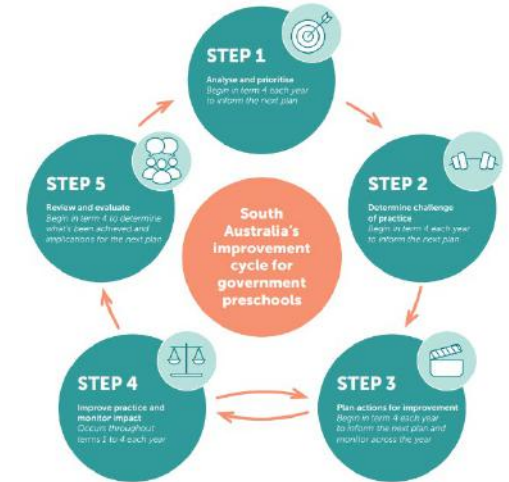


2023

Quality Improvement Plan for Victor Harbor Community Kindergarten

Site number:

3696



Service name

Victor Harbor Community Kindergarten

Service address

1 Oval Road, Victor Harbor

Service approval number

SE-00011084

Acknowledgment of Country

We acknowledge the **Ramindjeri** 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:

Victor Harbor Community Kindergarten is a stand-alone centre with a site capacity for 45 children per session. Children attend 2 full days Monday and Tuesday or Wednesday and Thursday and alternate Friday mornings which equates to 15 hrs per week. The centre is staffed by 2 permanent full-time staff - Director and ECW and 2 0.5 teachers, with an additional 0.6 Teacher. This year we have a new graduate backfilling the Director position for .5.

Most children that attend our kindergarten live in the local area. We do get children from surrounding areas, such as Port Elliot, Goolwa and Yankalilla. Our kindergarten has a high number of children that attend with autism spectrum disorder and other disabilities. Most of our children will go onto attend Victor Harbor Primary School. We work closely with other support services including Speech Pathologists, Occupational Therapists and the local Child and Health Development Team.

The centre also has, "Learning Together at Home" outreach service and the regional "Family Day Care" Office on site. Preschool children can access the school bus which drops off and picks up at the kindergarten to provide access to children in isolated areas on the Fleurieu and also taking to and from Victor Harbor R-7 school.

The kindergarten has a close affinity with the local environment and engages in environmental awareness programs in relation to the coast and local bush land. There are links with local community childcare centre and primary schools which support community partnerships and smooth transitions. The kindergarten accesses the local Library through walks to participate in literacy programs. Opportunities are also available to connect with the local High school through visits and work experience student programs.

We have 4 Pupil-free days a year for staff training. We are open during School Terms only.

This year our PQIP goal was based around Phonological awareness. We wanted to further develop our understanding of the Literacy Indicator, 'I understand the language of my world', with a focus on phonological awareness and provide learning environments which are rich in experiences related to this indicator, then children's understanding of sounds, rhythm, rhyme and syllables will improve. We have been able to see children be successful in this area, through ongoing analysis of our evidence including jottings, Pedagogical Documentation, journal work, photos and family feedback we will see children:

- identify and articulate a growing number of initial sounds
- develop a sense of rhythm through nursery rhymes, songs, language games, stepping and clapping
- recognise and reproduce rhyme
- clap/identify syllables in words

This year we have also been making it our priority to enhance engagement with families in the process of pedagogical documentation, to inform meaningful curriculum and pedagogical decisions. We have also continued to focus on Numeracy to strengthen educators understanding of and confidence in teaching and numeracy.

Statement of Philosophy

Victor Harbor Community Kindergarten Philosophy Statement

Core Values: 'Belonging', 'Respect', 'Play Based Learning'

Our vision is to provide a safe play based learning environment that promotes respect, resilience and growth. We value successful partnerships with children, families and the wider community, whilst respecting cultural differences.

Children are valued as individuals

To develop in children dispositions of confidence, resilience, persistence, independence, curiosity and a growth mindset

Respectful and meaningful relationships

Collaborative partnerships with families and the wider community

We acknowledge that the land we play on at kindy was and still is the land that the Ramindjeri children played on. We respect the past and present and walk, play and learn in their footsteps.

