2026

Quality Improvement Plan Summary

Service approval number: SE-0010769

Paradise Kindergarten

Goals	Challenge of Practice	Success Criteria
Goal 2026: to strengthen our cultural responsiveness, focussing on Aboriginal and Torres Strait Islander Perspectives, via an inquiry approach	***Challenge of Practice 2026: to develop educator knowledge and confidence to explore and extend children's understandings of Aboriginal histories, culture and contribution.***	• All families, Aboriginal and other cultures feel welcome and can see themselves in the environment at kindergarten • All staff listen, plan and document children's theories in multiple ways • Building relationships with Aboriginal people in the community; Education community, Local community and preschool community • Children will develop connection to caring for country (advocating if opportunity arises and learning about what is our 'own backyard') and articulate why we do an Acknowledgement of Country • Publish a RAP, Term 1, 2027 • Use the 8 ways of learning as a lens to plan
	Inquiry Questions to guide us… Child LENS: Who am I? Who are the Kaurna people and what is the story of Australia? What stories or creatures belong to our special places? Educator LENS: How do we embed Aboriginal and Torres Strait Islander perspectives in our daily practice, authentically, and support children to see themselves in the environment and kindergarten. In what ways are the children developing their sense of belonging in our environment?	**EFFECTIVE LEARNERS:** • **Curiosity** Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced. • **Creativity** Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings. • **Meaning making** Learners make connections between past information and/or experiences and new knowledge. **(Department of Education SA: Our strategy for public education in South Australia)**

National Quality Framework Priorities	Key steps
QA3: physical environment Audit 3.1 Design (the design of the facilities is appropriate for the operation of the service) 3.2 Use (the service environment is inclusive, promotes confidence and supports exploration and play based learning.)	Physical Audit of Space: Indoor and Outdoor Scale survey with educators and families

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