

Katoomba Leura Preschool: Key Improvement Goals 2025

QA1	<ul style="list-style-type: none"> Continue to open avenues for children to be active citizens and advocates for their learning. To explore the questions “What is important to children in our community and what do they wish for in their lives?” <p>Steps:</p> <ul style="list-style-type: none"> Continue to unpack the Child Safe Standards and how these can be woven into our everyday practice – Standard 2: Children participate in decisions affecting them and are taken seriously Deepen our understanding of the United Nations Convention on the Rights of the Child (UNCRC) and how they underpin our daily practice and projects - Article 12 the right to express views and for adults to listen & for these to be given due weight Embed Children’s Council Provide professional learning opportunities for educators e.g. REAIE – conference, webinars, reading material Educators, children and families will have an opportunity to participate in the Connect to Nature Program (BMCC) Engage children in advocacy projects, exploring – Road Safety, Pollution – what is important to them Empower children to have a voice on decisions, on a pedagogical, operational and community level Develop an artwork – Charter of Children’ Rights
QA2	
QA5	
QA1	<ul style="list-style-type: none"> To develop and engage in an Action Research project to explore the question “How can we increase the effective and meaningful use of digital technology in our educational program?” <p>Steps:</p> <ul style="list-style-type: none"> Educators participating in the action research project (aka the technology working group) will aim to address the following questions within the scope of the larger research question: <ul style="list-style-type: none"> How could the technology we have (projector, green screen, GoPro camera, Apple pens, voice recorder etc.) better facilitate children’s engagement in inquiry-based learning experiences? How might this technology be used in supporting children to express their ideas and understandings through Reggio Emilia’s concept of the 100 languages? How might we best support other educators to confidently use and integrate digital technology in the curriculum? What theories and/or research could we draw on to inform our practice? The Technology working group will continue to meet each week to collaborate, develop a plan of action, share observations and reflect on progress The Technology working group will share what progress is being made with children, families and educators each term
QA3	
QA4	
QA6	
QA7	
QA1	<ul style="list-style-type: none"> With a sustainability lens, build connections between the service and the local community. <p>Steps:</p> <ul style="list-style-type: none"> Continue to grow the Community Pantry – gather feedback from families Complete & install new Street Library and invite community participation Educators, children and families will have an opportunity to participate in the Connect to Nature Program (BMCC) Katoomba Leura Preschool will continue to demonstrate commitment to building relationships with local community by attending local events e.g. Landcare Katoomba Leura Preschool will celebrate National Tree Day with children and families with a preschool event Educators will continue to engage with the Stephanie Alexander Kitchen Garden Program The service will organise sustainability workshops with local agencies e.g BMCC worm farm & composting The Sustainable Practices Working Group will complete a Sustainability Audit for the Service
QA3	
QA6	
QA1	<ul style="list-style-type: none"> To create, publish and share a Social Justice and Equity Charter that clearly communicates our commitment to anti-bias principles and practices at Katoomba Leura Preschool. <p>Steps:</p> <ul style="list-style-type: none"> Draw on a variety of post-structuralist and critical theories to inform our practice and the development of the Charter Explore how we can more effectively engage with and demonstrate commitment to social justice principles with our families and the broader community (e.g. participation at community events and observing dates of significance) Outline strategies to support the authentic and meaningful participation of all families, particularly culturally and linguistically diverse families Investigate what resources, materials or professional learning could support educators to effectively embed anti-bias principles and practices into our work with children and families
QA3	
QA5	
QA6	
QA1	<ul style="list-style-type: none"> To publish and share our Reconciliation Action Plan with children, families and the broader community. <p>Steps:</p> <ul style="list-style-type: none"> The Reconciliation Action Plan (RAP) working group will continue to meet each week to collaborate, reflect and work on the Reconciliation Action Plan The RAP working group will share what progress is being made with children, families and educators each term Members of the RAP working group will continue to demonstrate commitment to building relationships with local community by attending local events significant to our Aboriginal and Torres Strait Islander community Katoomba Leura Preschool will celebrate National Reconciliation Week with children and families with preschool events All RAP working group members will participate in the NSW Department of Education Aboriginal Cultural Safety Framework for Early Childhood Education and Care program in order to deepen our understandings of cultural safety and ensure our preschool environment is a safe and responsive space for all Aboriginal children, families and community Katoomba Leura Preschool will engage with resources, materials & professional learning that facilitate understandings of Aboriginal & Torres Strait Islander ways of knowing, being & doing
QA3	
QA4	
QA5	
QA6	
QA7	