We celebrate each child's unique diversity whilst helping them to achieve their full potential

We care for the environment by implementing and teaching sustainable practices

We embed in our program knowledge and respect for Aboriginal and Torres Strait Island people and culture

Critical reflection of our practice to foster continuous improvement

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

Practice is informed by critical Reflection

Our practice of pedagogical documentation has developed over the years in response to child/staff/family feedback and new research that informs best practice. It now embedded in our daily program. To support continuous improvement, we continue to engage with our Early Childhood Leader and Educational Coach, Anthony Semann. As a result of documenting this way we know children better and use this information to plan more effectively for their needs. Documentation is intentional and collaborative and is also used to support learning conversations with children, educators, and families. An example of this is when we worked closely with a family to support a child who was still developing her friendships. We discussed that one of her goals was going to be for educators to model and scaffold her play. Through ped doc we noticed that this child had reached out to another child in the sandpit. Educators then set up a variety of different cooking experiences to develop and extend her friendships. Through ped doc we could see this child's friendships develop over time. We collaborated with the child's family and worked on our next steps together, to achieve her goals.

Practice is informed by critical reflection

Critical reflection is central to our everyday practice – Staff meet every night to ensure we are implementing a purposeful and responsive program for our children. This involves every educator bringing their documentation, and as a team, critically analysing it and using it to form the cycle of planning for children. Staff deeply reflect on all aspects of the program – children's individual needs, strengths, and abilities as well as their current interests, that includes family voice. This ensures our program is not only responsive, but reflective of the rights of each child and acknowledges parents as the first educator.

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

We work in genuine partnership with families. Our critical reflection has led us to improve the involvement of families in children's learning – including goal setting and our cycle of planning. We invite parents to have a meeting with an educator at the start of the year. Together the educators, children and families document learning goals which form part of the children's cycles. This living documentation is continually reflected on and reviewed by all parties and evolves throughout the year to support programming that is responsive to each child's needs. We invite members of the community in to support children's learning. We value families input and take on board their needs and wants for their children and their learning. An example of this is when several families asked us to talk about road safety with their children. To extend on the learning educators were doing with children, we invited the police in to come in and talk to children about road safety. This provided an opportunity for children to ask questions and gain new knowledge about road safety.

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

Practice is embedded in service operations

The embedding of health and safety practices that cater for the need of every child is critical to the successful operation of our service. Children are valued as 'individuals', as recognised in our philosophy statement and one example of this, is at mealtimes where staff recognised that many children were fussy eaters. We reflected on this, researched effective strategies, engaged families in the conversation and began to intentionally implement the "Eat a Rainbow" program. This program has seen children exploring and learning about a variety of fruits and vegetables. Information and photos are sent home to families throughout the program and family feedback has been very positive. Children are now tasting a variety food at home and in the preschool and this program has also supported our children with sensory needs as they were able to taste a variety of different foods in an environment where they felt safe and secure to do so.

Practice is informed by critical reflection

A new Hungry Jacks has been built at the end of our street and as a staff we noticed an increase in traffic around our site. We identified a safety concern for our children and families endeavouring to cross the road to enter the site - of particular risk were parents with younger siblings. After engaging families and critically reflecting with our Governing Council, it was decided to send a letter to the local council and members of Parliament to install a safer crossing on Oval Road. A petition was formed, families were asked to co-write a letter with their child which could be sent to a variety of community agencies. Staff supported children to identify the risk of traffic and to write letters that expressed their thoughts and ideas. Through this process the council has now re marked the zig zag lines on the road and children have been made more aware of these zig zags and what they are for.

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

We have meaningful engagement with families and/or the community to ensure that the health and safety of our children is paramount. Embedded in our practice is to make sure that every child that needs to have a health support agreement is completed when the child first enrolls. We find out if the child has health needs and if they do, families are given the forms straight away. Packs have been made up for different health needs of children. This allows us to access the forms straight away without delays. Every time there is an excursion or incursion, we make sure we review the health support agreements with families. This is also done once a term to ensure there have been no changes made to children's medical needs. This process allows us to keep up to date and with children and their health 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 3: Physical Environment

Practice is embedded in service operations

As part of our philosophy, indoor and outdoor environments have been designed to promote children's curiosity and to strengthen their dispositions of confidence, resilience, and independence. Over time staff reflected on the physical space in the kindergarten. We agreed there was nowhere that children could go to regulate if they needed to have some calm down time. We set up an area in the kindergarten with a large soundproof cubby for children to use when they are feeling sad. Children now check in with a teacher and go to the cubby when they need time on their own. They are using the zones to support their emotions by saying, 'I feel sad, I need to go to the cubby'. This also gives an educator the chance to sit with the child in the quiet space and talk to them about their feelings and what they can do to move to the green zone.

