



2018 Quality Improvement Plan

Vision: A community of engaged, confident and powerful learners.

Values: Respectful relationships and high expectations of children as competent and capable learners.

NQS Standard	Guiding Principle	Goal	Steps	Measures for success
Quality Area 6 Standard 6.2.3	Relationships	Building collaborative and reciprocal relationships with children and families which support wellbeing and learning.	Implementation of a new site run playgroup. <ul style="list-style-type: none"> - No compulsory cost so that it is accessible for all families. Gold coin donation for those who are able. - Run by Alisha and includes a short 'mat time' for a story and songs with the intent being around the parents relationship with their child. Eg. Being together. - Focus on getting to know and building relationships with families and children. 	Records kept to monitor attendance of families at play group and to see if families return. Written feedback to be collected to determine parent opinions.
Standard 6.2.2			Building relationships with parents by providing opportunities for learning conversations and establishing goals together. <ul style="list-style-type: none"> - Jane, Kylie and Louise to each be responsible for a 'focus group' to ensure every child is individually planned for. - Termly learning conversations are to be scheduled with families to set goals and 	Parent opinion surveys will reflect that families feel involved in their child's learning at Kindy. Establishment of strong partnerships between families and Kindy staff.
Standard 6.1				

			<p>discuss progress towards goals.</p> <p>Staff use a range of methods of communication and information sharing with families, including Seesaw.</p> <ul style="list-style-type: none"> -Encouraging all families to access this app and to engage with it. -Staff members to be set up as individuals so families can directly contact specific staff with messages as needed. -Regularly 'checking in' with all families through a range of methods, including through the learning conversations, face to face chats daily and Seesaw. 	<p>As above.</p> <p>Parents actively engage with the seesaw app.</p>
<p>Quality Area 3</p> <p>Standard 3.2.1</p> <p>Quality Area 3</p>	Environment	<p>Learning environments are engaging and reflect our values surrounding nature play, safe risk-taking and Reggio Emilia inspired principles.</p>	<p>Implementation of stage 1 of outdoor area redevelopment.</p> <ul style="list-style-type: none"> -Works to begin in term 1 school holidays with a new grass area for 'circle games', replacement of slide, a 'climbing stack' and sensory path. -Staff to document children's engagement within the new space. 	<p>The outdoor learning environment will undergo a significant upgrade which should impact on children's levels of engagement and be reflected in planning and documentation. RRR involvement tool data</p>

Standard 3.1.1			<p>Work with DECD facilities will continue to determine a best course of action in relation to building complexities and NQS Standards.</p> <ul style="list-style-type: none"> -working to agree on a building plan which meets NQS standards as well as our site individual needs. -purchase of new lockers to replace the old, damaged ones. 	Development of a satisfactory plan for our building works which will meet the needs of our Kindy community.
Quality Area 3 Standard 3.2.1			<p>Create a wide range of engaging learning spaces within both indoor and outdoor environments.</p> <ul style="list-style-type: none"> -Staff to build upon their learning from last year in regards to learning environments and strive for continual improvement. -Closely monitoring how/when children engage with play spaces and adapt/modify/change where necessary to ensure high levels of engagement in play. 	Families feel welcome and comfortable within our environment and children engage deeply. This will be evident through high and sustained playgroup attendance, feedback from families and participation in Kindy events.
Quality Area 6 Standard 6.1.3	Community	Developing strong relationships and partnerships with children, families and the wider community with a strong focus on wellbeing.	<p>Involvement in the Wellbeing and Engagement Project.</p> <ul style="list-style-type: none"> -Working with Mary to provide the service of a 	Families choose to access our new services and data from wellbeing practitioner will indicate where needs are being met and also

Standard 6.1.3			<p>Wellbeing Practitioner at our site.</p> <p>-Creating an appropriate space for Mary to use to offer this service.</p> <p>-Further learning surrounding COS and a specific focus on wellbeing in conjunction with our intent to build strong relationships with children and families.</p>	<p>where the gaps are with services.</p> <p>External COS evaluation.</p>
Standard 6.2.3				<p>Measurements will also include playgroup attendance data and Circle of Security feedback data. Parents attend, engage with and provide feedback on the program.</p> <p>The program is completed by participants.</p>
Standard 6.2.3			<p>Providing families with the opportunity to access Circle of Security parenting program.</p> <p>-Jane to work closely with Mary to make this program accessible to families who need it most.</p> <p>-Working closely with Akuna as their space is more appropriate for the delivery of the program.</p> <p>New play group program.</p>	

			<p>Deeper involvement within the wider community through excursions and incursions to support inquiry based learning opportunities.</p> <ul style="list-style-type: none"> - Planning will involve much intent to follow childrens interests. - Engagement with the STEM workshops to build capacity around learning through inquiry. - Purchase of car seats to make the use of the 12 seater bus a regular event. - <p>Working towards completing the Reconciliation Action Plan collaboratively with our Governing Council.</p> <p>-Louise to lead our Governing Council through this process.</p>	<p>Children will increase knowledge of their local community which will be reflected in documentation.</p> <p>Successful completion of the RAP requirements.</p>
<p>Quality Area 1</p> <p>Standard 1.2.1</p> <p>Standard 1.2.2</p>	<p>Pedagogy and Practice</p>	<p>Building a community of reflective researchers: Inquiry based teaching and learning.</p>	<p>Exploring STEM and its place in an early childhood setting. Attending staff training and development to build capacity surrounding STEM and utilising a STEM focus within the Early Years cluster work.</p> <p>-Staff to attend the STEM workshops facilitated by UNISA and apply learning to the planning cycle.</p> <p>Utilising excursions to further explore children's interests and foster research and investigation</p>	<p>Staff can clearly articulate how STEM and inquiry are embedded within the learning program. The planning cycle reflects deep understandings of STEM.</p> <p>Children are able to make connections between their learning at kindy and within the wider</p>

Quality Area 4 Standard 4.1.1			practices. All staff to engage in further learning surrounding numeracy processes and disposition. -All staff to attend the LDAM closure day focused on numeracy learning. -Staff to engage in further learning around numeracy through a 'book club' to encourage dialogue and deep thinking. All staff to engage in learning surrounding Circle of Security Parenting program.	community. Evidence of deep numeracy understandings are evident through planning and documentation processes. Continuity of practice. Common 'circle' language is used by all staff and communicated to children and families. Staff feel more confident to 'be with' children during times of big emotion and families feel connected and supported.
Quality Area 6 Standard 6.1.3				
	Current Incubation Focus Area	Trialling a new model for how speech and language support is delivered.	All children on speech and language program to attend same session, run by louise and Wendy and working closely with Ashlee, DECD speech pathologist. Session to be capped at 14 and with an intensive oral language focus. - See alternative documentation.	Video data, data wall, speech pathology programs and speech floor book.