

2024

Quality Improvement Plan for Lobethal Community Kindergarten

Site number:

4630



Service name

Lobethal Community Kindergarten

Service address

1 Reserve Avenue, Lobethal SA 5241

Service approval number

SE-00010575

Acknowledgment of Country

We acknowledge the Peramangk 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

Lobethal Community Kindergarten is located in the township of Lobethal in the Adelaide Hills approximately 33kms from the Adelaide GPO. Lobethal's township is centred around many smaller surrounding townships such as Lenswood, Mt Torrens, Cudlee Creek and Charleston.

The Lobethal township has two schools, Lobethal Primary School and Lobethal Lutheran School. Lobethal Primary School operates an OSHC service which our children access via the use of the Lobethal Lutheran school bus service, which collects and drops off our children from the service, meaning that our families can access care outside of kindy hours. Our community does not have any other care options available within our township.

Our kindergarten enrolments largely come from our catchment area and from our surrounding towns.

Our centre capacity is 30 children per session. We operate our kindergarten across two groups, one being a Monday and Tuesday group (Echidnas) and the other being Wednesday and Thursday (Geckos). We run long days, commencing sessions at 8.15am and finishing at 3.45pm.

Our current enrolment numbers sit in the high 40's. This fluctuates from year to year with a trend emerging, showing a drop in enrolments every three years to around 30 enrolments and increasing to mid 50's in other years. This effects our staffing and operational capacity

Our kindergarten is unique in that we run our program across two sites in term 2 of each year. We hold sessions in alternate locations each week, with one week being at our local bushland reserve, Bushland Park, and the other week at our Kindergarten site. Parents and caregivers drop off and pick up from the park. Whilst at Bushland park, we run our 'Nature-Connect' bush kindy program.

Lobethal Community Kindergarten has twice been awarded the Excellent rating from ACECQA, in 2018 and again in 2021. While we are currently rated 'Meeting' from ACECQA, we continue to implement a program that promotes advocacy of children's rights; nature pedagogy and development of children's agency; and strong, reciprocal community connections, that underpins an Excellence rating.

The impact of the 2019 Cudlee Creek bushfires and the isolation caused by Covid, and the impact of the ongoing trauma on our community in the following years, has influenced our program delivery and the many measures in place to help provide support our families and children. Research tells us that trauma is ongoing, many years after a traumatic event, therefore educators continue to respond and support the needs of our families and community in an ongoing manner.

Statement of Philosophy

Lobethal Community Kindergarten is a unique and caring learning environment with a strong focus on Nature Play, both within our existing 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 and Kurna 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 have endless 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 acknowledge and celebrate children as authors, readers and mathematicians, actively fostering continuing skill improvement through our use of research based resources, Bookmaking Pedagogy and Numicon.

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 child led emergent curriculum.

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 staff and children to feel empowered and confident to experiment, explore, hypothesize, take risks, create, imagine and wonder.

We embrace the use of technology as a tool within our program and practice, and acknowledge its value in supporting and enhancing our learning environments at kindy. 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 the development of learning dispositions crucial to children being 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. In response to the decimation of much of the park in the 2019 bushfire, we have become involved in the Bushland Park community reference group to ensure our voice and needs are considered alongside those of all stakeholders, by the parks masterplan advisory group.

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. We strongly value and model kindness, compassion and caring for each other.

Our Curriculum is guided by the Early Years Learning Framework, the Literacy and Numeracy Indicators and guidebooks, 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.

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.

We value the importance of effective transitions for children and their families and have developed a range of partnerships with local schools and childcare facilities. We aim to enable seamless and effective transition for our families.

Lobethal 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, past present and future. We aim to be sensitive to the changing needs of our community, and to provide a service where staff are trained in trauma based practice, Circle of Security Parenting pedagogy and are responsive to the unique and ever 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 endeavor 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.