Practice is informed by critical reflection

Our physical environment is continually evolving through critical reflection and research of how it can best support children's learning. Through ongoing rigorous discussion and reading an article about mark making and gross motor skills written by 'Oxford Health, NHS Foundation'. Educators decided that they wanted to strengthen children's participation and developmental outcomes by providing further opportunities to develop gross motor skills in the outside environment to support gross motor skills and upper body strength, that would in turn support children's mark making. After reflecting we wanted to ensure that the physical environment supports the need of all children in the kindergarten. After taking our ideas to Governing Council, it was agreed to upgrade the old fort and slide and replace it with a nature play area that gives children the opportunity to engage in upper body activities – including climbing and balancing. Both children and families were involved in the design of the new playground. Since the work has been completed, we have noticed that children are taking more calculated risks and engaging more in gross motor activities that challenges both their physical and cognitive skills.

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

We believe that caring for the environment and promoting awareness of environmental and sustainable practices is an important part of our role as educators. As a team, we wanted children to be more aware of what happens to our everyday items that we use at kindergarten and home. Educators researched where plastics go to and what they are used for. One of the things was that bottle tops can be recycled and made into prosthetic body parts for children in other countries. We critically reflected on ways we could do this in a meaningful way with the wider community. One initiative we have implemented to foster environmental awareness and responsibility is to encourage families to save bottle tops, tongs, dental products so these items can be turned into prosthetics arms in developing countries. We have placed containers at the kindergarten where they can deposit these items. From this initiative children now understand how reusing items can benefit others and the environment.

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

Practice is embedded in service operations

Careful consideration and robust discussions that are informed by critical reflection are had with all staff to ensure consistency of understanding of our staffing arrangements. All staff have a set roster and work the same days/times so that children's days are not disrupted, and children have familiarity and continuity of learning. This also supports families to become more familiar and comfortable with staff. Staffing is reflected upon as a team- we work collaboratively to share information and all staff acknowledge the strengths and skills of others. One example of this, is two teachers that have an outstanding knowledge of setting up the kindergarten environment, they intentionally work with less confident staff to support them to set up the environment. New staff are teamed up with an experienced educator, so they can work collaboratively and learn from one another. All interactions convey mutual respect and equity with everyone acknowledging strengths and expertise to support children individually and in small groups. Staff are open to change, take risks, research, and trial new approaches. In 2022, our PQIP goal was literacy, staff took on new learning and trialed new ways of working alongside children to improve the learning outcomes for each child.

Practice is informed by critical reflection

We endeavour, where possible, to employ extra staff to support all children, rather than solely being focused on operational ratios. As a team we discuss the needs of the children and the days they attend and how we can cater so every child has the best possible learning experience. One way we have done this is by having one consistent teacher on the Monday/Tuesday group and Wednesday/Thursday group. The Director and the new graduate work across both days. We have found this is beneficial for children as they get the expertise of different teachers, while keeping one consistent staff member on each day. Staff have nightly, as well as weekly in-depth discussion and debates about children and their individual needs, wellbeing, and development on an ongoing basis. Staff work collaboratively to find the best ways to engage the children and families in our program. All educators have an understanding of Early Childhood Australia's Code of Ethics and professional standards and use these guiding documents to inform our decisions. We are mindful of the code of ethics at all times when handling children e.g when there was a child came through the gate distressed and was having trouble separating from their parents. Educators discussed as a team what was the best way of supporting this child and their family and drew upon the code of ethics. All staff are involved in critical reflection and consistently use our critical reflection book. This has provided an atmosphere of openness, willingness to share and has supported positive relationships amongst staff. As a result of this process all staff work together to implement agreed changes where necessary.

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

Our staff practices are shaped by meaningful engagements with families and our community. In addition to seeking family input during the enrolment process, educators reflect and draw on the voices, priorities and strengths of the families and seek their input to support children's learning through meaningful dialogue throughout the year. To facilitate collaborative partnerships, our site is structured to allow staff to intentionally greet families each morning. Staff have found this to be vitally important as it supports develop positive relationships by being open to conversations in a respectful manner. It also allows educators to be responsive to children and family's needs. An example of this, was when a child was unsettled one morning because he was going to a different school. The mother was able

to have a conversation with an educator and explain that her child was upset. The educator was able to take the child and discuss and validate his feelings. The child wasn't able to figure out what zone he was in, and the educator was able to talk through his feelings. The educator was then able to contact the mother on seesaw to let her know, that the child was happy and settled.

