

Quality Improvement Plan 2017

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE					
STRENGTHS: The EYLF underpins programming, assessing and reporting. Staff are open to improving knowledge and are reflective of pedagogy. Weekly program is reflected upon. Increased use of ICT in curriculum delivery					
AREAS IDENTIFIED FOR IMPROVEMENT:					
Standard/ Element & Partnership Priority	Where do we want to be? (Goal Or Outcome)	How Will We Get There? (Strategies and Actions)	What will success look like? (Our evidence and data)	Responsible persons and By when?	Progress Notes
1.2.1 <i>Improved teacher capacity in the teaching of numeracy</i>	All staff have improved knowledge of the literacy and numeracy indicators.	Professional learning for staff with a focus on numeracy Participation of all staff in the Panalatinga Preschool PLC closure days Staff are familiar with the Numeracy Tracking and monitoring tool and begin using it	Staff are confidently using the Numeracy indicators in Program and evaluation and have moved along self-evaluation scale used in performance meeting in term 1. Numeracy Tracking and monitoring tool is used to track and monitor children's progress	All staff Ongoing All staff, lead by director and teacher Terms 1, 3 and 4	
1.2.1 <i>The growth of every learner is tracked, monitored and used to inform practice.</i>	Each child's learning and development is tracked, monitored and assessed to inform practice as part of an ongoing cycle.	Key teacher to be allocated to each child and small groups allocated accordingly Key teacher evaluates small group learning for individuals and groups Focus groups from small group observations are followed up on. Individual Learning plans written at end of Term one and evaluated in Term 3 Learning stories are used to document children's learning and development All staff to write on weekly program with observations and reflections. Staff team uses the numeracy tracking tool to monitor each child	There is rich documented evidence of each child's learning journey. 100% of educators contributing anecdotal observations and documentation using learning stories. Learning stories have 'stretch opportunities' documented and these are used in planning cycle. 100% of educators contribute to program review and evaluation cycle by documenting onto program. 100% of children are monitored and they have made good progress towards, or achieved their individual learning goals. Folders reflect observations and next steps for the child. Each child has an informative summary report that details their individual progress throughout the year.		
1.1.6 <i>Learners demonstrate positive learning dispositions in response to stretch and challenge</i>	Learners demonstrate positive learning dispositions in response to stretch and challenge	Encourage children to be persistent and have multiple attempts and introduce the use of the word "yet" when children say "I can't". Staff to model an inability to achieve a task (either real or contrived) and use the word "yet" whilst demonstrating a growth mindset. Staff use the word "draft" when encouraging children to examine their work for further improvement.	Children are using the word "yet" when describing their abilities Children are prepared to continue with further 'drafts; of work and not give up	All staff Ongoing Children	

	Learners demonstrate positive learning dispositions in response to stretch and challenge	Introduction of a science program with fortnightly experiments focussing on predicting outcomes.	Children demonstrate skills of prediction. Participation, answering and questioning during science explorations		
1.1.2 <i>Authentic Student Voice drives improved outcomes.</i>	Children and families become actively involved in the planning process	Identify children's engagement, thinking, likes and dislikes through conversation and observation. Documentation of these ideas on weekly program Survey of families detailing information about their child's knowledge and interests to form a base for our Learning Program Use of internet to investigate children's thoughts and questions in a timely manner to 'capture the moment'	Each child has a survey completed Parent Information at ILP meetings and reviews are added in learning program Specific notes related to children's voice are documented on weekly program and used to inform future planning Children's voice is captured on their Individual Learning Plans and Statements of Learning	Director. At enrolment Director and teacher Terms 1 and 3 All staff Ongoing Director and teacher Terms 1 and 4	

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

STRENGTHS:

- All staff have a common understanding of safety expectations within the centre. All educators trained and will act in accordance with their Mandated Notification obligations if required. Sun safety is prioritised by staff

