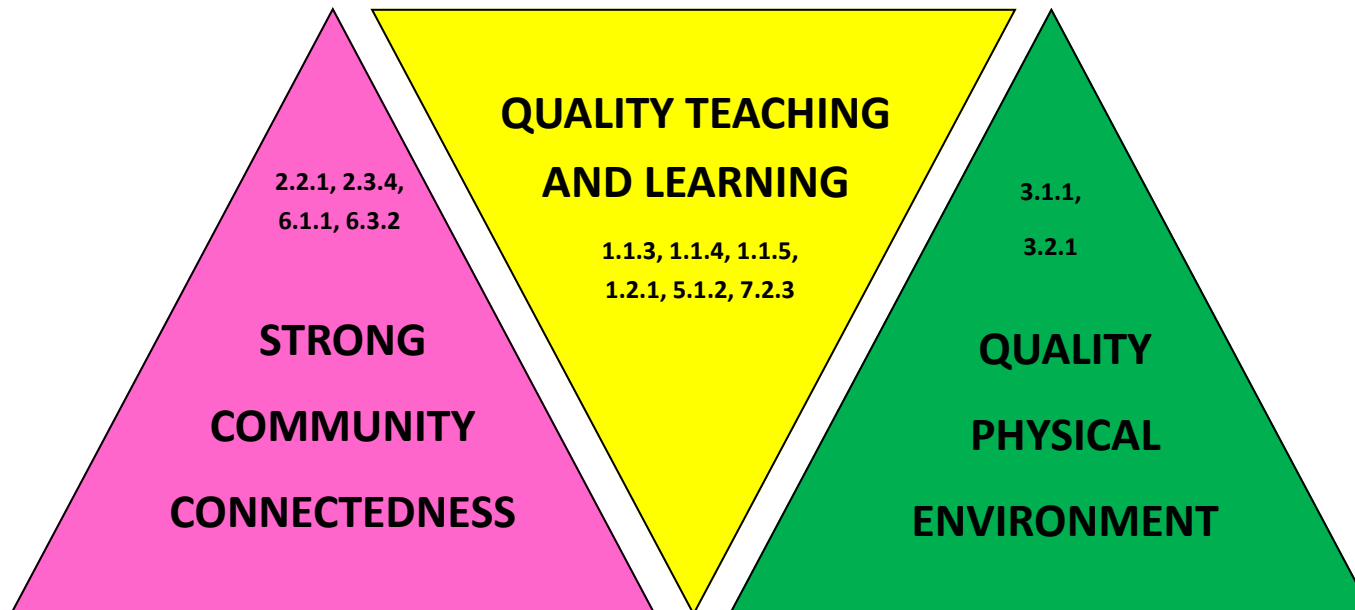


Lobethal Community Kindergarten 2015 PRIORITIES:



QIP FOCUS AREAS SUMMARY:



SITE IMPROVEMENT GOAL: Quality Teaching and Learning
Quality Area: 1*Educational Program and Practice.***Element: 1.2.1***Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting, and evaluating.***Issue:**

Due to higher enrolments and the implementation of the single intake, the current number of enrolments means that the 2014 quantity of assessment and reporting will not be realistic for 2015. There fore, we need to create a clear and manageable planning cycle.

Strengths:

Great feedback received from school teachers and parents regarding 2014 statements of learning, and the amount of documentation in individual children's learning journey books (portfolios) compared to previous years. We created many different systems including a clear Assessment and reporting schedule, A range of floor books, children's table of learning and a range of learning publications were created during 2014. These were well received by staff, children, and parents.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
The creation of a clear, concise planning cycle and assessment process that is manageable and provides quality, informative learning evidence in a range of ways.	H	<p>Staff will work together to review current practices and create a new process using:</p> <ul style="list-style-type: none"> ⇒ LCK philosophy statement ⇒ DECD preschool and LCK Assessment for learning policy ⇒ The Literacy and Numeracy Indicators ⇒ EYLF, RRR and NQS ⇒ Past reflective and assessment documents <p>Access training and staff development as required</p>	A usable, manageable plan that aligns to our philosophy, is child focused and enables staff to track and monitor children to assist with assessment for learning. All information will be connected to the learning program and will be visible in a range of ways.	Ongoing from Term 1 2015.	

SITE IMPROVEMENT GOAL: Quality Teaching and Learning

Quality Area: 1*Educational Program and Practice.***Element: 1.1.3***The program, including routines, is organised in ways that maximise opportunities for each child's learning***Strengths:**

Staff conducted a review in 2014, which provided staff with a solid timetable/ daily routine template which linked into our philosophy and understandings around children's needs and rights as an active learner.

Issue:

In order to deliver the universal access 15 hours p/w to our families, we have had to start kindy at 8.20am and finish at 3.30pm. Our daily timetable and structure of the learning program needs to support our children's needs with these longer days.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
A daily timetable that is inclusive of the needs of a range of learners, provides times for rest, physical activity and active play. It also includes opportunities for a range of different social and group experiences. We would like to be inclusive of the needs of our families and our community, looking at neighbouring schools/centres pick up and drop off times.	H	Staff will work together to create a timetable. We will collect information from our feeder schools around drop off and collection times and will look at transitioning periods in and out during the morning and afternoon. Staff will look at including daily runs, rest and relaxation into daily programming.	A daily timetable that is working to suit the needs of our children, families and our staff. We will seek feedback from our families, staff and children around the flow and structure of the day.	Ongoing from Term 1 2015.	