Strengths

Quality Area 1: Educational Program and Practice

We run our Nature Connect Bush Kindy program which takes place in term two each year and is based off-site at our local heritage listed bushland reserve located at Bushland Park in the surrounds of Lobethal. Parents and local buses drop off and pick up from this location. We run this program over two consecutive days, once a fortnight across term 2. Although this program takes place in term 2, our journey to the bush begins from our first day at kindy together. Children are exposed to risks, encouraged to conduct and participate in risk assessments and safety agreements are created and negotiated with each other and staff. Processes and procedures are put into place to support children's understanding and development of personal safety, risk, and the development of trust of themselves and others. We also have access to the adjoining park for Park Play, which is utilised as needed for development of children's gross motor skills and regulation needs. This play experience has been based on critical reflection practices and observations around children's need to move and self-regulates.

Our curriculum is emergent and is based on the ideas, wonderings and provocations provided by both children, families, and staff. We promote children's agency through being responsive to their ideas and wonderings. They engage in decision making and are consulted to help shape and deliver our program. We conduct planning meetings with our children. Interwoven into our emergent curriculum are our intentional and explicit teaching practices which are respectful and based on the needs of our children and our plans. We run a morning group time session where we come together to connect, engage in learning experiences, conversations and enjoy each others' company. It is during this time where we use our 'Mystery Box' to encourage the development of oral language, listening skills along with the development of our children's executive brain functions- cognitive flexibility, impulse control and working memory. It is during this time where staff collect data, pose provocations, respond to children's ideas and set up an environment to model, challenge, stretch and support the development of ideas, theories and communication skills. This all documented and captured in our program book, which is used to inform our program and practice.

As a staff team, we engage in daily reflective practices which informs our program, interactions and teaching practices. These discussions encourage educators to think deeply about the child as a learner, to track and monitor their progress and wellbeing, respond to findings and data in a timely and respectful manner and to create learning environments and experiences that are responsive to the current needs of our children. It also enables us to ask deeper questions about children's attachments, relationships and their engagement with others. We are able to monitor data over time and use it to program, create individual learning plans and use it to report on progress and distance travelled. This process of reflection is critically reflected upon constantly and tweaked to meet the needs of our children and educators.

Parents and carers contribute to our program in a range of ways. We run a cooking program for parents to share their culture and skills and parents are invited to participate in excursions and Bush Kindy. Staff meet with families in their first term and together supports planning, ongoing learning and relationship building. We meet again in each child's third term to begin planning transition to school statements. We utilise Class Dojo and SeeSaw to communicate with families which is regularly updated as well as online portfolios for families to continually review and provide feedback on a regular basis. Our termly critical reflections guide ongoing practice and support us to ensure we continue to improve our practice.

Strengths

Quality Area 2: Children's Health and Safety

Our Bush Kindy program held in term 2 provides our children, staff and families with an excellent platform for the development of positive health, safety and wellbeing. Our children and staff engage in dynamic risk assessments which are reflected upon, shared with our community and co-constructed between educators and children. Our healthy eating program is embedded into our practice and can be observed on a daily basis. After years of fundraising and saving, we consulted with our families and Governing Council to design a new kitchen which was installed at the end of 2019. The new kitchen space has been designed for the purpose of regular cooking programs, promoting healthy eating and food preparation. Our families are encouraged to provide high quality healthy foods for their children to bring to Kindy. We provide regular cooking experiences with our the children where we create our favourite nutritious foods. We use our garden and locally sourced produce to cook and create a positive image around food and making healthy choices.

We access our adjoining park regularly for our 'Park Play' session. This encourages children to engage in large movements while connecting with staff, each other and the environment. We take a range of equipment to support their activities and play. This play experience has developed positive and healthy daily habits with our children and has become a much looked forward to part of our daily routine. Critical reflection is used to shape the intention of experiences offered and challenges created for individual and groups of children.

We enjoy excellent attendance averages and have done so for the past 10 years. We access outdoor play in all weather but are mindful of being responsive to children's health and wellbeing needs. Our children are encouraged to access the outdoors as much as possible. Through regular communication, Parents understand that waterproof clothing (pants) are a prerequisite of our Kindy and Bush Kindy programs. We provide waterproof jackets for every individual child and will support families by providing waterproof pants if they are not accessible for families.

