

Trott Park Kindergarten Quality Improvement Plan 2018

Quality Improvement Plan Area 1

Standard Element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure
<p data-bbox="71 331 338 395">1.1/1.1.1/1.1.2/1.1.3 Progam</p> <p data-bbox="71 432 353 600">Learning framework EYLF/IPNL Child centred Program Learning opportunities</p> <p data-bbox="71 668 264 700">LDAM stage 1</p>	<p data-bbox="427 331 719 483">All educators have a shared understanding of the key components of literacy and numeracy learning.</p> <p data-bbox="427 547 748 727">All educators provide differentiated literacy and numeracy learning opportunities which extend each child's individual capabilities.</p> <p data-bbox="427 791 757 1035">All educators have deep knowledge of each child including: Family, culture, prior knowledge, strengths, skills and abilities And forward plan from these for learning.</p> <p data-bbox="427 1131 757 1219">The program is designed to meet the context of all learners</p>	<p data-bbox="786 331 1189 483">All educators use the AITSL scan to self-evaluated. Data collated and analysed – improvement areas identified for individuals and team and PD sourced.</p> <p data-bbox="786 507 1160 600">LDAM – stage one resources. Shared content knowledge and pedagogical approaches.</p> <p data-bbox="786 624 1189 775">Devise and Implement Literacy and numeracy curriculum learning resources utilising IPLN, EYLF, speak and listen, curriculum and the Big Six, literacy summit PD.</p> <p data-bbox="786 799 1160 924">Preliminary profiles, child voice, enrolment meetings culture posters and parent meetings inform all planning.</p> <p data-bbox="786 948 1173 1072">All educators collaborated, evaluate and design literacy and numeracy learning, share and collate forward plan.</p> <p data-bbox="786 1152 1189 1211">PLC's in sector and across sector – cross site visits- good practice</p> <p data-bbox="786 1235 1137 1327">ALS used to evaluate teacher pedagogy and the learning environment.</p>	<p data-bbox="1218 331 2000 456">Educators are skilled in designing a high quality literacy differentiated curriculum and rich evidence exists in measurement and assessment tools. Including what children know, what they need to know, how will they get there, what next?</p> <p data-bbox="1218 512 1939 576">All educators utilise the Literacy resource to plan from child's interests and learning needs.</p> <p data-bbox="1218 608 1973 700">All learners show growth in learning outcomes in numeracy and literacy. Evidence in site specific Literacy and numeracy assessment and moderation tool.</p> <p data-bbox="1218 764 2029 916">All educators draw on a rich repertoire of pedagogical practices to program for child centred learning and there is rich evidence of deep engagement in learning for all children and this is shown in growth in their learning evident in data - tracking and monitor tool, ALS, Prelim Profile and SMART goals in ILPs and SOL.</p>

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<p>1.2. /1.2.1/1.2.2/1.2.3 Practice Intentional Teaching Responsive teaching and scaffolding Child directed learning</p>	<p>Succinct Positive improvement change in pedagogical practice which is responsive to children's ideas and extends and enhances children's critical and creative thinking skills and resilience.</p> <p>Quality improvements in Oral literacy development Speaking and listening for all learners and numeracy learning. (listening- data from 2017)</p>	<p>Continued PD Mind Sets, SHIP methodologies. Continued critical evaluation of 'Executive Functioning as a numeracy building block. Six hats utilised (ask not tell) HYP-Focus on Researching And collaboration.</p> <p>Site literacy resource embedded Audit of OL and listening skills of all children- forward plan. key teacher track and monitor L and L in collaboration with team and parents. Parent information nights (L&N) Intentional focus on listening skills Intentional/explicit teaching Early identification and intervention. Sharing speech and language resources and kits with families via ILP as per child's needs. Utilise HYP (Scaffold) 6 Hats ALS - areas to improve. Ongoing use of videoing as a tool to analysis teacher practice on learner outcomes. All educators contribute anecdotal observations ECW or free educator – documents child voice during big and small learning group Educators reflect on learner engagement each day Collaborative sharing time Preliminary profile includes child interests and child voice.</p>	<p>All educators use a range of questioning skills which are responsive to all children's levels of understanding and knowledge and extend and challenge their learning. Improvement in learner outcomes in critical and creative thinking processes (problem solving).</p> <p>There is rich documented evidence of each child's learning journey in literacy and numeracy. This includes specific use of the preschool indicators</p> <p>100% of children are monitored and there is evidence they have made good progress towards, or achieved their individual learning goals.</p> <p>Evidence of an increase in parent participation in and understanding of early years' pedagogy and in linking the learning to home e.g. Child parent interview survey questions, number of books and kits borrowed, feedback via email.</p> <p>100% of children are actively engaged in making their own learning choices. They recognise their agency and capacity to initiate and lead learning. There is quality data and documentation linking child voice to learning outcomes .</p>
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<p>1.3/1.3.1/1.3.2/1.3.3 Assessment and Plannig</p> <p>Ladam stage 2</p>	<p>Each child's learning and development is tracked, monitored, assessment and forward planed for as part of a site consistence an ongoing cycle.</p> <p>There is consistency of approach to evaluating leaner growth and how we measure learning so as to inform the design of future learning which challenges and engages all learners and stretches their thinking and provides for a differentiated curriculum. Critical reflection on the learning and development of each child and groups of children drives program, planning and implementation. Educators work in collaboration as a team and with families to devise individualised plans for all children and to evaluate and forward plan.</p>	<p>Build consistency of professional judgement about the evidence and what is quality learning: PD LDAM – Stage 2 formative assessment, Dylan Williams Primary sector (leader's day) Utilise leading learning website Co design and transform learning Numeracy Assessment and moderation tool utilised to tack and monitor (2 indicators term 1, 3 term 2, 4 term 3/4). The 'planning and reflection' tool is used for designing and planning the literacy and numeracy program for individuals and groups of children.</p> <p>Devise a literacy assessment and monitoring tool</p> <p>Detailed evaluation sheet for both individuals and groups to accompany program with specific learning area boxes and group learning boxes. Consistency in format of parent meetings and learning program information sharing processes. Number system for children who are struggling with learning choices – intentional teaching. Sensory Room to address the needs of many children Statement of learning – where to next – Empty learning space ready for children to make their own choices. Photos of resources.</p>	<p>All educators are engaged with these assessment tools and have a clear understanding of their purpose and there is time allocated in the budget for whole team analysis as well individual.</p> <p>Involvement scale – Video analysis demonstrates high levels of engagement and attainment of learning objectives by individual and groups of children.</p> <p>Assessment and moderation tools – show an increase in the number of children who demonstrate consolidated skills in numeracy and literacy learning.</p> <p>ILP evaluation tools and SOLS show learner growth in numeracy and literacy</p>
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Improvements sought for QA2

