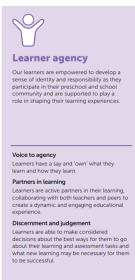


THORNDON PARK KINDERGARTEN



2026 QUALITY IMPROVEMENT PLAN

GOAL: To strengthen child's voice and surface the learning through an inquiry approach



AREA OF IMPACT STRATEGY FOR PUBLIC EDUCATION

LEARNER AGENCY - Voice to Agency & Partners in Learning

HOW WE WILL ACHIEVE THIS GOAL

EDUCATORS

How can we, as educators at Thorndon Park, work together to deeply listen to children and genuinely value their ideas, ensuring their voices meaningfully shape our learning program? Together, we will invite families to be part of this journey while continually reflecting on how we support each child's curiosity, creativity, and learning.

FAMILY ENGAGEMENT

At Thorndon Park, we will work closely with families so that children's voices and interests help guide our kindergarten program. By building these strong partnerships, we support children to develop confidence, happiness, and a strong sense of belonging, knowing that their ideas and contributions truly matter.

CHILD VOICE

To strengthen children's voices and learner agency through our inquiry approach, recognising that when children actively help to lead and shape their own learning, they become more engaged, curious, and confident learners.



Learner agency

Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences.

Voice to agency

Learners have a say and 'own' what they learn and how they learn.

Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

Discernment and judgement

Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful.

**Public education
is for**

**every child and
young person**

**in South
Australia.**



FOR CHILDREN

- QA1 – 1.2.3: Child agency is promoted
- QA1 – 1.2.1: Intentional teaching and curriculum decision-making
- QA1 – 1.1.3: Curriculum responds to children’s ideas, interests, strengths and abilities
- QA1 – 1.2.2: Responsive teaching supports problem-solving and critical thinking
- QA1 – 1.2.3 & 1.2.2: Learning is revisited and extended based on children’s thinking
- QA5 – 5.1.2: Each child is supported to feel secure, confident, and included

FOR EDUCATORS

- QA1 – 1.2.3: Educators respond to children’s agency
- QA1 – 1.2.1 & 1.2.2: Curriculum is responsive and intentionally extends learning
- QA1 – 1.1.4: Assessment and planning cycle is responsive to children’s learning
- QA7 – 7.2.2: Continuous improvement through reflective practice
- QA7 – 7.2.1 & 6.2.2: Educators maintain professional knowledge and collaborate externally
- QA3 – 3.2.1: Learning environments support exploration, play, inquiry and learning

FOR FAMILIES & COMMUNITY

- QA6 – 6.1.1 & 6.1.2: Families are respected and included
- QA6 – 6.2.1: Families are informed about their child’s learning
- QA6 – 6.2.2: Collaborative partnerships with families
- QA6 – 6.2.3: Children engage with the broader community
- QA1 – 1.2.3 & QA6 – 6.2.1: Learning is responsive and shared