rosters have been developed each year for inside / outside supervision; lunch supervision; taking group times

Regular Relief staff are used when centre staff are absent. This ensures continuity of learning, routines are managed, familiarity for children.

Staff are encouraged to include their skills and special interests with in the team and curriculum

## 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 are given the opportunity to become familiar with the centre, staff and daily routines through transition visits, in November prior to commencing preschool in January

We obtain information about each child, via a parent survey, which is distributed at the time of enrolment. This provides information prior to starting preschool. This assists educators in gaining some insight into each child's interests / skills needs and planning for their commencement into preschool

We provide a wide range of experiences and learning opportunities, that support individual children's learning style, interest and skill levels.

We assess children in terms 1 in literacy, numeracy and fine motor development. This provides data on each child's skill levels in these areas and assists in our planning to extend / support their development We reassess in term 3, to cover literacy, numeracy, fine motor, gross motor, sensory skills etc. After term 1 and 3 assessing, we develop an Individual Learning Plan for each child .

In terms 1 and 3, the parents have the opportunity to have interview with an educator (who assessed their child). Data is shared from the assessing, ideas for support / extension at home is provided, parents also share information

the data also informs the curriculum / planning for individual and groups of children. On going observations of each child are carried out.

Staff are accessible at drop off and pick up times, to greet children and parents. Information can be shared at these times.

We have a strong commitment to supporting children in developing growth mindset, resilience, persistence through challenge tasks, acknowledging their hard work and commitment to the task

Educators are consistently attuned to and respond to children's needs and interests.

In 2021, we reviewed our transition visit format. Rather than have transition visits running within our preschool program, we now have dedicated times for the visits. As we have preschool sessions across the week, there are no "spare" sessions to run the transition visits. The preschool children went out on a full day excursion and during this time, the transition children with an adult visited. Extra staffing was allocated to maintain teacher to child ratios on the excursion.

the transition visits -We found the process extremely beneficial for both the current preschool children and the children and families of 2023. Staff had more time to spend with the visiting children and families; we had time to talk and answer families queries; the visits were in smaller groups; the visiting children were not competing with the current older children for turns on equipment; it was calm and quiet. For the current preschool children, it meant there has not been the constant interruption across the term, with children and families visiting.



## 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.

We have a strong commitment to building a sense of community within the preschool. This occurs through our family picnic in term 1, family involvement with wheels day in term 1, special person's days in term 2, family nights in terms 3 and 4.

Parents are encouraged to be involved in their child's learning through sharing of information via the parent survey, at interviews, spontaneous conversations, assist on excursions and special events, at Funtastics (motor coordination program) or sharing their skills and talents  
 Parents are encouraged to contribute to their child's individual learning plans, adding their ideas for learning goals > Families are supported in their parenting role through providing information in newsletters, conversations, interviews. This will include ideas to support their child's literacy / numeracy / fine motor development / behaviour / sensory development etc.

Parents participate in the decision making processes in the running of the preschool, through their involvement in the Governing Council  
 Staff are available to support parents in their role. Staff greet parents and children each day and are available for conversations and support as required > The preschool engages with the community such as the Mitcham Library, The Nature Education Centre and a range of people for incursions, to enhance the learning opportunities for children

All educators respond confidently to the needs and inquiries of parents. Where an educator is unsure of information for a parent, they will seek the support of the director

We have distributed a "Group Placement Survey" to 2021 and 2022 families to review our current system of group placement. This has evolved through not being able to meet the needs of families who wish to be placed in the blue group (the smaller of our 2 groups). It has lead staff to review the options of how we run the 2 separate groups (days & times). In consultation with the 2021 Governing Council, it was decided to gain feedback from both 2021 and 2022 families. This will allow us to make an informed decision, in consultation with the 2022 governing Council, to either continue with current system or make changes, based on feedback and needs of families. The process of consultation commenced in term 3. Survey was distributed to 2021 families in term 4. The same survey will be distributed to 2022 families in mid-term 1, 2022. Consultation will commence with Governing Council in term 1, 2022.

The survey was distributed to 77 families in term 2, 2022. The majority of responses from families, indicated they were satisfied with the current system of group placement and the days groups operated. The Governing Council and staff decided that the current system of group placement would continue.

