

Quality Improvement Plan 2018



"Great things are
done by a series of
small things
brought together"

Vincent Van Gough

Service Information:

Service name	Service approval number
LOBETHAL COMMUNITY KINDERGARTEN	SE-00010575
Primary contact at service	
LEEANNE (Lee) MUNN	
Physical location of service	Physical location contact details
Street: 1 Reserve Avenue	Telephone: 8389 6321
Suburb: Lobethal	Mobile: 0432 582 775
State/territory: South Australia	Fax: 83895153
Postcode: 5241	Email: Leeanne.Munn791@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Trish Strachan, Head, Child Development	Name: Lee Munn
Telephone: 8226 0000	Telephone: 8389 6321
Mobile:	Mobile: 0432 582 775
Fax	Fax: 8389 5153
Email:	Email: Leeanne.Munn791@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street	
Suburb:	
State/territory:	
Postcode:	

Operating Hours

	Monday :	Tuesday	Wednesday	Thursday	Friday
Opening time	8.15am	8.15am	8.15am	8.15am	
Closing time	3.30pm	3.30pm	3.30pm	3.30pm	

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Parking is located on Reserve Avenue, in front of Rotary Park (next to kindy) or along Reserve Avenue

How are the children grouped at your service?

Frogs group- Monday, Tuesday
Bugs group- Wednesday, Thursday

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor, Director, Lee Munn

Lobethal Community Kindergarten Philosophy Statement 2018

Play, Laugh, Love, Learn, Nurture, Grow, Inspire

Lobethal Community Kindergarten is a unique and caring learning environment with a strong focus on Nature Play, both within our "traditional" Kindergarten site and as part of our "Nature Connect" Bush Kindy program. We acknowledge that our learning spaces are located on the lands of the Peramangk people and we recognise their connection with the land. We will help care for and respect this land together.

Our image of the child is that they are capable, competent, creative, curious learners who are full of potential.

We believe children learn best when they are engaged in a stimulating, challenging, high quality, play based learning program. We believe children thrive in an environment where they have a strong sense of belonging, and their ideas, interests and questions are explored, valued and responded to.

We value building strong, inclusive, **reciprocal relationships** with children and their families, respecting the diversity and uniqueness each and every family bring to us. We want children to feel a sense of ownership and belonging, where their "voice", their culture, identity and life experiences are represented and reflected throughout their Kindergarten experience.

We strongly value "**Children's Voice**" as an integral part of our ongoing planning and reflective practices, actively encouraging their ideas, theories, wonderings, dynamic risk assessments and **risk taking**, reflection and **initiative** within our curriculum.

The Voice of our Children

During term one we interviewed the children as part of our **Belonging tree** project and for their ILPs the following are a selection of the questions and the children's responses.....

What would you like to learn about?

"Reading books" Addison
"Id like to learn about Alligators and crocodiles" Brodie
"Play games and going on the swing" Austin

How does kindy make you feel?

"Happy" Amber
"Makes me feel like playing" Mason

What do you love at kindy?

"I love playing, and painting and holding teachers hands" Boston
"Going on the swing" Evan
"Going on bush walks" Xavier
"Playing with my friends and making things" Maya
"Making rocket and fighter plane" Chinlou

We provide opportunities for all children to grow and learn at their own pace, to initiate and resource their own learning journeys. We encourage **learning dispositions** of resilience, confidence, persistence, communication, curiosity, enthusiasm, cooperation, problem solving, Imagination, risk taking, resourcefulness, and creativity. We promote the development of Executive Functions - cognitive flexibility, working memory and impulse control. We encourage children to be reflective in their learning, to validate current learning and we seek to empower them as 21st Century Learners.

