

Quality Improvement Plan: Hallett Cove Preschool 2017 – Term 2 .

	What Outcome do we seek?	Priority	How will we get this outcome?	Success measure	By When?	Progress Notes.
QA 1	Educational Program and Practice					
Standard 1.1	An approved learning framework informs the development of a curriculum that embraces each child's learning and development.					
Element 1.1.4	The documentation about each child's program and progress is available to families.					
	Documentation of children's thinking and learning is available to families via visual displays , floorbooks, learning stories INTENT: Documentation to support involvement of children families and educators in learning	H	Staff will be focussed in the documentation of each child's learning, especially children's "research" connecting with parents using floorbooks, documentation boards and children's portfolios. Educators will document Child and Parent Voice. Utilising a range of methods to support families to connect with the learning progress of their child. Create new ILP Mid Year report & Statement for learning template to stream line reporting. Use of Partnership tracking document for tracking information to share with parents about each child's progress	Feedback from parents RE: Do parents understand, connect with our learning program? Do Parents make comment RE program Parent surveys in Terms 1 and 2 End of year Parent Opinion Surveys (POS) indicate an improved % of families strongly agree in POS Section 1: Quality of teaching and Learning.	T1-4	T1-Parent surveys indicate a high level of satisfaction with program and ch'ns learning Staff team very good at capturing child voice in floor books and portfolios...Need to focus documentation on children's voice for parents in displays..
Standard 1.2	Educators and coordinators are focused, active and reflective in designing and delivering the program for each child					
Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.					
	Planning for Learning: Planning for children as individuals & members of groups to be evident in our programming. High expectations for the progress of each child	H	Identifying and addressing how we support children's learning in Programming Journal Consideration given to mediation of tasks. Learning Goals Implemented, assessed and reviewed Capturing the cycle of planning for each child	100% of Individual Learning Plans are created reflecting planning for differentiated curriculum to meet individual children's levels of understanding and ability Do parents connect with their child's goals? Parent Opinion surveys indicate an increase in parent perception data in area 2 Support of Learning	T1 T2 T3	T1 new planning format designed to show reflective practice. T2 Mid year Reports and ILPS distributed to each family and feedback sought.
Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning					
	Play Pedagogy : Focus on Numeracy and literacy Learning using a play pedagogy Educators to work with children to develop children's thinking skills through a focus on questioning and collaborative research following children's interests. A focus on stretch thinking , ask, don't tell and use of wait time in pedagogy and learning.	H	Use intentional teaching strategies to work with children to build their numeracy and literacy skills through authentic play. Using current data collection processes (children's portfolios and floor books) evidence will be collected each term with numeracy and literacy learning being captured for each child. All staff will develop an enhanced knowledge of the learning they are observing through an in depth exploration of the Early Years Learning Framework and The Numeracy and Literacy indicators Use of RRR involvement scale and Active Learning Environment to assess learning environment	100% of Statements for learning and Learning stories related to Numeracy and Literacy Learning will utilize the Numeracy and literacy Indicators Ratings for each numeracy experience will be at least 3.5 to show improvement over time	T1-4 T1 WK 7, T2 Wk5, T3,Wk 5 T4 Wk 3	T1 PFD developed staff understandings of IPN&L T2 Site PFD Deepened our shared understandings of IPN&L, reflective practice, play pedagogy and teachers roles. Play pedagogy : what does numeracy learning look like photo board. Discussed the value of specific areas e.g block corner/sandpit for numeracy. Commitment to spending 10 minutes in block corner to notice children's numeracy learning here
QA2	Children's Health and Safety					
Standard 2.3	Each child is protected.					
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury					
	Redevelop the outdoor areas to remove play structures which are worn, out-dated or no longer suitable for their purpose and replace with safer options		Consultation & engagement of contractor to redevelop lower garden area including slide area, swing area, 1 x water (Lock) course, and other paths to make area safer for children to play. Reduce trip hazards by removing identified items. Create a larger decked space for use with a larger group of children.	A decrease in the number of incidents occurring in the lower area resulting in injuries to children. Children's RRR wellbeing scale before and after in this area. Positive child and parent feedback regarding the area		T1 Approval sought fro increase in Budget Line T2 JC Form to Facilities sent for start .

QA5 Relationships with children

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.					
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.					
	Children will explore positive ways of interacting with others in their play and learning (including peers and educators) and identify and practice behaviours that display their social competence	H	Exploration of Executive functions through “ The way to A” & “Archie’s Big Book” and the elephant and Rider metaphor to support children to make appropriate choices for their behaviours.	Anecdotal Evidence Learning Stories Children’s engagement in learning and choices captured in Wellbeing scale –Social Functioning. Lowest acceptable score.3.5	From Term1 (same schedule as above)	T1 Worked with individual children and groups supporting behaviour T2 Purchased Way to A book, implement strategies into program week 5

QA 6 Collaborative partnerships with families and communities

Standard 6.1	Respectful supportive relationships are developed and maintained					
Element6.1.2	Families have opportunities to be involved in the service and contribute to service decisions					
	Parent Involvement in Preschool Parents feel involved and have opportunities to contribute to decisions about the program and their child’s learning. Information about the program is readily available to parents and kindy community	H	Discussion group with GC and parents as to what parent involvement should look like and to explore new ways to involve parents in service decisions making Partnerships with families -Open days , Parents seminars Gather feedback from family’s re involvement Spot graphs for decision making	Improvement in Data collected from: T1 Parent Survey Parent Opinion surveys term4 in area Relationships and decision making, 80% of parents will indicate Strongly Agree	Term1-4	T1 Discussion with GC re parent involvement T2 Community Night, P&T conversation
Element6.1.3	Current information about the service is available to families					
	Update information on Preschool website to ensure community is accessing accurate information		Consult with families, GC and children Engage photographer, take new photos for website Engage website support team Update information	Feedback from parents and community that website information is useful to their needs	T2	T2 Seek support of website developer/technician

Standard6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected

Element6.2.1	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing					
	Parents feel they are supported, recognised and that they have opportunities to contribute to the learning of their child(Connects strongly with1.1.4 above)	H	Surveys to parents, Parents given opportunities to contribute to and discuss children’s goals and progress. Parent information seminars and Newsletter articles about relevant topics Daily conversations with parents about children’s learning making sure all parents are talked to about their child on a regular basis	Each child will have at least 2 learning stories shared with parents per term -70% of Parents make reflective comments in their child’s learning goals in Statements for learning indicate by the beginning of Term 3 -Parent opinion surveys improved in area Relationships and Decision making 80 % strongly agree	T1-4	T2 New ILP format gives families the chance to contribute to planning for their child nad to discuss these at P/T C.

QA7 Leadership and Service Management

Standard 7.1	Effective leadership promotes a positive organisational culture					
Element7.1.4	Provision is made to ensure a suitably qualified and experienced educator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning					
	The Director is accountable for high quality teaching and learning at this Preschool and engages staff , families and children in a cycle of improvement to make this happen.		The Director participates in professional learning to develop her leadership skills. Engages with staff through performance development conversations Seeks feedback / ideas /contributions from parents and children regarding learning and looks for new ways to inform and support families and children program	Parent Feedback Surveys in Terms 1 and 2 Parent Opinion Surveys indicate confidence in the leadership of the centre, especially Strongly Agree responses to the following questions: Q37 I believe there is effective educational leadership within the preschool (2016 56%, 2015 70%) Q40 The preschool is always looking for ways to improve what it does (2016-56% down from 2015 67%	T1-4	T1 Staff written Performance reviews completed