Strengths

Quality Area 3: Physical Environment

We run a 'Nature Connect' bush kindy program from our local Bushland Park. We access this space regularly and it continues to build staff capacity and children's understanding of environmental awareness. This space is accessed by our local community and provides us with a 'real life' space that encourages meaningful and purposeful environmental interactions, encouraging noticing and observation of our world and the consideration of others who use this space. This program has been created based on critical reflection, staff challenge and improvement practices commencing in 2013.

Our physical environment is thoughtfully planned and is consistently critically reviewed and adapted to suit the needs of our children. After much critical reflection, we have changed the colours and general layout of the kindy space to provide a calmer learning space for all users of the kindy. We have installed concertina doors to provide smaller and more intimate learning areas. We purchased new internal furniture with a neutral colour palette and covered display boards with Hessian to hide the bright and overwhelming colours on the pin boards. We have installed new natural lights with dimmers, replacing the fluorescent globes, helping to create a more natural learning space. We have a 'nest' chair and an egg chair for our children to access which is part of our interoception program, giving our children a place to de-stress, rest and regulate themselves as needed. We have a new kitchen installed, providing us with more preparation space, storage and a clearer division between food and program preparation zones. Staff considered and critically reflected on the space available and used it to design the kitchen space based on how this could be better used to enhance our curriculum and encourage further cooking experiences for our children.

Over the last few years we have had our office space reconfigured to respond to the changing needs of our staff team and their roles. We have converted a store room into a private office space where confidential conversations can occur and support services personnel can work with children and meet with families.

After years of working side by side with our local council and councillors, we have had a fence erected in the park adjacent to our kindy, enabling us to provide an additional level of supervision to our already diligently produced and enacted procedures when using this space. The park is used regularly by our families before and after kindergarten sessions and as an extension to our kindergarten learning area. We have received positive feedback from families who have welcomed the fence and appreciate the additional safety considerations for their children and family when using this area.

We provide a space that is welcoming and homely, a space that encourages children to feel safe and secure. We continually take on and critically reflect on parent feedback regarding our spaces and ensure our parents feel welcome and connected. We have created a Wellbeing hub where families can retreat, stay, connect, talk, share and build a sense of belonging within our kindergarten environment. This was created in response to the Cudlee Creek bush fires and feedback from families has shown this is a welcoming and essential part of coming together as a community within the kindergarten environment after this traumatic experience. Our families feel they have a place and space to just 'be' together or alone, depending on their needs. This has been impacted by Covid-19, but remains in its own space ready for families to return to coming into the kindy building as the easing of restrictions allow.

Our resources are purchased with thought and align with our centre philosophy. We provide children with loose parts to use in their play. These parts provide additional challenge and opportunities for our children and help to develop creativity and learning dispositions. Our loose parts are available in stations throughout the kindy's learning environment. Children can self-select their tools and resources by accessing clearly identified baskets and stations. Staff continually reflect on the availability, safety and condition of their resources and how the children are using these to support and extend their play. We continually add and build on resources that build children's skills and encourage learning. We critically reflect on our program and the use of resources considering placement, intentional teaching and the potential for additional resources to extend, support and expand children's play.

Strengths

Quality Area 4: Staffing Arrangements

We are fortunate enough to have had the majority of the same staff team for a number of years, ensuring we have a great working culture and cohesiveness together. As a staff team we constantly engage in critical reflection practices to ensure we are constantly improving our practice. This has been a core component of our work since we began our self improvement journey together in 2009.

Each year we commit to spending at least one weekend away together where we can go deep into our Quality Improvement Planning processes to critically analyse our strengths, areas for improvements and set long term and aspirational goals. All staff that have been involved in our QIP weekends have reported that this supports their understanding of our directions and all elements of our improvement processes and practices.

Our staff interchange roles based on the needs of the child and our skill sets. Our educators are highly skilled and we have often been told that it is hard to tell the difference between teachers and other educators due to their excellent practice. We encourage all staff to share their passions with each other and use this to teach and share skills and knowledge.

We have a strong induction process and understand that educators working in our site need to have a deep understanding of our philosophy and pedagogy. We run a TRT session where we share our pedagogy and induct relief staff around our daily practices and the Bush Kindy program. This has been an effective way to ensure that all educators are on the same page and can see and share our vision. Continuity of staffing has been a huge strength of ours. In recent years we have had very little staff movement. We ensure that we have the same educators work with the same groups and when the whole staff team are off site for professional learning commitments, we have trained and handpicked a replacement staff team with prior understandings around our children and community context in order to provide seamless care.