Our Curriculum is guided by the Early Years Learning Framework, the Literacy and Numeracy Indicators, observations of each child (both as an individual and within a group), and children's interests, theories and ideas. We use current research and site inquiry findings to support the implementation of our curriculum. Staff are involved in reviewing our curriculum daily, and actively engage in an "**Every Child, Every Day**" approach to reflecting and recording. We aim to stimulate children's thinking and build upon their existing knowledge and skills to enrich learning.

Staff have a strong belief in themselves as **life-long learners**, keeping up to date with current research and engaging in professional development, reflection and dialogue, to extend and increase current skills, knowledge and interests. Our staff team have a passion to provide a high quality learning environment in which children are given time and space to engage in critical inquiry, participate as reflective problem solvers, test theories and entertain possibilities in an environment where intellectual risk taking is valued and encouraged. We want children to feel empowered and confident to experiment, explore, hypothesise, take risks, create, imagine and wonder.

Lobethal Community Kindergarten has a strong commitment to our "**Nature Connect**" **Bush Kindy Program**. We value the rich and authentic learning that can be achieved by spending full days in nature, and also acknowledge the depth of learning that can occur by revisiting these experiences over the kindy year. We believe our Nature Connect Program promotes learning dispositions to create and build powerful learners. We will continue to collect data to support our learning about around Nature Play and will be strong advocates around the benefits it provides.

Sustainable practices are embedded in the kindergarten operations and consistently promoted in the everyday program.

We aim to share information respectfully with families about their child's learning journey and collaboratively set goals during their kindergarten year. We will make each child's **learning visible** by collecting work samples, photos, observations and learning stories in their Learning Journey Book.

The Voice of our Families

Our families contributed the following words describing family values and desired learning dispositions to guide the development of our 2018 philosophy statement:

Exploration, patience & sharing, make new friends & learn something new, to help me grow, LOTS, friendship, resilience, confidence, sharing, social interactions, belonging, amazing beginnings, leaving my comfort zone, fun, learning, guidance, creative play, school readiness, adventure, resilience, empathy, persistence, personal growth, outdoor fun, learning through play, new challenges, compassion, give 100%, family, community, nurturing, trust, hands on learning, transition, collaboration, participation, negotiation, safe, positivity, adventure play.

Our Kindergarten plays a strong and important role within our **Community** as does the community within our Kindergarten. We are strongly interwoven. Our Kindergarten provides a place where young children and their families come together regardless of social, cultural or economic status. It is a place of connecting, learning, and belonging for all. We aim to be sensitive to the changing needs of our community. We aim to network and participate in a range of community groups, to share resources and develop a range of support networks for families. We endeavour to make direct links with local businesses and community groups by visiting them with the children a part of our program. Our community links enable us to share information, reach goals, and promote the value of quality public education within our community.

Our **Statement of Philosophy** underpins all aspects of our decision making and practice at our centre. We believe it should be embedded and reflected in all that we do. We believe that a Statement of Philosophy evolves as new insights are gained and practice evaluated. We will review our Philosophy statement regularly, including input from children, families and educators.

Our Philosophy statement was developed during March/April 2018 with input from staff, families and children and the LCK Philosophy 2010, 2013, 2014, 2015, 2016, 2017, Belonging, Being and Becoming - The Early Years Learning Framework for Australia 2009; National Quality Framework 2011, DECD Preschool Literacy and Numeracy Indicators.

2018 Overarching Goal:

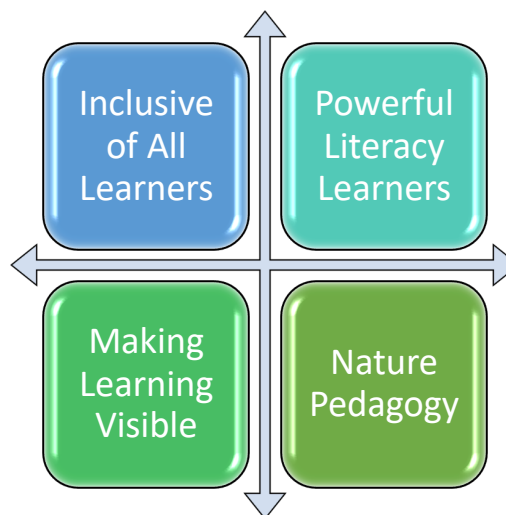
To provide quality learning environments that promote the development of intellectual stretch and learning dispositions for all