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2.3.3	Recording of children's accidents and injuries are clear, consistent and signed.	Creation of a new accident and injury folder	All staff are using a new accident and injury folder with child name list and a clear proforma for recording. Centre has a detailed record of children's accidents which are signed by caregivers on pick up.	Director End of Week 2 Term 1	

QUALITY AREA 3: PHYSICAL ENVIRONMENT

STRENGTHS:
Diverse yard area with large areas of natural shade. Well-lit interior with withdrawal space for smaller group work. Large office area providing room for staff to prepare and undertake duties. Adequate heating and cooling throughout

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3.2.1	The centre has an attractive and safe entrance off Thames Drive, and an extra play space for small, supervised groups.	Clear weeds and garden beds. Place bark as ground cover, find new area for garbage bins. Create area for small groups work or families to gather.	Thames Drive entrance area is an appealing learning area that is maintained, and is attractive to future families. Positive comments are received on the change. Extra play space is used for small, supervised groups.	Director End of Week 2 Term 1	
3.2.2	Entrance, pathways and outdoor learning spaces are clear of leaf litter and weeds to maximise safe path and learning space use.	Initial clean-up of site Ongoing regular gardener contracted Children work with staff in ongoing yard leaf and weed maintenance.	Regular maintenance of pathways and spaces occurs Contract for regular gardener is budgeted for and exists	All staff, gardener, children and families. Ongoing Director budget Term1 Contract by end of term 2	
3.1.1	Children cannot access a low fence area in the corner of Thames Drive and northern neighbour.	Meet with facilities manager about increasing height of fence. Brainstorm alternative strategies if new fence is an unviable option.	Children cannot access a low fence area in the corner of Thames Drive and northern neighbour. New fence or section, between Kindergarten and Thames Drive neighbour.	Director and/or Facilities End of Term 2.	

QUALITY AREA 4: STAFFING ARRANGEMENTS

STRENGTHS:

Current enrolments attract 3 staff, Whole team share Training and Development Opportunities, New team has worked hard to communicate well in order to create consistency for children

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4.1.1	Kindergarten remains at 3 staff FTE for all of 2017 and in future years.	Maintain current enrolments Contact local kindergartens that are at capacity and give them our contact details to pass on to new enrolments Development of a tri-fold brochure to hand to local schools and prospective families.	Kindergarten has 27 enrolments at end of term 1 2017. Enrolment occur from local kindergarten referrals Kindergarten has 27-30 enrolments for 2018 Brochure exists and is distributed	Director. Term one Week zero and ongoing Director to develop brochure by end of term 1. Staff to distribute as needed.	
4.2.1 4.2.2.	Staff have positive working relationships which support, challenge and inspire each other to build collegiality and cohesion.	Staff are asked about their passions and noted at PD meetings Create opportunities for all staff to use their skills and explore their passions. Create staff group email. Ensure all staff have contact information for everyone. Staff collaborate on curriculum program and review Opportunities exist for whole staff celebrations and/or training	Each staff member has lead an aspect of the curriculum and shared their skills with the staff team Staff regularly communicate through emails, text and face to face to ensure consistency of practice. Staff have positive working relationships Weekly program has evidence of professional notes by all staff. Staff attend these events	Director and staff Term1 at PD meeting Ongoing All staff Ongoing All staff Termly	
4.2.2 <i>Student and staff growth mindsets in particular in numeracy, are strengthened</i>	All staff can see where they need to develop and improve their knowledge and practice in relation to Growth mindset, and Executive Function, to improve learning outcomes for children.	Staff undertake PD in Growth Mindset and Executive Function	Growth Mindset and Executive Function information is displayed Staff can articulate their understanding and the importance of Growth Mindset and Executive Function skills Staff use the language of Growth mindset e.g. “yet” and “draft”, and Executive functions “Wait time” and “Ask, don’t tell” throughout the day, but particularly in relation to numeracy development Staff have moved along self-evaluation scale in relation to Growth mindset and Executive Function knowledge used in performance meeting in term 1.	Director and staff Terms 1 and 2 All staff Ongoing All staff Ongoing	

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

STRENGTHS:
Information has been gathered from all families to ensure smooth transition and common understanding, Key educators ensure they are building positive relationships with each child

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5.1.3	Even though there has been a complete change of staff in 2017, children have a positive first day and develop positive relationships with staff	Extra Staffing with familiar person i.e. Playgroup coordinator, on first day of year. All children are sent an introductory letter in January with staff photos.	Families comment on the value of the introductory letter. No more than 10% of children have separation difficulties in the morning by Term 1 Week 3. Staff intentionally review this goal and not e data.	Director January holidays/ Dec prior All staff Term 1	

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

STRENGTHS:
Playgroup families meet staff during Monday non-contact, Families are encouraged to visit at a mutually convenient time for a tour prior to enrolment

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6.1.3 6.2.1	Families and educators have frequent and ongoing communication in regards to the learning program and their child's individual development.	All families offered a 1:1 chat time with child's key educator. Funds are allocated in budget to support this. Gain administration of Reynella Kindergarten Facebook page from 2016 parents. Parents given email of their child's key educator and encouraged to use it. Parent emails are checked for accuracy and list created for staff.	Parents attend 1:1 chats. Feedback is used in planning review cycle. Reynella Kindergarten Facebook Page is used by staff to communicate to families on general topics Parents email key educators with requests, concerns and feedback. Staff respond within a timeline that has been communicated as reasonable (given the part-time employment of all staff).	Director to facilitate. Teacher to negotiate times Term 1 and ongoing as required. Director to facilitate. Teacher to maintain. Term 1 Director, teacher, parents	
6.3.4	Reynella Kindergarten connects with community events and spaces	Possible participation in Amanda Rishworth's Art show Use of local park in curriculum All children to have current "local walks" permission	Kindergarten connects with at least one local community event Visits to local playground are planned for and occur at least 3 times in year	Director to organise Teacher to facilitate Term 1 Director and teacher Ongoing	
6.3.2 <i>Increase student attendance from preschool to senior years to achieve 95% attendance</i>	Attendance at 95% or better to ensure continuity of learning for children	Habits of consistent attendance promoted with community Unexplained absences are followed up by phone call. Encourage families to attend late rather than not at all	Attendance data is 95% or better Shared understandings between staff and families about the importance of attendance Families arrive after phone call occurs	All staff Ongoing All staff and Families Ongoing All staff. Families	

	Attendance at 95% or better to ensure continuity of learning for children	Introduction of science program on Wednesday afternoons to promote engagement on second long day. Clarify importance of attendance in newsletter and other communication.	Individual children decrease level of unexplained absence during the year Science program exits	Ongoing Director Fortnightly Director and teacher.	
6.3.2 <i>Strengthened transition processes from preschool to primary school</i>	Continuity of learning and transitions for each child are supported by sharing relevant information.	Connect with staff from local feeder schools through face to face and email Visit at least 2 main feeder schools Director to actively seek out school leaders at Partnerships days Clear and timely transition process occur between sites and aims for improvement discussed	Director, teacher and possibly other staff know the names of leaders and reception teachers at 2 main feeder schools or more. Email/phone conversations occur between school and preschool staff Goals are developed to strengthen existing transitions processes between Reynella Kindergarten and at least 2 main feeder schools	Director, teacher Term 1 Ongoing Director and teacher in collaboration with school staff. Start of term 3	

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

STRENGTHS:

Staff are interested in undertaking training and share knowledge with each other, All staff undertake Performance Meetings

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7.2.2	The performance of educators is evaluated and individual development plans are in place to support performance improvement	Regular Performance and Development conversations are held with the Director Opportunities are created for whole site professional development in line with site priorities Individual Professional Development is supported by the site	Staff have at least 2 PDR reviews per year At least half of staff individual PD aligns with the site priorities in QIP	Director and individual staff Terms, 1,3 and ongoing Director and individual staff	