As a staff team we believe in sharing our practices with others, we strongly align our practice to the Vygotskyian theory... "it is through others that we become ourselves". With this in mind we have opened our kindy doors and outdoor learning areas to thousands of educators. In 2013, we commenced a site based inquiry asking the question "What would happen if we spent an entire week outdoors?" this inquiry launched us on our outdoor and nature based pedagogy. This changed the way we operated and programmed. We attracted lots of interest from colleagues who requested to come and see how we were shifting our kindergarten's pedagogy from a safe traditional to outdoor based, child centred approach. As a result we created a Class movie DVD for educators to use at their sites sharing our journey up to that point. In 2014, due to popular demand, we ran two sold out "Digging Deeper" conferences sharing our nature pedagogy story. We then used funds raised to reinvest in our professional learning and as a staff team, we headed to New Zealand to attend the Reggio Emilia Nature Pedagogy conference. This is where our Nature Connect Bush Kindy program was born. Since then we have become a Lead Learning site as part of the Department for Education's STEM strategy. A site recognised for our exemplary practice, we worked with the Learning Improvement Division and ran learning courses, study tours and workshops over a two year period from 2017-2019. Over this time we mentored 10 sites and worked closely with approximately 4- others across the state. we have travelled across the state to support our colleagues in remote South Australia and have held master classes and conferences in Pt Lincoln, Ceduna and Naracoorte. In 2018 we held a statewide playful STEM conference to over 200 educators, supporting them on their playful STEM pedagogy journey. Peter Nielsen, Leadership Development, Learning Improvement Division stated the following in his evaluation of our work in the Lead Learning project

"A key feature of LCK is their commitment to being learners. It is the deep and imbricated commitment that LCK has to professional associations, actively searching for professional and academic partners to assist them make sense of their observations, evidence and emerging practices, and, their ongoing engagement in professional learning opportunities that confirm their positive disposition towards learning from and within their communities and each other."

Strengths

Quality Area 5: Relationships with Children

Our relationships with children are at the core of our work. We value our connections and relationships with each individual child. Our ECED has evolved and changed based on our critical reflections and data collection needs. This process has been used now for over 10 years and is constantly evolving and is embedded into our everyday processes. All staff, even relief staff are required to share their individual interaction and engagement with the group for documentation and analysis. This information is also shared with parents as needed to support the development of effective and honest relationships. Parent feedback via surveys and face to face conversations consistently states that our kindy staff know their children on a deep level and take time to get to know their children and have a genuine care and love for them.

Children's voice leads our program through interest based conversations, wonderings, inquiry, observations and reflections. This results in children having a strong sense of agency and increased levels of wellbeing.

Our successful 2018 application for the excellent rating was based on how our children are agents for change within our centre and within our community. This is particularly evident through our Bush Kindy program where our children and educators worked together to successfully lobby local stakeholders to regain access of our local bushland reserve after being told that we couldn't by community stakeholders.

Our curriculum is lead by our children's ideas, interests and needs. We have documented children's ongoing contributions to our program in a wide range of ways, including our Floorbook, their bush and regular kindy journals and small group documentation. Our program and learning environment is always thoughtfully set up to support children to play and interact together or by themselves.

Children are involved in reflective practices where they can think about themselves as learners and reflect on their play and interactions. We then use this to support their contributions to our weekly planning groups. These groups provide children with the opportunity to consider, plan and articulate their ideas on experiences and learning opportunities they would like to engage in the following week or planning cycle. We have been running these planning groups with children in a range of different formats over the past 10 years. We reflect on their effectiveness and have adapted and changed them as needed so as to be more responsive to the needs of our children at any given time. At Bush Kindy, our children plan what trails or walking tracks they would like to explore during their day in the bush. Children then work with educators to plan events and learning experiences at their chosen locations and landmarks and then literally lead the group by foot with educators close by to their planned locations.