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

Practice is embedded in service operations

At Victor Harbor Community Kindergarten, we are always looking for ways to make children feel secure, confident, and included. Victor Harbor Community Kindergarten uses the Zones of regulation to support children. These are used consistently across the kindergarten and are embedded in our day-to-day teaching. Staff consistently use these as a way for children to regulate their own behaviour, respond to others behaviour and talk about the way they are feeling. Since having a more consistent approach we have noticed that children are able to better express their thoughts and feelings during the day and regulate their emotions. Several families have also communicated to staff that they have seen their children using the same language at home and this has supported their behaviour in a variety of different ways. We also give families information about the zones and encourage them to use the with children at home.

Practice is informed by critical reflection

We strive to build and maintain respectful and equitable relationships with each child. This year we have had several children attending who are nonverbal. Staff contributed to robust discussions and critically reflected on how we could improve outcomes for these children to ensure they, and their families had a strong sense of belonging. We worked closely with the child's family, speech pathologist and occupational therapists to find ways to support the children to fully participate in the kindergarten program which allowed them to form strong relationships with staff and peers. We engaged other the speech pathologist to learn how to sign and to develop communication boards to support the children. All staff learnt the alphabet, songs, and basic signs. Once we learnt these, staff were able to teach children so they could communicate. This led to successful outcomes for all children as they were able to communicate with non-verbal gestures and visuals with those children that couldn't communicate. Therefore, our environment was inclusive of all children.

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

We draw on the voices of our children, families, and community to support a culture of inclusiveness and sense of belonging. One way we have created stronger relationships with children, families and the community are by having an identity doll related to child protection and safety. By children taking home the identity dolls, they are able to share the dolls with their families and use a journal to document the experience. They then bring the journals and dolls back and children share the journals and what places they have visited. This forms a greater connection with children sharing with other children, families can see what other children have been doing with the dolls. This gives all children and their families us a sense of belonging to our kindergarten, each other and the wider community and the world around us.

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

Practice is embedded in service operations

We have a high number of Aboriginal children and families that attend our kindergarten and have embedded respect for Aboriginal and Torres Strait Island people in our daily practice. It is important to us to have a strong connection with the wider community, to teach our children about our local language. We have worked closely with the local High School over the years and now teach a very inclusive successful program. The High School students come over and teach our children some local Ngarrindjeri words and songs. This program is beneficial for both the kindy and high school children as it builds confidence and shared understanding. To further develop language, we also invite our Aboriginal families in to support our educational programs and to share their language with the children. This is now something that is embedded in our kindergarten.

Practice is informed by critical reflection

After consulting with our local primary school, we both agreed that our transition process could be improved to support children coming across to the school. One issue that arose was the distance and location of the school from the kindergarten. One solution process we discussed was to have every Friday at the school in Term four and Term two. We would work closely in partnership with the teachers to support continuity for all children between kindergarten and school. All staff believed this was a good idea, however, we recognised the need to engage families in this process. We are currently sending out surveys to all families to find out their views. We will further research and use all voices to improve transition.

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

As evidenced through our philosophy statement, it is important to us to have a commitment to build and sustain reciprocal relationships with local Aboriginal families and community groups including local Elders. This year we have been able to publish our Reconciliation Action Plan (RAP). One way we have done this is by working closely with all our Aboriginal families to create a sense of belonging. We have done this by making sure we include teaching about Aboriginal culture and teaching children about our local language. Alongside children and a local elder we have developed our own Acknowledgment of Country that we say every morning with the children. We also work closely with the high school to provide a language program for the kindergarten children once a term. We also actively participate in the Fleurieu Aboriginal and Community Initiatives Network and meet with members of the community to support our RAP. We also attended local NAIDOC celebrations inviting kindergarten families to attend with us. Children are more aware of the aboriginal culture and see this as part of their learning. One example of this is when we noticed a group of girls in a circle saying good morning in Ngarrindjeri and doing our acknowledgment of country.

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

Practice is embedded in service operations

Our philosophy is a living document that is developed in consultation with staff and the Governing Council, it underpins all the work we do. The Director promotes positive organisational culture by allowing staff time to review and revisit the Code of Ethics and the principles and practices of the Early Years Learning Framework. One way we do this is by responding to and learning from incidents and suggestions from families. We make sure that we listen to the voices of children and families. We have robust discussions of what has taken place and then critically reflect on our next steps. By working in this way all educators can move forward as individuals and a team, so we are all committed to a high quality of practice at all times. A parent was concerned that her son didn't want to come to kindergarten because he was quite anxious. We worked collaboratively with the family and decided it was in the best interest of the child for him to do half days and increased over time as he felt more comfortable overtime in his surroundings. Mum and the educators kept the conversation open and flowing as each week by, to see how he managed. By term four we were able to increase he time to full time again. Mum was pleased with the outcome and the child was much more settled and happier. This had a flow on affect with school transition sessions.

