



MADGE SEXTON KINDERGARTEN QUALITY IMPROVEMENT PLAN 2016

<i>Stand ard /Elem ent</i>	<i>What outcome or goal do we seek?</i>	<i>Priority? (H/M/L)</i>	<i>How will we get this outcome? (Steps)</i>	<i>Success measure</i>	<i>By when?</i>	<i>Who is responsible?</i>	<i>Progress notes</i>
QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE							
1.1.4	Ensure documentation about each child's program and progress that is shared with families is effective and meaningful.	H	<ul style="list-style-type: none"> -Implementation of new ILP process to form ILP for each child. -Critical reflection of contents of individual children's Learning Folders and keeping documentation authentic and meaningful to the individual child vs the group of children. -Deeper professional learning and research about documenting children's learning. -Re-visit Assessment & Reporting Policy & EYLF guide pg. 37. -Engaging in DECD Reggio Emilia Prototype project 	<ul style="list-style-type: none"> -Staff involved in research, professional learning and networking around effective documentation and reporting processes and the implementation of their learning. (Including sharing professional expertise within staff and within partnership.) -Individual and group learning documentation formats including links to individual child. - 	End 2016	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and <u>evaluation</u> .	H	<ul style="list-style-type: none"> -Improve and make more visible the processes that we use to evaluate and analyse information collected about individual children and groups of children, and how it is used to make judgements about each child's progress towards specific learning outcomes. -Make more visible the cycle of planning, documenting and evaluating, and ensure that it is ongoing, appropriate and inclusive of each child. -Make more visible the children's voice in the planning and assessing of learning experiences. -Explore ways of gathering "data" to reflect children's literacy and numeracy development in a meaningful, relevant way through a learning disposition lens. 	<ul style="list-style-type: none"> -Evidence that information gathered in children's documentation demonstrates the children's learning and development in the service. -Evidence of the cycle of planning, documenting and evaluating. -Evidence of and staff being able to articulate how children's ideas, interests and points of view are heard and respected in planning for and assessing learning experiences. -We have practices using the Preschool Indicators of Literacy and Numeracy that enable us to collect data on children's literacy and numeracy development that is meaningful and relevant. (Work within our Sea & Vines Partnership to devise this.) -Incorporate at least 1 numeracy and 1 literacy goal into each child's ILP. -MSK Assessment & Reporting policy in place. 	End 2016	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>	

1.2.2	Educators working with children as "co-researchers" to respond to children's ideas and play, and using intentional teaching to scaffold and extend each child's learning.	H	<ul style="list-style-type: none"> -Engaging in DECD Reggio Emilia Prototype project. -Staff engaging in professional learning and discussions to explore the role of being a "co-researcher". - Action research/inquiry around how we meaningfully and authentically: intentionally scaffold children's learning; make use of spontaneous 'teachable moments' to extend children's learning; further extend critical thinking skills through provocations; support children to be curious and enthusiastic participants in their learning and use their own ideas to develop their play. 	<ul style="list-style-type: none"> -Evidence that staff are more confident in their roles as a "co-researcher" and are able to articulate what that means for them. -Children are working with educators as 'co-researchers' rather than viewing them as the givers of all knowledge, etc. 	End 2016	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>
1.2.3	Critical reflection becomes embedded in our everyday processes.	M	<ul style="list-style-type: none"> -Provide opportunities for staff to reflect on the events of each day, incorporating the child's voice, including thinking about what happened and why. -Provide opportunities for educators to reflect on the learning program's successes and what can be extended or changed. (Read BBB Guide pg.7 & BBB framework pg.13) -Network with colleagues & consultants. -Audit of whether the information gathered is effective in providing insights about the curriculum decision making and extends children's learning, development and wellbeing. -Continue to promote a culture of professional enquiry, where practices and outcomes are reviewed and new ideas are generated. - Make critical reflection explicit in group learning stories. -Engaging in DECD Reggio Emilia Prototype project 	<ul style="list-style-type: none"> -Evidence of how critical reflection, assessment and evaluation are ongoing processes at MSK. -Staff reflections daily using the "Learning journey wall" -A culture of professional inquiry exists where practices and outcomes are reviewed and new ideas are generated. -Critical reflection is evident in all learning documentation. 	Ongoing	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>

