Port Wakefield Kindergarten

QUALITY IMPROVEMENT PLAN 2014

**Area 1: Educational Program and Practice**

Use DLO’s and Individual learning Plans to inform families about their child’s program and progress

Improve engagement and achievement in Literacy-Oral Language. All children to move 2 strands or reach Level 4 on the TROLL at end of 4 terms of kindy..

Monitor children’s individual learning through using Learning Stories.

**Area 2: Children’s Health & Safety**

Risk assessments of all areas- plans in place.

Review plans to manage incidents, emergencies, medical records, first aid kits

**Area 3: Physical Environment**

Planning and re-designing the outdoor play areas

**Area 4: Staffing Arrangements**

**Area 5: Relationships with Children**

Focus on active learning environments children. Using RRR scales as a tool for supporting and observing children’s levels of well being

**Area 6 Collaborative Partnerships with Families and Communities**

Integrating pre-school in the first years of school 2014 project

**Area 7: Leadership and Service Management**

Review Mission statement

Policies review and documented

Reviewed  Governing Council 24/03/14
Director – Chris Manners
Governing Council Chairperson Wendy Amos
**Area 1: Educational Program and Practice**

Use DLO’s and Individual learning Plans to inform families about their child’s program and progress.

Improve engagement and achievement in Literacy-Oral Language. All children to move 2 strands or reach Level 4 on the TROLL at end of 4 terms of kindy.

Monitor children’s individual learning through using Learning Stories.

**ACTION:**

Staff planned to focus on Oral Language activities at each session, use rhyme in everyday activities and using books with interesting words. Staff would also plan to engage in STRIVE FOR FIVE conversations with all children with conversations going back and forth between the child and adult at least five times.

Speak to parents about their child learning and development. Discuss the Developmental Learning Outcomes and how we include them in their child’s Individual Learning Plan.

**PROGRESS:**

- Information about TROLL given to parents at Governing Council and informal chats to individual parents.

- During the second week of term 1 staff assessed each child on the TROLL questions – relating to Oral language, reading and writing. This was the initial assessment and has helped to plan for literacy for the next term - Rhyme, speaking clearly to others, using interesting or varied vocab, questioning.

- The ME Box will be introduced in term 2 to encourage children to use conversation with meaning and speaking with confidence in front of a group.

- Staff to encourage children to speak, listen and question when talking about favourite stories, their toys, something made at the collage table, playdough, painting, playing in the sandpit and other indoor outdoor activities.

- Inform new staff and parents about use Levels of questioning when speaking to children about activities.

- Inform new staff and parents about Strive for Five conversations.

- Staff to observe children’s writing - photos and conversations about their writing. Provide varied activities to encourage writing – different pens, textas, crayons, chalk, sand, sticks and different writing surfaces - pavement, bricks, easel, paper, pads, cardboard, tracing paper, chalkboards, whiteboards, plastic, bark, leaves.

- Staff to observe children’s reading activities – keeping in mind TROLL questions.

- Provide activities for listening to stories, sharing stories, looking at books alone or with others, making own books, recognizing their own name and others, sounds and letter relationships.

**REVIEW:**
Area 2: Children’s Health & Safety

Risk assessments of all areas- plans in place.

Review plans to manage incidents, emergencies, medical records, first aid kits

**ACTION:**

Identify what areas inside/ outside need risk assessment plans and set plans in place.

Check what plans our site has in place to manage incidents, emergencies, and medical records.

Check what’s in our first aid kits.

**PROGRESS:**

- Staff have identified toy shed and adult shed as priority for risk assessment
- Find risk assessment plans on website – found. Port Broughton have shared how they have used the forms.
- Discussion at Governing Council – parents informed of the requirements from NQS
- No plans in place – ongoing list of areas.

**REVIEW:**
Area 3: Physical Environment

Planning and re-designing the outdoor play area

**ACTION:**

Safety checks were done in term 4 2013 and highlighted areas which were of safety concerns. As a result the following equipment was deemed as unsafe, faulty or not up to Australian Standards.

Fort, cubby house, boat boarding area and fixed playground equipment.

Plans for 2014 would be to remove all of the above and revert the outdoor space to a more natural learning environment.

**PROGRESS:**

- Governing Council and grounds committee all agreed to remove the areas identified as unsafe or not up to standard
- Pre-school site audit also agreed with the findings, but said the boat area could be modified as a wharf area. It also identified children could still access the area behind the shed and recommended a better fence be placed there
- Grounds person has removed fort and cubby house and recycled some of the timber for a pathway in the school vegetable garden
- Children miss their cubby house and have their own recommendations for other play areas – like something purple or a new cubby
- Some problems during Occasional care sessions with 2 year olds using the larger fixed equipment. More supervision by staff and putting out age appropriate equipment.

**REVIEW:**
Area 5: Relationships with Children

Focus on active learning environments children. Using RRR scales as a tool for supporting, observing assessing and children’s levels of well being

ACTION:

To help new kindy staff and Junior Primary staff provide an interesting, active and engaging environment that is play based and fosters fun curiosity, communication, persistence, risk taking and team work. Use the ACTIVE LEARNING ENVIRONMENT SCALES for educators to examine and reflect on their practice

PROGRESS:

- Focus has now changed to ACTIVE LEARNING ENVIRONMENT SCALES Domain number 3- enabling learning dispositions. This will reflect our work with the early years project.

- Copy domain 3 indicators –all staff to read

REVIEW:
Integrating pre-school in the first years of school 2014 project

ACTION:

Commitment to supporting the INTEGRATING PRE-SCHOOLS WITH THE FIRST YEARS OF SCHOOL 2014 PROJECT

PROGRESS:

- Information session at Snowtown Area School on Thursday 20th March about the project, how it could work in our site and support from the team – Sue and Barb.
- Staff from pre-school and Port Wakefield Primary school committed to the project
- Focus for term one- literacy with a play-based approach for Tuesday sessions at school and PLAY for Thursday fortnight sessions at the kindy
- Large book set up to record the progress using photos and how the activities fit with Australian Curriculum and Early Years Learning Framework
- Meeting with Jasmin to talk about progress- how we could focus on one area, play based activities and understanding different Teaching frameworks from both sites
- Some difficulties in understanding what both sites want to achieve. Need lots more discussions, reading relevant information and support sessions.
- Next meeting with Jasmin week 9
- Jenny is organising a meeting time with Sue and Barb sometime in June.

REVIEW:
Area 7: Leadership and Service Management

Review Mission statement
Policies review and documented

**ACTION:** Look at our current Mission Statement. Does it need to change?

To review and update centre policies and what is needed for NQS.

**PROGRESS:**
- Staff and parents have read the current philosophy statement and agreed they all liked it as it was. It was decided at the AGM in February to keep revising until we were all happy with it.
- documenting policies and procedures – ongoing. Very time consuming and some confusion with policies. Support needed from EC Leader- Jasmin

**REVIEW:**