## 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 centre philosophy underpins the running of the preschool, including engagement with families, curriculum planning, relationships with children. The statement of philosophy is reviewed annually or as required, with educators and Governing Council
- Educators consistently align their work with the centre's philosophy
- All staff attend curriculum planning meetings on Mondays and PLC's (Professional learning community) on Wednesdays to ensure continuity of learning for children and educators

PLC is held each week to learn with each other and from each other. PLC is facilitated by the director and ensures the learning goals of the QIP etc are achieved and implemented.

All educators attend PDR's with the director in term 1 and term 3, as part of the self review process.

The staff have different roles and responsibilities within the team. For example, the 2 teachers are the curriculum leaders; an ECW works with 0.5 teacher in preparation of the experiences each week; 1.0 teacher is responsible for ICT (filing photos, learning stories); 1 ECW facilitate preschool support; one ECW monitors sustainable practices. Roles and responsibilities are clearly defined and can be shared when needed. Whilst staff have different roles and responsibilities, the team works cohesively and collaboratively.

Shared leadership is promoted allowing for educators to lead the teams learning

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Mitcham Preschool

**Goal 1:** To strengthen children's knowledge and confidence to use data to predict events, investigate and problem-solve.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we as educators, ask strategic questions and provide opportunities for children to practice their growing number sense and allow them to represent their thinking around data, then children's knowledge and confidence to use data to predict, investigate and problem-solve will be strengthened

### Success Criteria

- Children will collect, sort and organise data
- Children will interpret and use data to make decisions
- Children will verbalise their findings
- Children will represent their findings in multiple ways
- Children will use and apply their number sense skills in the area of data.



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators building knowledge and understanding in the area of data. Staff team attend PD (eg PMA), use Numeracy Guidebooks, and work collaboratively through our weekly PLC. Staff are consistent in the use of mathematical language. Support educators through PDR'S. Director / Teacher prepares to use Storypark APP	QA 4.1, 4.2, 7.2	Term 1	Director to facilitate PLC's, PDR's Director to source PD through PMA All staff participate in PD. Maddie establish Storypark APP to share information and resources with parents / staff.	Professional development TRT Literacy / numeracy guidebooks PMA for Staff; Quality Preschool Guides; Early years curriculum resources
<u>Curriculum planning</u> – Educators design data experiences so that children can identify variation, classifying information, sort information, represent the data. Educators use strategic questions to support children to identify and sort data.	QA 1.1, 1.2, 1.3, 3.2, 4.2,	Term 1	All staff	Curriculum planning template Make learning / next steps visible

<p>Educators use the number sense sequence of learning in conjunction with data. Weekly STEM challenges in STEM centre. Make learning / next steps visible</p>				
<p><u>Strategies for implementation</u> -intentional teaching in small / large group experiences, incidental / teachable moments. Planned activities. Targeted planning (1:1) Information sharing with parents through newsletters, 1:1 conversations and interviews.</p>	<p>QA 1.1, 1.2, 1.3, 4.1, 5.1, 5.2, 6.1, 6.2</p>	<p>Term 1</p>	<p>Teachers plan large group experiences All educators plan small group activities All educators respond to incidental opportunities. Director / newsletter. Teacher / parent interviews and 1:1 conversations.</p>	<p>Planning for Group experiences - large &amp; small - range of resources Equipment for planned activities. Newsletters / information to APP. Interview schedules</p>
<p><u>Tracking and monitoring children's progress in data.</u> Tracking and monitoring Children's progress - Collect initial data. Collect data over time. Document the learning; review assessment tool</p>	<p>QA 1.3</p>	<p>Term 1</p>	<p>Teachers access children in terms 1 &amp; 3. All educators track &amp; monitor, collect data</p>	<p>Term 1 &amp; Term 3 Assessment tool; Children's work folders,</p>

**Goal 1: To strengthen children’s knowledge and confidence to use data to predict events, investigate and problem-solve.**