Practice is informed by critical reflection

Over the last two years I have led critical reflection around how we could improve the cycle of planning for children. Educators have reflected on the need for improvement to enhance the outcomes for children. As a result, each child now has a very detailed cycle of planning that sets high expectations for each child. Each night educators come together and work collaboratively to discuss children and their learning. Children are now at the centre of their learning with children setting their own goals and learning with families also included in this process. This has seen an increase in children taking ownership over their own learning and educators being there to facilitate the learning rather than leading the learning. This also reflects the changes made to our Philosophy Statement that children are valued as individuals who are acknowledged as being competent, capable, and active participants in their own learning.

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

Continuous improvement and development of all staff individually and as team is important to all educators at Victor Harbor Community Kindergarten. We value the opinions of all visiting specialist including, families, relief teachers and support services. All visitors are given a feedback form to fill out on their departure this information is then critically reflected on, and staff make informed decisions based on this information. Any ideas and or suggestions are followed up and implemented when necessary. As a team we review what the feedback tells us, and this is part of the regular cycle of self-assessment. As a result of critical reflection, we have worked hard to embed family's feedback into our program. Each term we focus on two of the Quality Areas and put out a feedback board for families to comment on. This has been very beneficial, and this feedback has helped us to identify strengths and make changes where necessary. A family was

questioning how long children sat for at fruit time and lunch time and if they had enough time to eat their food or fruit. After reflecting we decided that we would set a timer for 20 minutes, so children had enough time to eat. If they finished early, they could sit and have a conversation with their friends.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Victor Harbor Community Kindergarten

Goal 1: To strengthen children’s play skills to develop respectful relationships that enhance their learning.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we develop educators understanding and implementation of purposeful play and emotional learning and development, then children’s relationships and learning will improve.

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

children will;

- **positively engage with their peers and adults (listen, take turns, share)**
- **use appropriate oral language/ non-verbal cues to communicate their thinking**
- **respond to and pose questions to make meaning**
- **Engage in different types and levels of pretend play**




STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Deepen educators understanding of purposeful play and the developmental levels of play through professional readings, play therapist, DfE psychologist. Deepen educator understanding of social and emotional development through play.	Q A 7- 7.2.1 and 7.2.2	From start of Term one	Director to lead	DfE new resources – purposeful play leading advice paper/emotional domain curriculum resource Educators to collect base-line data of children’s play & social capability to analyse and plan for

				improvement. Educators to track and monitor children's progress in a variety of ways including pedagogical documentation, journal work and images.
Educators to collect base-line data of children's play & social capability to analyse and plan for improvement. Educators to track and monitor children's progress in a variety of ways including pedagogical documentation, journal work and images.	QA1- 1.3.1 and 1.3.2	From start of Term One	All staff including ECW's will be involved in this process.	Collect Baseline data on where children are at with their spontaneous pretend play. Use the Rubric (different levels of play) provided by Melanie Townley to collect initial data. Look at the personal and social capability learning continuum version 9 from the DfE.
Educators to adopt high quality teaching strategies that support rich play.	QA1 1.2.2, QA 3-3.22 QA 5, 5.2.1, 5.2.2	Start of Term One	All Staff	Educators to be involved in T&D around different teaching strategies that support play. Introduce different types of play
Educators to be able to articulate their role in play-based learning and how it supports positive child outcomes. Educators to provide examples of their practice change and its impact.	QA7- 7.2.3 and 7.1.1	Start of Term One	All Staff	This will be done through all educator's PDP's and through critical reflection at staff meetings.

Goal 1: To strengthen children’s play skills to develop respectful relationships that enhance their learning.

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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Victor Harbor
Community Kindergarten

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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


Click or tap here to enter text.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>		<p>On track</p>	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</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>Click or tap here to enter text.</p>
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Goal 2: Click or tap here to enter text.

 **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 strengthen our processes in place to internationally teach children to become more environmentally responsible in the kindy and our local community.	QA1- 1.2.1 QA3- 3.2.3 QA6- 6.2.3 QA7- 7.1.1	Intentionally put it in our program. Have a theme every term, we are collecting bottle tops Go for regular walks to pick up rubbish Investing in proper bins Encouraging families to recycle everyday items e.g pens, batteries, toothbrushes	At the start of Term One	Readings around being environmentally responsible. More resources for Kindergarten to support children being environmentally responsible	Do up a roster to empty the bins
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
To strengthen our processes in place to internationally teach children to become more environmentally responsible in the kindy and our local community.	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.
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Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Ann Prime
Date Wednesday, 10 May 2023

Signature:

