Quality Improvement
Plan 2016
Salisbury Park Kindergarten
‘A Place to Belong where Learning is Fun’
## Improvement Plan QA 1: Educational program and practice

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<th>Standard/element</th>
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<td><strong>1.1.4</strong></td>
<td>Parents have ongoing access to children’s learning. Regular opportunities exist for discussions between families and educators, to share information and plan for progress.</td>
<td>H</td>
<td>*All families notified by week 4 T1 of child’s group teacher. *Educators available for discussion with families at beginning &amp; end of sessions. *Introduce family interviews late T1 &amp; T3, to share information &amp; reflect/build on ILP, opportunities exist to address any needs or concerns. *Written reports provided in T2 &amp; T4, which highlight child’s strengths, document areas for future leaning. *Learning folder’s sent home end of each term, with reflection on learning including child voice &amp; seeking family feedback &amp; input into ILP for following term. *Remind families of ongoing access to learning folders. *Communication books used for families who don’t have regular site access</td>
<td>Regular family input into children’s ILP is evident and documented. Child voice is evident in learning &amp; ILP process</td>
<td>Beginning of year and ongoing</td>
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| **1.1.5**        | Every child is supported to participate in the program. Early intervention programs support learning, inclusion & build confidence.  
**RESULTS PLUS ‘D’**  
Identify & enact clear intervention processes  
**EYLF Outcome 1:** Children have a strong sense of identity | H     | *All staff aware of DECD referral process & use appropriate tools to gather information on children identified by educators or parents as displaying behaviour/developmental concerns. *Referral process actioned early T1 to enhance early intervention program  
*ECW & PSS workers, where possible, to engage during program sessions & interviews for children they support.  
*PSS workers engage in early communication with families to support positive relationships & two way sharing of information.  
*Children with identified additional needs are provided with early access to focus books & program topics, to build awareness and confidence to enhance their understanding & engagement during whole group exposure | Children identified with additional needs early to enhance effectiveness of intervention programs  
Children receiving PSS display positive engagement levels with focus topics, which is evident in Numeracy & Literacy Indicator data  
*Input from DECD Speech Pathologist re apps. to support children’s speech & language | Start T1 ongoing | |
| **1.2.1**        | Cycle of planning evident with implementation of DECD Literacy & Numeracy Indicators.  
**RESULTS PLUS ‘A’**  
Track, monitor & respond to every learner’s growth through **‘DECD Preschool Indicators’**  
**EYLF Outcome 4:** Children are confident & involved learners. | H     | *Staff develop familiarity with Indicators by working with & discussing reflection questions, reading, EY PD.  
* Staff document individual learning against DECD Lit/Num. Indicators, providing opportunity to track & monitor & build onto individual needs & interests.  
*Individual learning stories documented with i-pad.  
*Follow up recorded & implemented by group educator and in centre program showing cycle of planning.  
*Learning Stories (min 2 x T/child) highlights what children know & areas for future learning.  
*All children continue to be ‘focus child’ during term, with support with observations from PSS & ECW.  
Literacy & Numeracy Indicator data provides evidence of what children know and strategies used to extend their learning. Indicator Data tracks areas of learning and provides direction for future learning of individuals, small and whole group, which is the foundation of the program. Focus children documented. Evidence of team approach to program planning. | | |
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| 2.2.1            | Healthy eating is promoted, with awareness developed for whole natural foods without wrappers.  
**EYLF Outcome 3**  
Children take increasing responsibility for their own health & physical wellbeing. | H     | *Share with families and children dietary value of ‘whole’ foods. *Use of family support for cooking experiences (2 x parent chefs) Use of vegetable garden, compost & worm farm to highlight environmental factors. *Visit from ‘NAWMA’ Salisbury Council recycle program.*Inquiry question, “How can we reduce our levels of non-recyclable rubbish/’ Investigate ‘wrappers’ at kindy, how many, what, why? *Reflection on current practice  
*Discuss, share & promote with children healthy unprocessed ‘nude’ food types. *Benefits for environment less rubbish, compost, worm food. | Children exposed to & eating increased levels of fresh, healthy food.  
Reduction in processed food and paper waste at centre | Implement T2 |
| 2.3.3            | Improvements to procedure for offsite evacuation and ability to notify families during emergency or critical incident  
**EYLF Outcome 3**  
Children take increasing responsibility for their own health & physical wellbeing. | M     | *Investigate access to a centre mobile phone & family group text message system to improve current communication procedures. *Review current procedure  
*Practice offsite evacuation during wk 5 emergency discussions  
*Organise visits from emergency service personnel to support awareness | Educators better able to communicate with families during critical incident/emergency | End 2015 |
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<td>3.1.1</td>
<td>Indoor and outdoor facilities are suitable for their purpose and meet NQS standards</td>
<td>H</td>
<td>*Follow DECD Facility Audit recommendations, liaise with DECD Asset Support staff &amp; FM to oversee &amp; support site facility upgrades required. *Try to limit disruptions to service by completing works during holiday periods where possible. *Ensure staff, GC &amp; families are kept informed of work required, plans &amp; progress.</td>
<td>Centre facilities meet NQS standards</td>
<td>End 2016</td>
<td></td>
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<td>3.2.1</td>
<td>Ideas are gathered to support effective Outdoor Learning Area upgrade in 2017/8 <strong>EYLF Outcome 4</strong> Children develop a range of skills &amp; processes such as problem solving, enquiry, researching &amp; investigating</td>
<td>M</td>
<td>*Research and document ideas for outdoor area improvements initiate ‘ideas’ book *Investigate &amp; explore ideas from children &amp; families *Visit sites who have completed outdoor area upgrades or have effective nature play areas. *Staff engagement with Claire Walden to inspire learning &amp; ideas *Access ‘loose parts’ to support outdoor learning including large hollow wooden blocks &amp; storage</td>
<td>Ideas book is initiated and actioned. 2017 Outside Learning Area is enhanced with new planting. Play areas &amp; improved natural resources funded by DECD Grant</td>
<td>ongoing</td>
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<td>3.2.1</td>
<td>Inside facility upgrades &amp; furniture improvements actioned <strong>EYLF Outcome 2</strong> Children become socially responsible &amp; show respect for the environment</td>
<td>M</td>
<td>*Site credit card given approval &amp; actioned for purchases. *Budget approval from GC for new purchases. *Collect quotes for work required &amp; manage work after approval granted -cover notice boards, shelf units in/out, library return box, rest area upgrade. Organise compactus, fund &amp; complete inventory stock take *Seek family &amp; child input into decision making process where possible</td>
<td>Visual improvements &amp; upgrades to inside area is evident Centre inventory stock take completed</td>
<td>2016</td>
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### Improvement plan QA 4 Staffing arrangements