**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		
<p>● On track</p> <p>● Needs attention/work in progress</p> <p>● Not on track</p> <p>Date your notes to ensure you track and monitor adjustments and progress of your plan</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>
	<p>Educators building knowledge and understanding in the area of data. Staff team attend PD (eg PMIA), use Numeracy Guidebooks, and work collaboratively through our weekly PLC. Staff are consistent in the use of mathematical language. Support educators through PDR'S. Director / Teacher prepares to use Storypark APP</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><u>Curriculum planning</u> – Educators design data experiences so that children can identify variation, classifying information, sort information, represent the data. Educators use strategic questions to support children to identify and sort data. Educators use the number sense sequence of learning in conjunction with data. Weekly STEM challenges in STEM centre. Make learning / next steps visible</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>
<p><u>Strategies for implementation</u> -intentional teaching in small / large group experiences, incidental / teachable moments. Planned</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>

<p>activities. Targeted planning (1:1) Information sharing with parents through newsletters, 1:1 conversations and interviews.</p>			
<p><u>Tracking and monitoring children's progress in data.</u> Tracking and monitoring Children's progress - Collect initial data. Collect data over time. Document the learning; review assessment tool</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>

**Goal 1: To strengthen children's knowledge and confidence to use data to predict events, investigate and problem-solve.**



**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: Mitcham Preschool

**Goal 2:** To strengthen children's literacy through phonological awareness and representing their world symbolically.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we as educators, embed a music and movement pedagogy in our work with children, then children's literacy skills in phonological awareness and representing their world symbolically will be strengthened

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

Children will demonstrate skills in actively listen, remaining focussed and follow instructions

Children will respond to changes in volume, pitch and rhythm

Children will be demonstrate skills in their phonological awareness including rhyme, syllables, sounds within words and phonemic awareness with letter sound recognition



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators building knowledge of how music &amp; movement can support children's skills in phonological awareness. Staff team attend PD through DFE music education strategy, use literacy guidebooks and Quality Preschools guides. Access online PD on Plink eg Literacy Strategy webinars. Staff work collaboratively through our weekly PLC. Support educators through PDR'S.</p> <p>Curriculum planning-Incorporating strategies from Music education strategy; literacy sequence of learning: Phonological Awareness to guide curriculum; incursions such as "Dancify" and "Musical Muscles"; Make learning / next steps visible</p>	<p>QA 4.1, 4.2, 7.2</p> <p>QA 1.1, 1.2, 1.3, 3.2, 4.2</p>	<p>Term 1</p> <p>Term 1</p>	<p>Director to facilitate PLC's, PDR's Director to source PD through MIES All staff participate in PD. Maddie establish Storypark APP to share information and resources with parents / staff.</p> <p>All staff</p>	<p>Professional development TRT Literacy / numeracy guidebooks. MES for Staff; Early years curriculum resources; Quality Preschool Guides</p> <p>Curriculum planning template. Pedagogical documentation</p>



<p><b>Strategies for implementation -intentional teaching in small / large group experiences, incidental / teachable moments. Planned activities. Targeted planning (1:1) Information sharing with parents through newsletters, 1:1 conversations and interviews.</b></p>	<p>QA 1.1, 1.2, 1.3, 4.1, 5.1, 5.2, 6.1, 6.2</p>	<p>Term 1</p>	<p>Teachers plan large group experiences All educators plan small group activities All educators respond to incidental opportunities. Director / newsletter. Teacher / parent interviews and 1:1 conversations</p>	<p>Planning for Group experiences - large &amp; small - range of resources Equipment for planned activities. Newsletters / information to APP. Interview schedules</p>
<p><b><u>Tracking and monitoring children's progress in Phonological Awareness Tracking and monitoring Children's progress - Collect initial data. Collect data over time. Document the learning; review assessment tool</u></b></p>	<p>QA 1.3</p>	<p>Term 1 &amp; 3</p>	<p>Teachers access children in terms 1 &amp; 3. All educators track &amp; monitor, collect data</p>	<p>Term 1 &amp; Term 3 Assessment tool; Children's work folders,</p>