Standard/element QA 2	2.1.3 Healthy lifestyle - Healthy eating and physical activity are promoted and appropriate for each child 2.2.3 Management, educators and staff are aware of their roles and responsibilities to indent and respond to every child at risk of abuse and neglect
Identified issue	2.2.3 New graduate teacher and ECW. New children,9 GC and parent community 2.1.3 Healthy lifestyle Comment in parent opinion survey re health eating

Improvement plan Quality Area 2

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By When
2.1.3 Healthy lifestyle	All children display well developed Gross motor skills. All children have healthy food options for snack and recess and know the traffic light signals of right bite.	m	Review Active play police and healthy eating policy Funtastics program on Fridays, Kindergym, Right bite traffic lights shared with families and visible at kindy. Breakfast and shared lunches at Kindy.	All children are confident and capable in seeking out gross motor challenges and demonstrate resilience in trying new things. All children are eating healthy food. Parent and child surveys.	End of term 2
2.2.3 Child Protection	All educators, parents volunteers are clearly aware of their roles and responsibilities in responding to children at risk	m	Succession PD sexual misconduct, restorative practices, responding to sexualised behaviour and IRMs	P D diarised and minuted All educators participated in PDP's RAN PD update staff RAN completed by all	Term 1

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Key improvements sought for QA3

Standard 3.1.2	Upkeep - Premises, furniture and equipment are safe, clean and well maintained. Ongoing
Identified issue	Continued Improvements to aesthetics of environment Large portions of outdoor play not always visible to all staff incidents have occurred consider possible solutions ongoing Grounds person to access DECD training in outdoor regulations and safety New heating system required Kindy to be repainted in natural tones.
Standard 3.2.3	Environmentally responsible Sustainable practices are embedded in service operations. Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	Whilst the service has a range of environmentally sustainable practices, the children are not always involved and we want to have more of a site focus on sustainability and environment responsibility and respect for the environment. Exploring solar panels

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Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.1.2 Up keep	The environment provides for rich nature play learning experiences.	L	Budget line for more upgrades to indoor/outdoor area Continued planting of indigenous plants and install artefacts Shade for play area in front of shed and on lawn areas	The environment is aesthetically pleasing and rich in quality natural resources, which extend children's learning opportunities.	ongoing
3.1.2	Install ducted heating and remove unsafe gas heater. Repaint the Kindy	H	Application for corporate funding		Term 1 holidays
3.2.3 Environmentally responsible	All children, families and educators take an active role in caring for and respecting the Kindy environment and understand, and contribute to a sustainable future.	M	Program for learning and engagement TRT and PD – for educators Budget line for increased resources.	Documented evidence of all stakeholder's involvement e.g. digital pictures, program plans and observations,	ongoing

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Key improvements sought for QA6

Standard 6.2.1	Transition – Continuity of learning and transition for each child are supported by sharing information and clarifying responsibilities
Identified issue	. Aim to have seamless transition of children to school. NEP's established for verified children in term 4 with school and Support Services. Week 0 meetings with class teacher to discuss all children and specifically those on intervention programs who are not verified for school start. Planning in term 3 for transition to school. Early years cross sector PLC to track learning to school.

Improvement plan Quality Area 6

Standard/element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when
6.3.2	Continuity of learning and transitions for each child supported by sharing relevant information and clarifying responsibilities. Each child's beginnings in both Kindy and school are successful and the program is differentiated to meet their needs. Early years cross sector teams track learning to school.	Continued evaluation and investigate on how transition processes can be improved and linked more specifically to numeracy and literacy learning for children. Cross sector PLC to determine strategies to track numeracy and literacy to school Explore resilience and mind sets at school NEP meetings in term 4 for verified children Week 0 meetings with class teachers Quality documented of transition points. Seamless transition with all feeder schools Quality transfer of information from cc Quality of forward planning for learning for all children. Children verified or with intervention have differentiated programs in place Data tracking children's learning to school and improvement strategies in place as needed.	All children experience positive beginnings at transition points. Children's wellbeing, engagement and individual needs are strategically planned for and this demonstrates positive outcomes for all learners.	Ongoing Allocate educator to school Rachel SPS Jade WPS Maura SP and all.

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Quality Area 7: Governance and Leadership

Standard 7.1 Standard 7.1.2 .	Governance supports the operation of a quality service Management systems
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Improvement plan Quality Area 7

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1 and 7.1.2	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	H	Review all site policies and procedures Time in budget to action this	All mandated policies and procedures have been ratified by the GC and are included in all relevant information folders and emailed to families.	Term 2	GC AGM early Feb.