Developing self regulation has been a site priority for the past few years. We have spent a considerable amount of time developing techniques, common language and learning environments that support children and adults to be able to read and regulate their emotions in a safe and healthy way. Our staff have focussed much of their professional learning on self regulation, interoception and using Dr. Stuart Shanker's resources and techniques to support children and families effectively deal with stress and regulate emotions.

We have created a range of spaces inside and out for our children to access to help them to self regulate as needed. The 'Nest', sensory swing and our egg chair are regularly used, along with a range of sensory soothing and calming tools to help children regulate and reconnect with themselves when they are dis-regulated. Daily relaxation practices are programmed into each day, enabling our children to learn stillness and develop mindfulness techniques. This practice has seen a reduction in anxiety, aggression and stress in our children after lunch.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Building collaborative partnerships with our families and the wider community has always been a strong focus at our site. From the time of enrolment, our processes strive to ensure families feel welcome and accepted. We hold a playgroup on-site, offer transition programs and an open door policy for families to access the kindergarten space to support effective transitions.

We conduct sharing meetings early in term 1 which provide parents with the opportunity to collaborate with staff to build an authentic and meaningful picture of their child's strengths, challenges, triggers and personality as well as share their families cultural contexts and beliefs. The information from these meetings is used to ensure our planning and programming is tailored to each cohort of families as well as supporting each individual child's needs. We repeat these meetings in Term 3 and once again collaborate to share information to support children's transitions to school. Feedback from our feeder schools and parents have been overwhelmingly positive in relation to the effort and level of connection to support children's transitions.

We constantly share information with our parents through a range of different platforms. We have a monthly kindy newsletter, active secret Facebook group and we hold a range of face to face information sessions to help effectively share information, build relationships and empower our parents to parent with knowledge and confidence. As a response to covid, we have created an effective communication bag system, ensuring that we have a clear path of communication with families. In recent years, we noted a drop in attendance at our information sessions, so as a response to this we created our own You Tube channel for our parents where we walk them through a range of different topics via our 'Kindy Conversations' videos. These episodes enable us to effectively share information and respond to the busyness of modern day parenting. Episodes also include inductions to excursions, specific Bush Kindy information and explanations on planning, programming and documentation. Families are invited to be on our Governing Council, and it is through working together towards common goals that many deep and ongoing friendships have been forged.

Each year our major fundraiser provides an opportunity for families to come together, to utilise their skills to plan, advertise, build connections with sponsors and donors, organise logistics and help host events. In 2020 due to covid, we couldn't host our regular event and therefore created a family cookbook, where each family and staff member contributed a recipe. Our cookbook 'From the heart' was a way of coming together to connect and share in times when it was impossible to do so. The culmination of this resulted in a heartfelt and treasured publication that has been loved and appreciated by our community and others far and wide. We are currently in our third print run with over 500 copies sold.

After the recent Cudlee Creek bush fires, where our families were directly affected, staff collaborated to design and set up a space in our small centre dedicated to supporting the emotional health of our parents. This space - our 'Wellbeing Hub' has provided a safe, welcoming, inclusive place for parents and staff to talk, seek support, connect and chat. We have a well resourced and accessed Parent Borrowing library located in the hub and we have seen parents spending many hours in this space as they seek support or transition their child into the new learning environment. While Covid -19 restrictions has put a halt on this for 2021, it remains in its own space waiting for our parents to return with the easing of restrictions.

We work closely with our local feeder schools. We have created the Lobethal Educator's Network where staff from all of the local schools can connect once a term to build relationships and strengthen our work together.

Over some time we have worked tirelessly to support our communities in times of need. We established a local Face Book group called 'The Lobethal Hug' which serves to support families in times of need. This support group has helped many grieving families in their time of need and has supported families seek financial, emotional and systemic support through their toughest times. This group has been operational for 10 years and has helped bring our community together through adversity.

Connecting to our community has been a focus since the 2019 Bushfires devastated our town and the impact of isolation due to Covid-19. We wanted our children to recognise and support our local businesses by learning about what they do. This initiative started in 2021 will continue as it supports the agency of our children, builds their knowledge and helps them become active members of their local community.