**Goal 2:** To strengthen children’s literacy through phonological awareness and representing their world symbolically.



**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	Needs attention/work in progress	Not 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?
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<p><b>Date your notes to ensure you track and monitor adjustments and progress of your plan</b></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>
<p>Educators building knowledge of how music &amp; movement can support children’s skills in phonological awareness. Staff team attend PD through DFE music education strategy, use literacy guidebooks and Quality Preschools guides. Access online PD on Plink eg Literacy Strategy webinars. Staff work collaboratively through our weekly PLC. Support educators through PDR’S.</p>				<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Curriculum planning-Incorporating strategies from Music education strategy; literacy sequence of learning: Phonological Awareness to guide curriculum; incursions such as “Dancify” and “Musical Muscles”;</p>				<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Strategies for implementation -intentional teaching in small / large group experiences, incidental / teachable moments. Planned activities. Targeted planning (1:1) Information sharing with parents through newsletters, 1:1 conversations and interviews.</p>				<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p><b><u>Tracking and monitoring children's progress in Phonological Awareness Tracking and monitoring Children's progress - Collect initial data. Collect data over time. Document the learning; review assessment tool</u></b></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>
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**Goal 2:** To strengthen children’s literacy through phonological awareness and representing their world symbolically.



**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
To continue to build on the Reconciliation Action Plan, commenced in 2022	QA 1, QA 5, QA 6, QA 7	<p>Review and Implement actions as per action plan</p> <p>To continue to liaise with Reconciliation SA</p> <p>To consult with Governing Council on RAP. To inform Community of RAP. Acknowledgement to Country on Website</p>	Term 1 - 4	<p>Reconciliation SA</p> <p>Narragunnawali Website</p> <p>Governing Council agenda</p> <p>StoryPark APP</p> <p>Newsletters</p>	<p>Director</p> <p>All staff</p>
<p>Following some of Nature Play area being destroyed by white ants, will review outdoor play space and determine what is required to upgrade areas that will continue to engage children in play-based learning outdoors.</p> <p>This will include areas for small spaces and gross motor opportunities.</p> <p>Work to include reflection of Kaurna People (eg art work)</p>	QA 3.1.2, 3.2.1, 3.2.2	<p>Do an audit of the outdoor area. Visit other preschools to gain ideas for outdoor "small spaces"</p> <p>Work with Reconciliation SA to determine suitable art pieces for outdoor area to reflect the connection to the Kaurna People.</p> <p>Work with landscaper to develop plan / costings / commence work Consult with Governing Council; set a budget; commence work.</p>	Term 1 - 4	<p>Reconciliation SA</p> <p>Governing Council</p> <p>Visit preschools such as St James, Cumberland Pk, Lady George</p>	All staff

<p><b>To implement new communication strategies with families to share information; to support families in parenting and family wellbeing; to involve families in the service</b></p>	<p>QA 6.1.1, 6.1.3</p>	<p>Following consultation with governing council in 2022, and a trial of Storypark APP, the APP will be purchased / established, and communication commenced</p> <p>To monitor parent use To review the effectiveness of the APP, through feedback with GC &amp; parent community</p>	<p>Term 1</p>	<p>Storypark App</p>	<p>Director Teacher</p>
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# Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.			Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	<input checked="" type="radio"/> On track <input type="radio"/> Needs attention/work in progress <input type="radio"/> Not on track	Date your notes to ensure you track and monitor adjustments and progress of your plan			
<p><b>To continue to build on the Reconciliation Action Plan, commenced in 2022</b></p> <p>Following some of Nature Play area being destroyed by white ants, will review outdoor play space and determine what is required to upgrade areas that will continue to engage children in play-based learning outdoors.</p> <p>This will include areas for small spaces and gross motor opportunities.</p> <p>Work to include reflection of Kaurua People (eg art work)</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>	<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>

<b>To implement new communication strategies with families to share information; to support families in parenting and family wellbeing; to involve families in the service</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



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

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

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

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

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Click or tap here to enter text. <i>Madeline Hall</i>
<b>Date</b> Click or tap to enter a date. <i>20/02/2023</i>

Signature: *[Handwritten Signature]*

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text. <i>CLAIRE JONES</i>
<b>Date</b> Click or tap to enter a date. <del>XXXX</del> <i>20 Feb 2023</i>

Signature: *[Handwritten Signature]*

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