Inclusive of All Learners

Focus Area	How will we achieve this?	Proposed Timeline
Neuro science and Self-Regulation	Capacity building to support educators, learners and families. Enact changes to program to promote and develop S.R. Conduct parent/community workshops to build collective capacity	2019
Wellbeing and Mental Health	Implement the <i>Kidsmatter</i> mental health program. All staff to engage in online professional learning and implementation	2019
Lobethal Health Hub	Work with local Inclusion group (LPS and community members) to develop and plan for a 'Health hub' in Lobethal for local families to access health professionals and support services	2018-2020
Girls in STEM research	Conduct research across both sites and with our families to support girls to recognise themselves as powerful lifelong STEM learners- going beyond the kindy years. Share key findings with local partnerships to support continuity of learning practices.	2019

Lobethal Community Kindergarten -3 Year Plan- 2018-2021

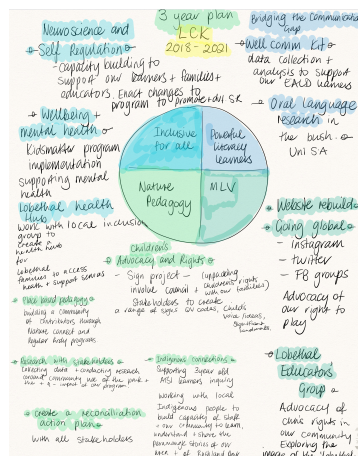


Powerful Literacy Learners

Focus Area	How will we achieve this?	Proposed Timeline
Bridging the communication gap	Purchase Well-Comm screening kit, undertake staff training to administer screeners and collect/analyse data for our EALD learners. Use this information across our partnership to share key findings with other sites.	2018-2019
'Oral language development in the Bush' research	Work alongside Uni SA to conduct research around oral language development to further develop our understanding of the conditions and qualities required to develop powerful literacy learners. Apply for a Uni SA deLissa scholarship to assist funding of this research	2019

Making Learning Visible

Focus Area	How will we achieve this?	Proposed Timeline
Website Rebuild-	Redesign and rebuild website to include a user-friendly blog and decluttered format.	2018-2019
Going Global!	Share Blog posts, articles and experiences on a range of online forums, advocating for nature play and children's rights to play. Staff to create and manage accounts on: Facebook, Instagram and Twitter. Work with Dronology to create and produce a range of artefacts to be used to share or learning locally and globally.	2018- 2019
Lobethal Educator's Group	Work with local educator group to begin a project around our children's rights in our community. Exploring what it means to be a child and learner in Lobethal.	2019-2020
STEM LL Roadshow and Early Years state-wide conference	Work with Bains Rd Preschool to create a roadshow conference, taking our key messages for powerful STEM learning across regional and rural SA. We will also plan and present a STEM Early Years state-wide conference in March 2019.	2019
International Play Iceland-Down Under Conference 2019	As a host site, we will host international educators at this conference in May 2019. We will work intensely alongside key delegates to explain our program, practice and methodology to support their learning and build capacity.	2019



