

2023

Service approval number: SE-000110250

Quality Improvement Plan Summary

Clarence Park Community Kindergarten

Goals	Challenge of Practice	Success Criteria
To improve children’s ability to reflect upon and communicate their thinking and learning	If we support children’s developing understanding of the dispositions of learning through intentionally modelling language and strategies to use with educators and peers throughout the learning environment, then we will improve children’s ability to reflect upon and communicate their thinking and learning.	Through analysis of our documentation we will see children: <ul style="list-style-type: none"> - communicate their thinking and learning with peers and educators - develop the dispositions of, and use the language of, problem-solving, curiosity, persistence, resilience and confidence - increasingly contribute their own ideas, and listen to others’ ideas, in play experiences and be reflective on their learning - demonstrate a range of strategies to communicate their thinking and learning

National Quality Framework Priorities	Key steps
Build upon and embed our emerging steps of culturally responsive teaching practices in consultation with Aboriginal educators and Elders	Continue to build relationship with Uncle Tamaru (Kurna elder). Plan with Uncle Tamaru in advance of visits to maximise links in curriculum and CPCK program objectives. Link with Black Forest Primary School’s committee for developing a RAP
Build and develop on-going connections with Clarence Park Community Centre (CPCC) to include accessing facilities, events and site visits between both sites to enable a tailored, inclusive program to meet the needs of the broader Clarence Park community	Develop understanding of range of facilities and programs at CPCC that would be suitable to access for the needs of the kindergarten community. Plan for ways that CPCK can support CPCC with access to early childhood teachers including shared professional development opportunities. Plan for integrated programming sessions to occur each term. Plan for ways the CPCC children’s community can access CPCK facilities. Include visits to CPCC as part of regular programming.
Further develop our practice around the existing Charter of Rights program including possibly renaming it to show greater linkages to our learning about our connected brain, emotional and self-regulation language, Aboriginal ways of being, sustainability	Week 0 discussions. Term 1 explicit introduction and teaching. Ongoing implementation, review and reflection
Maximise the technology platforms available to the site and in particular the use of TEAMS for all educators to have access to site information including data about children, policies and procedures to enable better shared access of information	Week 0 agree high level file domains. Remove external hard drive from use. Agree specific actions for uploading of data on daily basis. On-going use throughout the year. Review IT hardware to equitable access.

Click or tap to enter a date.

Sandy Richardson
Education Director

Felicity Pezzanite
Governing Council Chairperson 14/03/2023