QUALITY AREA 3: PHYSICAL ENVIRONMENT

3.3.1 & 3.3.2	<p>We will have embedded practices for sustainable education.</p> <p>Children are supported to become environmentally responsible and show respect for the environment.</p>	L	<ul style="list-style-type: none"> -Establish systems and times each term for intentional teaching to ensure that all new children are aware of the systems in place for caring for our environment. -Use 'sustainable' language in everyday interactions with children and develop and implement strategies to support children to show respect for and be environmentally responsible. -Develop a Site Environment Management Plan and a Sustainability strategy. -Termly curriculum plans of sustainable practices & processes in place & embedded routines and processes of children learning about environmental and sustainability issues. 	<ul style="list-style-type: none"> -Site Environment Management Plan in place. -Sustainable education & learning program & practices in place. -Written documentation of children's learning about environmental sustainability issues. 	End 2016	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>
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QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.3.2	Continuity of learning for children and successful transitions from Kindergarten to school are supported.	M	<ul style="list-style-type: none"> -Revise school transitions especially with Partnership schools including McLaren Flat & Vale PS and put process/policy in place and also allocate a MSK rep to connect with schools. -Develop an understanding amongst staff about Continuity of Learning EYLF Educator Guide pg.34 -Collaborate with other organisations to develop relationships and effective processes which support continuity of learning, not just orientation / transition. -Shared ILPs between sites & regular communication about children's learning. -Review ILPs and Preschool Statements of Learning with feeder schools and within Partnership. -Strong commitment by all staff to Sea & Vines Partnership. 	<ul style="list-style-type: none"> -Shared understandings about children's learning with all necessary participants to support children's continuity of learning and transitions. -Stronger relationships with all necessary participants to support children's continuity of learning and transitions. -Shared professional learning and research between sites to support children's continuity of learning and transitions. -Effective Individual Learning Plans in place to support children's continuity of learning and transitions. -NEPS transferred to schools for PSS children to support children's continuity of learning and transitions. -Participation in Continuity of Learning focus group within Partnership. 	Ong- oing	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>	
6.3.4	Build relationships and engage with local community and the cultural diversity of the broader community including Aboriginal/TSI communities and embed this practice into our everyday learning experiences and staff knowledge and understandings.	H	<ul style="list-style-type: none"> -Identify support networks to support us to ensure we have current understandings and knowledge of local Aboriginal and Torres Strait Islander community. -Identify local indigenous community members who are willing to form connections with MSK staff, children and families. -Implement respectful and effective ways to raise awareness of Aboriginal and Torres Strait Islander community including acknowledging the traditional owners of the Land and local elders. -Support children to develop an understanding of their social and cultural heritage. 	<ul style="list-style-type: none"> -Relationships will be established with local community to ensure cultural diversity is embedded into our everyday practices and learning experiences. -All staff will have a clear understanding of, knowledge of and awareness of appropriate cultural factors that need to be considered and be included in our everyday practices and learning experiences. -Inclusive and enriching cultural practices are embedded in our learning program. 	Ong- oing	<p>Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.</p> <p>All staff responsible to ensure they participate and contribute where possible.</p>	

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

7.2.2	The performance of educators & staff members is evaluated and individual development plans are in place to support performance improvement.	H	<ul style="list-style-type: none"> -Individual development plans will be developed for each staff member at the site and a system of regular review will be established. (See 4.2.2) -Distribute relevant info. to all staff, Teacher Standards, Code of Ethics and Policies & Procedures. -PDRs are regular and meaningful. -Staff meetings provide learning opportunities for all staff. -Training opportunities are provided for all staff. -Sharing good practice is embedded in our everyday practices with each other and within our networks. -Professional learning around effective vocabulary and questioning to use with the children. -Whole staff commitment to Reggio Emilia philosophies and further learning and to promoting the image of the competent and capable child to our community and colleagues. -Whole staff commitment to our Sea & Vines Partnership and focusing on "powerful learning" together. 	<ul style="list-style-type: none"> -All staff will be engaged in relevant Performance development discussions with line managers. -Documentation of Performance development will be evident. -Regular reviews will be conducted and documented. -Staff will have at least 2 face to face PDR meetings by end of year. -Staff get at least 1 written feedback by end of year. -Staff are achieving personal and professional targets. 	Ong- oing End 2016	Leanne responsible All staff responsible to ensure they participate and contribute where possible.	
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