Nature Pedagogy

Focus Area	How will we achieve this?	Proposed Timeline
Children's Advocacy and Rights- The Sign Project (George's Sign Project)	Continue our partnership with the Adelaide Hills Council/Friends of Bushland park to create a range of signs (QR codes, video snippets, audio recordings and signs) for Bushland Park in collaboration with our children. Provide opportunities for children, stakeholders and council members to work together. Work with families to unpack the rights of our children in our community	2018-2019
Citizen Science Project	Work with NRM education to scaffold and extend children's environmental awareness and knowledge. Building children's agency through seeing themselves as researchers who connect with external experts to build their understanding and create change.	2018-2019
Place Based pedagogy	Educator research focus with an aim of building a community of contributors through our Nature Connect and regular kindy programs. Continue our exploration of post humanism and its effects on our interactions with the park and program with Uni SA and Catharine Hydon	2019
Ongoing research with stakeholders	Continue to collect data and conduct research around community use of the park. Use data to analyse the ongoing sustainability and impact of our program	Annually 2019-2021
Indigenous Connections	Conduct an educator Inquiry into how we can best support our ATSI 3-year-old learners across sites. Continue to build connections and work with local indigenous community members to learn, understand and share the Peramangk stories of our area and Bushland park. Create a reconciliation action plan with all stakeholders	2018-2019

Lobethal Kindergarten's Identified Strengths

Strengths: Quality Area 1: Educational Program and Practice

Individual children's learning journey books (sent home once per term and always accessible to parents and children), Effective documentation in learning journey books, Positive feedback from parents around the use of LJ books, Strong partnerships with parents- Parents as foremost educators- partnerships with parents is strong through multiple forms of connecting and consultation.

Creation of assessment and reporting schedule, Planning cycle, Program board

Reflective practices embedded into our program, Every Child, Every day (ECED) process, daily reflections, term and yearly reflective processes. Child Led curriculum- curriculum is based around the ideas and voice of our children. Staff meet with children at the end of each week and reflect on the week and plan for the following week. To help make our program more visible and accessible to our families and community, we converted an unused window and pin-up board to create our program board. On this board we display our fortnight plan, learning web, photos, learning stories and any other program related artefacts.

In 2017 we revised and recreated our own programming cycle which is also on display for our parents on the programming board. Our learning web evolves daily and covers the diverse range of topics covered by each group each term. Due to the authentic child-led nature of our program, we find that the best way to document emergent planning is to backward plan and our floorbook, reflective practice and learning web support this.

Strengths: Quality Area 2: Children's Health and Safety

Children conduct risk assessments along with staff. We have three take home puppets, 'Crunch Munch the healthy eating crocodile', 'Albert the Active Ape' and Gen the gentle giraffe' which help to increase awareness of healthy lifestyle practices and enables us to celebrate and share different cultures in our kindy community through documented shared experiences in each puppets book. Day book containing records of cleaning/ disinfection practices and communication with parents around illness, injury and infection control. Water trolley used to ensure children access their water filled drink bottles at all eating times. Daily exercise (run, walk, climb and explore the park adjacent) planned into daily timetable. Cooking program integrated into curriculum, sourcing kindy grown harvests (strawberries, tomatoes, peaches, eggs, apples, cucumbers, capsicums, raspberries). Excellent attendance levels to all sessions, consistently throughout the year. Bush kindy program, promoting health and wellbeing through interactions with a and connections to nature.

Strengths: Quality Area 3: Physical Environment

We have a strong nature based pedagogy. Our curriculum is filled with natural experiences; Outdoor kindy, bush, forest and beach kindy. We have moved lots of our resources out of our store room and onto the 'floor' and kindy verandah in baskets area for children to access as required. Ample resources available for all children to access. We use the park adjacent to the kindy in the morning for exploration and movement experiences. We purchased new indoor furniture resources for children to be able to access materials and resource their own learning. We use loose parts in play, ensuring that there are adequate and varied resources available for each child as needed. This supports our commitment to modelling sustainable practices through recycling, reporting and reporting items.

We created a new mud kitchen area in early 2016 and had it plumbed into our rainwater tank. In 2017 we added timed push taps, so children would be able to easily access the water in their play but still be mindful of water conservation.