Strengths

Quality Area 7: Governance and Leadership

A strong Philosophy statement drives all aspects of our centre's operations and decision making processes. Our philosophy statement is created with each family each year and involves parent and child input. We ask each family to contribute to the philosophy statement by asking them to either add a leaf to our philosophy statement (represented as an art installation at our entry foyer) or a rock where they write a word portraying their hopes and dreams for their child's kindy journey that year. Each families' picture is also displayed at the entry foyer, along with key words from the statement, showing that the philosophy statement and what it represents is a collaboratively created document.

We enjoy a consistently strong GC membership and presence. In fact, over the past seven years, we have constantly had full membership of all councillor roles. Our Governing Council have a private Facebook page, where we can communicate, share policies and plans and have all documents uploaded and available for access. This page enables constant communication by members, increased engagement and support as needed.

Educational Leadership within our kindergarten is strong and the role is shared by director and teacher with the teacher running the educational programming and the director leading the site's strategic goals and directions. This shared role enables both parties to equally contribute to the centre's learning program and allows for each individual to support the other as needed. Both leaders create and review the centre's planning cycle and assessment and reposting schedules and processes.

Systems have been established over the past few years to ensure that there are effective management processes for hazard and risk identification and reporting. This is vitally important within our context, given the higher risk activities that our Bush Kindy program poses. We have produced a site specific procedure and visual flow chart around risk assessment and hazard management, highlighting the specific steps each individual must take to eliminate and or minimize risks.

We conduct a thorough roles and responsibilities process at the start of each year which includes every staff member. This process enables each individual staff member to list and describe their individual roles, then share them with the group. This list then is collated, discussed and analysed to create an agreed list of roles and responsibilities. This list master is shared with all staff members and placed in our induction folder. We have been conducting this process for the past 15 years and each year at the conclusion of the process, we critically reflect on it and make changes and tweaks to the process as necessary. This has been documented and shared in our staff Learning Journey Floor Books.

We have a strong focus on Professional Development- Each year we set a sizable budget to invest in professional development and learning experiences. We have staff learning nights, and have used monies raised from conferences that we have facilitated to engage in whole site attendance to conferences that align to our site priorities and PD Plans. Over the past two years we have had staff attend the Early Childhood Australia conferences in Sydney and Hobart. In 2017 our whole staff also attended the National Nature Pedagogy conference in Victoria together as we were key workshop presenters. Our professional learning is strongly aligned to our Professional Development processes which ensures that each educator's plans are aspirational and aligned to our site's QIP.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Lobethal Community Kindergarten

Goal 1: Embedding Aboriginal Perspectives through meaningful Community Connections



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators build their knowledge of kinship systems, this will enable them to intentionally teach children about Aboriginal History, Country, Culture and Peoples, then we will see children develop a greater understanding of, respect for, and connection to their local community and environment.

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

- Children, families and the wider community will engage in reciprocal partnerships with each other, learning from each other and developing social norms for being a respectful, collaborative and positive member of a community
- Acknowledge and recognise that they are on Peramangk and other Aboriginal Country
- Understanding of Reconciliation – why, how etc.
- Showing curiosity about Community, Indigenous culture and Country across Australia
- For children to have knowledge of historical and contemporary Aboriginal and Torres Strait Islander peoples
- Place based pedagogy
- For children to become researchers and represent their ideas through the 8 Ways of Learning
- Care and respect for the natural environment







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators will explore Aboriginal Perspectives through:</p> <ul style="list-style-type: none"> • Ongoing development and review of our RAP • Place Based Pedagogy and Connections with Country (incorporated into Nature Connect program – wetlands, beach and bush kindy) 	QA 1, 3 and 6	Ongoing throughout the year	Amanda, with Janice to lead ongoing development & review of RAP	<ul style="list-style-type: none"> • RAP & Narragunnawali website/Resources • 8 Ways of Learning • Other articles/training opportunities that support educators research into place and country

