



Aldgate Kindergarten 2026 Improvement Plan summary

Statement of Philosophy	Improvement Goals: What do we want?	Success criteria: What will progress look like?	Actions: How will we make progress?
<u>As educators, we feel it is important for children to:</u> • explore, be challenged and take calculated risks through an engaging, play-based learning program related to their individual interests, thoughts and ideas; • develop their self-confidence, social skills, independence, life-skills and dispositions for learning; • develop an increasing ability to understand internal feelings, be supported through co-regulation, and develop the skills to self-regulate; • have many opportunities to imagine and pretend in order to make sense of their world; • wonder, notice, enquire and develop strategies for testing their ideas; • engage in creative problem solving; • experience opportunities to slow down in order to notice and appreciate the natural world. <u>We will work with parents and carers to:</u> • learn from each other in order to best understand each child as an individual person and learner; • support children's transition from home/early learning centres to preschool, and from preschool to school; • build a community of learners where each child's unique learning and developmental needs are recognised and supported, and their progress is measured and celebrated over time; • develop children's independence, resilience, self-confidence, sense of belonging and regulation; • help children to develop empathy, an appreciation of diversity and respect towards other people, resources and nature; • support children to connect authentically with the environment and learn about the first Australians through Kurna language and culture and experiencing time in the "Wirra" (Stringybark forest).	Children will demonstrate improved Executive Functioning. (Focus on the Department for Education Strategy for Public Education Area of Impact Effective Learners: Metacognition and self-regulation) <u>National Quality Standard goals:</u> Families will feel informed about the program and their child's progress The outdoor learning area will be well-maintained	<i>Children will remember and process new information, and keep track of what's happening during play and interactions</i> (working memory) <i>Children will resist urges and choose appropriate responses before acting</i> (inhibitory control) <i>Children will switch perspectives, refocus attention and experiment mentally with ideas</i> (cognitive flexibility) Template & schedule for documenting children's own learning goal. Parent feedback is positive – parent opinion survey June/July. Progress is effectively shared with parents of all children. The outdoor learning area is tidy and clean. The garden beds are weeded. The Wirra weeds are under control. The mud patch space is redeveloped. The creek space is redeveloped. New fencing is installed.	Build educator capacity to understand, articulate, teach and document children's development of executive functions. <i>Quality Area 1.3.1 – Assessment and Planning Cycle;</i> <i>Quality Area 1.3.2 – Critical reflection;</i> <i>Quality Area 4.2.1 – Professional collaboration;</i> <i>Quality Area 7.2.3 – Development of professionals.</i> Develop children's executive function skills and learning dispositions which help them to engage deeply in learning. <i>Quality Area 5.1 – Relationships between educators & children;</i> <i>Quality Area 5.2 – relationships between children;</i> <i>Quality Area 1.2.1 – Intentional teaching; 1.2.2 – Responsive teaching and scaffolding</i> Work with parents to develop a shared awareness of their child as a learner, collaboratively helping the child to progress in their learning. <i>Quality Area 1.1.2 – Child centred program;</i> <i>Quality Area 1.3 – Assessment & Planning</i> <i>Quality Area 6.2.2 – Access & participate</i> • Support children to reflect on their own learning goal – link to Early Years Learning Framework. • Discuss educator observations, potential learning goals and child learning goal with families • Publish children's goals in their learning journals after discussion with families • Clearly share with families how they will be informed about the program and their child's progress • Put a schedule in place for weed management in the Wirra and outdoor learning area (external provider?) • Schedule working bees and request help from families to keep on top of weed control • Utilise the school groundskeeper once per week • Use budget for contractors to help if necessary • Plan for updates to the outdoor learning area e.g. mud kitchen, level the creek space to provide spaces of interest for play. • Fencing for chicken run with a gate • Fence off space between chicken coop and rainwater tanks