Strong sustainable practices- chooks, kindy community recycle centre, reusing and recycling materials, composting, kindy vegetable garden, strawberry patch and orchard, links with NRMEd, Bush Kindy/Nature Connect program. Timer taps installed on taps, tap handles removed from taps to reduce water waste. We use loose parts in play, ensuring that there are adequate and varied resources available for each child as needed.

Strengths: Quality Area 4: Staffing Arrangements

Staff rosters ensure that we always have 4 staff at kindy on any given day (1:8 ratio) Staff processes and agreements created to ensure appropriate supervision is provided for children at all times, e.g. staff code of conduct, rosters, supervision policy, timetables, documented programming and reporting processes, clear understanding of shared and individual roles and responsibilities etc.

Staff learning nights and PD sessions are integrated into individual PDP's. Staff team have presented our nature play story to over 300 educators across the state over the last 2 years. Staff team attended a Reggio nature pedagogy conference in NZ in 2015, and recently presented at the National Nature Pedagogy conference in Victoria in March 2017. Staff work together collaboratively to reflect, review and implement changes in line with findings from our reviews. We are a DECD STEM lead learning site which means that we have been resourced to present a range of professional development sessions to educators across the state over 2017 and 2018. Teaching staff have taken on a lead role in designing and presenting our STEM story.

Strengths: Quality Area 5: Relationships with Children

Belonging focus Term 1 and throughout the kindy year, Children's photos displayed, belonging tree, each child greeted each morning by each staff member, Staff responsive to children's needs, interests and rights. Every Child, Every Day process ensures that each child's learning, wellbeing, social connections and interactions are discussed. Staff engagement levels are analysed and documented and followed up as required. Parents and caregivers consulted and relationships built upon children's interests and cultural background and in line with their unique individual personality and needs.

Children's voice leads our curriculum, with children engaging in morning meetings, where children's ideas, theories and wonderings are shared and explored as a group. Staff facilitate child led learning in a range of ways. Staff have added their own stories into learning journey books, with the aim of building strong relationships with each educator as a person and family member, rather than just being their child's educator.

Strengths: Quality Area 6: Collaborative Partnerships with families and communities

Nature Connect program, support and involvement by Lions Club and Rotary Club, Adelaide Hills Council, friends of bushland park, local primary and secondary schools, families (incredibly high number of parents volunteering at bush kindy every session), exceptional parent feedback about nature connect program- 100% return rate on paper surveys 2015 and 2016. Collaboration and consultation with families around the nature connect program. Staff learning journey book provides evidence of this.

Visits to local schools, shops, community groups and centres. Participation in Community events- SALA, Woollen Mill exhibition, Termly visits to Restvale Retirement home. Established the "Lobethal Hug" group, set up to support families in need. This group organises food, donations, resources and support to local families affected by hardship or tragedy. CAYHS screenings, DECD speech pathology and coordination of external providers to support our children and families. Families support our kindy through daily clean up rosters, participating in busy bees, fundraising events, Governing Council membership and through sharing their skills and passions in our program. Each year our kindergarten holds a major fundraiser that is sponsored by local businesses and is attended by a wide range of locals- past and present families. Our 2016 fundraiser raised over \$11,000, 2017 fundraiser raised \$15,000!!!

Strengths: Quality Area 7: Governance and Leadership

Strong membership on Governing Council, Clear processes established re: Governance- Minutes procedures, roles and responsibilities, Code of conduct, criminal screenings, RAN training for volunteers. Clear induction process through well organised induction folder and meetings for all new employees- permanent and temporary and volunteers. Bush Kindy induction given to ALL parents, helper and staff prior to attending and participating in a session. Staff PLC established and links made to PDP's. Strong continuous improvement evident through self-review process using improvement cycle. Staff Floorbook, QIP discussion record and daily reflections provide evidence of this. Director is a leadership advisor- coaching two newly appointed directors, previously mentored another director through DECD workforce development8