<ul style="list-style-type: none"> • Explore 8 Ways of Learning, Kinship System, Social Sustainability • Establish connection with Courtney Hebberman and Jade Brooks 				
<p>Educators will explore Intergenerational Community Connect through:</p> <ul style="list-style-type: none"> • Connections with Restvale and Lobethal Retirement Village 	QA 1, 3 and 6	Ongoing throughout the year	Kerry to lead planning, development and educator professional Learning of this program	<ul style="list-style-type: none"> • Recreation facilitators at Restvale and Retirement Village • Articles & videos that support educators research into intergenerational learning
<p>Educators will explore ways of increasing our family connections and develop reciprocal connections with schools</p> <ul style="list-style-type: none"> • School transition/connection opportunities • Reconciliation on Tour • Pipalytjara Anangu School • Family Night & Governing Council • Volunteer opportunities • Communication incl School Transition Conversations and Enrolment Conversations 	QA 1, 5 and 6	Ongoing throughout the year	Amanda	<ul style="list-style-type: none"> • Mark & LPS Staff • Steph & LLS Staff • Renae @ Lenswood • Ailsa @ Pipalytjara School • Surveys/questionnaires/parent survey responses • Data collection of how families engage with the service • Harvard School Excellence Program
<p>Educators will explore ways of forming reciprocal connections with our wider community by:</p> <ul style="list-style-type: none"> • Growing & Developing our Community Garden space • Exploring sustainability practices within the preschool and sharing these with our wider community. 	QA 1, 3 and 6	Ongoing throughout the year	Nic & Jess	<ul style="list-style-type: none"> • Community Garden • Data collected around our sustainability processes • Explore grant opportunities to develop & grow our community spaces
<p>Apply for grants to support development of our programs</p> <ul style="list-style-type: none"> • SAPN sustainability grant • Reconciliation grants • Community program grants 	QA 1, 6, 7	Ongoing throughout the year	All educators	<ul style="list-style-type: none"> •


Goal 1: Embedding Aboriginal Perspectives through meaningful Community Connections

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

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
<p>Educators will explore Aboriginal Perspectives through:</p> <ul style="list-style-type: none"> • Ongoing development and review of our RAP • Place Based Pedagogy and Connections with Country (incorporated into Nature Connect program – wetlands, beach and bush kindy) • Explore 8 Ways of Learning, Kinship System, Social Sustainability • Establish connection with Courtney Hebberman and Jade Brooks 	<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 will explore Intergenerational Community Connect through: Connections with Restvale and Lobethal Retirement Village</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 will explore ways of increasing our family connections and develop reciprocal connections with schools</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>

<ul style="list-style-type: none"> • School transition/connection opportunities • Reconciliation on Tour • Pipalytjara Anangu School • Family Night & Governing Council • Volunteer opportunities • Communication incl School Transition Conversations and Enrolment Conversations 			
<p>Intentionally teach children research skills to support the documentation of educator and children’s learning through:</p> <ul style="list-style-type: none"> • Bookmaking • Inquiry projects • Mystery Box & Talking Tub • Nature Connect Program • Intergenerational Community Connect • Community Garden & Sustainability • Exploring Aboriginal Perspectives 	<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: Embedding Aboriginal Perspectives through meaningful Community Connections

 **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
Continue to develop and grow our RAP	QA 1, 6	Narragunnawali website	Ongoing throughout 2024	Narragunnawali website	Janice with support from Amanda
Continue reciprocal connections with local schools	QA 1, 5, 6	Connect with school principles and staff	Ongoing throughout 2024	Lobethal Primary School Lobethal Lutheran School Lenswood Primary School Pipalytjara Anungu School	Amanda
Continue to grow and develop our Community Garden into a reciprocal community space	QA 6	Develop relationships with key stakeholders Apply for grants to support developments/upgrades of space	Ongoing throughout 2024	Adelaide Hills Council, Lions, Rotary Clubs, local businesses and community members	Nic and Jess
Develop QR codes for our Nature Connect spaces	QA 1, 3, 6	Invite AHC to kindy in Term 1 and then to Bushland Park in Term 2	By end of Term 3, 2024	Adelaide Hills Council	All educators
Interior Upgrade – cupboards for playgroup storage	QA 3	Local business	By end of Term 3, 2024	-	Amanda

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			
Continue to develop and grow our RAP	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Continue reciprocal connections with local schools	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Continue to grow and develop our Community Garden into a reciprocal community space	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Develop QR codes for our Nature Connect spaces	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Interior Upgrade – cupboards for playgroup storage	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

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

Signature:



Government of South Australia
Department for Education