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| 4.1.1            | Improvements in procedure to access & engage relief | M     | *Continue to liaise with Ingle Farm CC & EY Partnership leaders to improve current procedure for relief staff access.  
*Investigate access to relief staff app. currently used by some schools  
*Discuss concerns, needs issues with Partnership staff  
*Access to relief scheme? | System in place to address current concerns | End 2016 | |

### Improvement plan QA 5 Relationships with children

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| 5.1.1            | ‘Positive Interactions with Children’ – site policy developed highlighting staff responsiveness & respect, building each child’s positive sense of self, Belonging & wellbeing  
**EYLF Outcome 5:** Children interact verbally & non-verbally with others for a range of purposes. | M     | T1 Program focus on ‘Belonging’. Collaborative discussions with staff & GC around what positive interactions look like, why important. Document ideas include fruit & lunch routines.  
Provide opportunity for family & student input.  
Present draft policy for discussion/reflection  
Once Policy has GC endorsement, ensure available on enrolment, induction & website | Policy highlights quality of interactions, observed on a daily basis on site.  
Parent Opinion survey highlights quality of relationships at site | End T2 | |
| 5.1.2            | Every child engages in meaningful interactions with educators that provided Intellectual ‘stretch’ & builds powerful life-long learners.  
**EYLF Outcome 4:** Children develop positive dispositions for learning.  
Children develop a range of skills & processes such as problem solving, inquiry, experimentation, researching & investigation  
**RESULTS PLUS ‘C’**  
Enact changes in pedagogical practices | H     | *Educators engage in reading & professional discussion to enhance understanding for ‘building powerful learner’s & ‘transforming learning experiences’.  
*Focus on from ‘tell to ask’ & ‘collaboration’ as high-yield intentional teaching practices.  
*Educators use of open ended questioning and providing increased wait time for learners to extend thinking, promote problem solving, investigation and positive dispositions to new learning.  
*Display open ended question charts, levels of questioning & provide for families.  
*Use of ‘Discovery Table’ and small group work to promote higher level thinking skills.  
*PD support from Salisbury Partnership with 2015 Tfel compass providing base line data  
*Initially engage strategies during group time leaning  
*Reflect, share experiences, improvements as staff team | Critical thinking, peers collaboration and deeper child initiated learning evident through learning stories, Indicator data & future Tfel compass survey | 2016 Ongoing | |
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<td>6.2.1</td>
<td>Educators recognise the importance of family as first teacher. They work together to honour family culture, practice &amp; traditions to enhance child’s learning &amp; wellbeing. Family culture shared &amp; celebrated through access to ‘Family Book’</td>
<td>H</td>
<td>*Staff reflect on family written information &amp; follow up if not provided. Use info. for initial ILP. *T1 focus of ‘belonging’ *T1 interviews, develop ‘conversation starter’ seek cultural program input – songs, greetings, traditions, stories, flags, map of world. *Support families to complete page for ‘Family Book’ *Incorporate ‘Focus’ child to share info with group. *Invite families to share knowledge, skills, culture with group</td>
<td>2016 Parent Opinion Survey provides 90% agree/ strongly agree feedback with high standards evident for ‘support of learning’ Families provide regular input into children’s ILP</td>
<td>T1 100% return Family feedback T2 Family Book borrowed Interviews T1 &amp; T3</td>
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<td>6.2.2</td>
<td>Easily accessible information available on site to promote positive parenting &amp; provide links with community support groups</td>
<td>H</td>
<td>*Community board needs to be moved to provide line of site to children’s bathroom. Collaborative investigation with GC to determine new area – entrance door? *Compile check to determine needs &amp; what is useful. Change display each term based on needs. Share website info &amp; ideas in newsletter</td>
<td>2016 Parent Opinion Survey provides 90% agree/ strongly agree feedback with families aware of &amp; access community information when needed.</td>
<td>Fit DECD facility time line - ongoing Data end of year</td>
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<td>6.3.2</td>
<td>Continuity of learning is supported through collaborative planning with SPPS staff &amp; families. Children &amp; families feel secure &amp; confident during Transition to school Support family awareness for Natural Maths Strategies used across both sites</td>
<td>M</td>
<td>*Continue 1 x term meeting between SPPS DP, Rec teachers &amp; SPK educators. Improvement Plan steps are enacted with responsibility &amp; outcomes documented. Areas for Improvement highlighted in Rubric Plan 2016 Sharing numeracy learning at home, new kits, info. cards for families, activity ideas, DECD website, strategies for learning, DECD Indicators Ensure processes in place to support children’s transition to local private schools. Dev relationship through communication, visits.</td>
<td>DECD transition rubric will highlight areas where improvements are needed and have been actioned Relationship strengthened with local private school Communication &amp; relationship Document communication with other local schools</td>
<td>Ongoing 2016</td>
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EYLF Outcome 1: Children have a strong sense of identity

EYLF Outcome 2: Children develop a sense of belonging to groups & communities & an understanding of the reciprocal rights & responsibilities necessary for active community participation
### Improvement plan QA7 Leadership and service management

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| 7.3.5            | Site policy reviews are documented highlighting a collaborative approach to improvement  
Site specific policy development for ‘Delivery & Collection of children’ & ‘Interactions with Children’ policy (5.1.1) developed | M                | *T1 develop draft ‘Delivery & collection of children’ policy  
Share draft ‘Interaction with children’ policy for discussion with CG also provide in newsletter for wider collaboration/consultation.  
Review emergency procedure  
*T2 Review ‘Grievance Policy & procedure, ‘Healthy Eating’ & ‘Medical conditions’ policies  
*T3 Review ‘Sun Smart’, ‘Head Lice’ policies | Site policies are reviewed in line with 2 year cycle.  
Collaborative process is evident & documented with improvements added where needed                                                                                                                             | End 2016            |               |