Lobethal Kindergarten's Identified Areas For Improvement

1. How can we ensure that we are inclusive and responsive to the needs of our children, families, staff and community?

Priority	NQS Links	Strategy	Success Measure	Time Frame
Develop Cultural partnerships with our families	1.1.1	Survey parents to gather information on each child's cultural background.	Active participation of families in our program.	End of term 1
	1.1.2			
	6.1.1	Invite families to share their skills and culture through visits, activities, facebook, Learning Journey Books and discussions. Build program around the needs, skill sets and participation opportunities offered by our families	Using culture and background data as the base our learning program	Ongoing
	6.1.2	Explore opportunities that build our understandings around differences in culture e.g. cultural incursions, excursions, local consultants and paramangk connections, bush kindy visitors etc.	A range of experiences offered to our children across groups throughout the year	End of term 4
Upgrade facilities to support inclusion of all learners at our site.	3.1.1 3.2.1 5.1.2	Conduct risk assessments based on the needs of children, community and staff and upgrade facilities based on the current needs. Planned upgrades include: Concertina Door installation Soft lever sensor taps in bathroom Budget for upgrades	Risk Assessments conducted Kindy facilities fit for purpose and families	End of Term 4 2018
To support our parent community to parent with confidence and support based on positive parenting techniques.	6.1.3	Host and run a range of parenting workshops to build and empower our parents to parent with confidence and to build a supportive parenting network in our community. Record and produce our own "Kindy Conversations" series for parents to access at home, covering a range of parenting and education topics Purchase parenting magazine subscriptions and past issues through ECA	Parent attendance at workshops and info sessions Parents accessing kindy conversations online (Youtube hits and data) Parents accessing resources offered	Ongoing, finalised by end of Term 4

2018 Priority

1. How can we ensure that we are inclusive and responsive to the needs of our children, families, staff and community?

Priority	NQS Links	Strategy	Success Measure	Time Frame
Learning Environments and Program structures	1.1.3 5.2.1 5.2.2	<p>Staff to conduct a review on Current daily structures and environments using daily reflections, ECED data, Reflect, Respect, Relate - Involvement and Active Learning Environment scales to measure to effectiveness and plan for improvement.</p> <p>Staff to reconceptualise our timetable based on the needs of each group and cater for the diverse range of sensory needs and learning styles, including Non English speaking and 3 year old ASTI learners.</p>	<p>Reconceptualised timetable and experiences based on learner needs. Daily reflections, programming and Floorbook to reflect and document these changes.</p> <p>Differentiation of timetable and experiences evident in all aspects of kindy and bush kindy program.</p>	Terms 2 and 3 2018
Information sharing to support transitions	6.2.1	<p>Staff to create Learner profiles and transition statements with each family in term 3. These will be created through family/staff sharing meetings and will be used to support effective transition from kindy into school. They will be shared with each child's school prior to transition visits in term 4</p> <p>Kindergarten staff will develop learner profiles to support relief staff to understand the needs of each child at our site. They will be used to support relationships and the effective induction of educators</p>	<p>Each child having a transition statement shared with the feeder school teacher with relevant information to support transition. These will be sent to each school prior to transition commencement</p> <p>Learner profile folder created and in use as part of induction processes for all new staff</p>	<p>Commencing term 3, completed early term 4</p> <p>End of Term 2</p>

2. How can we develop powerful literacy learners at our site?

Priority	NQS Links	Strategy	Success Measure	Time Frame
Engage in site-based inquiry focussing on oral language development	1.1.2 4.2.1	Staff to work together to create an inquiry question and then conduct an inquiry exploring how we can develop, extend and support oral language development with our kindergarten community.	Site Inquiry	Inquiry to commence by the end of Term 1. Completed end of Term 4
		Connect with TV partnership Early Childhood Leaders group to engage in partnership wide inquiry, including accessing PD and TV closure days to build educator capacity.	Increased staff capacity evident through PD attendance, changes in practice	TV EY Closure days- terms 2 and 3
		Staff to create an agreed Literacy agreement which will lead our work around facilitating, programming, monitoring and reporting on literacy learning		End of Term 1
Increase home borrowing through improved borrowing systems and resources	6.1.3	Purchase bookmark borrowing system Upgrade books and resources Declutter and reorganise all books in our library and create a new library area for parents and children to increase borrowing	Increased borrowing by all children Parents accessing parent library book borrowing	End of Term 3
Use critical reflections to inform literacy learning, programming and assessment for each child	1.3.1 1.3.2	Conduct audit of resources, library and learning environment (See priority area 1)	Audits conducted and information used to create improved learning spaces and teaching practices that promote oral language and literacy development.	Commence Term 1, complete end of term 4
		Use ECED data and daily reflections to inform ILP's with a focus on oral language and literacy development		Term 2
		Staff to access PD on Literacy Indicator modules and attend closure day on critical reflection and formative assessment in terms 2 and 3		TV EY Closure days- terms 2 and 3

3. How can we continue our Nature Pedagogy journey to provide further opportunities for stretch, challenge and support?

Priority	NQS Links	Strategy	Success Measure	Time Frame
STEM Lead Learning program	4.2.1	To engage in the design and delivery of the DECD STEM Lead Learning Strategy. This is our second year in the project and we will run a wide range of yours, study tours, mentoring and coaching experiences for other educators across SA.	Successful design and implementation of the STEM L.L program. Feedback received from participants and evaluation of the program will show that our design and approach was successful.	Terms 2 and 3
Continue our work on our 'Nature Nurturers' project	3.2.3 6.2.3	Continue to lead our work with key stakeholders in the community around our kindy eco-warriors work. We aim to bring together a range of key stakeholders to develop a strategy to help protect and preserve the park.	Meeting organised and held in term 3 with representatives from the Adelaide Hills Council, Friends of Bushland park, Trees for Life and NRMed. Plan and created around next steps or future joint projects.	End of Term 4
Continue to build and refine resources and artefacts	3.2.2	Using STEM resourcing, develop and acquire our own site specific resources. These include kindy produced films, publications	A range of Lobethal kindy made publications available for us to access in order to share our learning and make our pedagogy visible to all.	End of term 4

4. How can we make our learning visible and accessible to all?

Priority	NQS Links	Strategy	Success Measure	Time Frame
Website rebuild	1.3.3 6.1.1 6.1.3	<p>Build new website that effectively reflects and markets our image and pedagogy.</p> <p>Engage the services of a web developer to support us to design, build and migrate elements of our current website over to our new website</p> <p>Budget for website rebuild</p>	<p>New operational, easy to use and access website.</p> <p>Staff accessing and consistently uploading content to the website</p>	End of Term 4
Making the learning visible through community connections	1.3.3 6.1.1 6.1.3	<p>Make the learning visible to our kindergarten community and education community through a range of different mediums. These include:</p> <ul style="list-style-type: none"> • Kindy Conversations • Blog posts • Facebook • Print media (newspapers, magazine articles) • Radio and other media (podcasts) • Presenting our work at conferences 	<p>Feedback from family and community around our visibility strategy.</p> <p>Staff accessing a range of mediums to share learning experiences.</p> <p>Successful inclusion of our work in a range of different platforms</p>	End of term 4
Linking the learning with our philosophy statement.	7.1.1	<p>Link all assessment and reporting and key documentation around the actual learning that is occurring in the art work or photo shared.</p> <p>Create a 'Philosophy in Action' video, highlighting how our learning program strongly aligns with our philosophy.</p> <p>Create links to our Philosophy in action through a range of mediums.</p>	<p>LJ Books, learning stories, transition statements, Facebook posts, website blogs will all have a focus on learning.</p> <p>Philosophy film produced and shared with our kindy community and used for pre entry and promotional purposes.</p> <p>Documentation will have increased reference to our philosophy statement</p>	End of term 4