SITE IMPROVEMENT GOAL: Quality Teaching and Learning

Quality Area: 1	Educational program and practice				
Element: 1.1.4	Documentation about each child's program is available to families				
Strengths:	Kindy blog, Learning Journey Books, displays, range of professional publications, table of learning				
Issue:	The need to clearly articulate the learning that occurs for children in our setting and to enable us to show evidence of this in a range of ways.				
What outcome do we seek?	Priority (H/M/L)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress Notes
A range of ways to ensure that each child's learning program is visible to families, staff and to the child.	H	<p>Through reviewing our programming cycle systems and processes (see 1.2.1).</p> <p>Set up closed Facebook page to share the learning that happens at kindy each day.</p> <p>Create a social media policy</p> <p>Review our learning journey books– Quality not Quantity</p> <p>Staff PD around making learning visible -floorbook PD's</p> <p>Undertake inquiry into what 'making learning visible 'means– for staff, child and families</p> <p>TV Partnership PLC</p>	<p>A clear link between programming/ assessment cycle.</p> <p>Staff will be able to clearly articulate each child's learning program and progress</p> <p>Social media policy will be presented to GC for ratification</p> <p>Learning will be visible in a range of forms to all learners at our kindy</p>	Ongoing from Term 1 2015	

SITE IMPROVEMENT GOAL: Quality Teaching and Learning**Quality Area 1:**

Educational program and practice

Element 1.1.5

Every child is supported to participate in the program

Strengths:

Daily engagement data collection, around staff engagement with each child. Preschool support program currently in place.

Issue:

Larger numbers are providing a challenge to ensure that intervention processes are in place. We don't want children to slip through the system and not access the program to their full potential.

What outcome do we seek?	Priority (H/M/L)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress Notes
A clear process around identification and support for children requiring intervention	M	<p>Staff to create an intervention process where we can identify, share, consult and implement support mechanisms required for children at risk</p> <p>Staff to review current processes with a lens of providing intervention</p> <p>"Every Child– Every day initiative to be introduced</p> <p>Process to be trialled and reviewed through 2015.</p>	<p>Processes created and in place</p> <p>All staff using intervention processes effectively</p> <p>Feedback from service providers around pre referral information and the quality of support programs implemented.</p>	Ongoing from Term 1 2015	

SITE IMPROVEMENT GOAL: COMMUNITY CONNECTEDNESS

Quality Area: 2*Children's Health and Safety***Element: 2.2.4***Healthy Eating is promoted and a range of foods and drinks provided by the service is nutritious and appropriate for each child***Issue:**

Current data collected indicates a need to promote healthy eating to our children and families,

Strengths:

Healthy Eating policy, We grow and harvest foods from our kindy vegetable , fruit trees and sensory garden. Healthy eating cooking part of our learning program.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Promoting healthy eating and exercise with our kindy children and their families	M	<p>We will re introduce revamped the following take home literacy, numeracy and imaginary play kits:</p> <ul style="list-style-type: none"> ⇒ CRUNCH MUNCH the healthy eating crocodile ⇒ ALBERT the active ape <p>These kits will be shared through daily group times and through digital medial (facebook)</p>	<p>All of our children sharing in the process of taking at least one of these healthy play kits home.</p> <p>Children bringing in cultural components of healthy eating into our program.</p>	Commencing Term 2 2015	

SITE IMPROVEMENT GOAL: COMMUNITY CONNECTEDNESS

Quality Area: 2*Children's Health and Safety***Standard 2.3***Each child is protected***Element: 2.3.4***Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect***Issue:**

Induction of ALL volunteers in Responding to Abuse and Neglect Training

Strengths:

All staff up to date with RAN training requirements. Child Protection curriculum implemented through our curriculum, Parent workshops on "People Awareness-more than stranger danger!" facilitated by staff

What outcome do we seek?**Priority
(L/M/H)****How will we achieve this outcome?****How will we measure the success?****By when?****Progress notes**

All staff and volunteers trained in their roles and responsibilities as mandated notifiers.

H

Site Leader to run RAN training sessions for all volunteers

All volunteers trained in term 1 2015 and records kept

End of term 1 2015

RAN training held for all volunteers on Thursday 19th March 2015

SITE IMPROVEMENT GOAL: COMMUNITY CONNECTEDNESS

Quality Area: 2

Children's Health and Safety

Element: 2.2.4

Healthy Eating is promoted and a range of foods and drinks provided by the service is nutritious and appropriate for each child

Issue:

Current data collected indicates a need to promote healthy eating to our children and families.

Strengths:

Healthy Eating policy, We grow and harvest foods from our kindy vegetable , fruit trees and sensory garden. Healthy eating cooking part of our learning program.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
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SITE IMPROVEMENT GOAL: QUALITY PHYSICAL ENVIRONMENT

Quality Area: 3*Physical Environment***Element: 3.1.1***Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose***Issue:**

We do not currently have a nappy change table for staff to access when children have a toileting accident or when playgroup access kindy.

Strengths:

Risk assessments are place to ensure that the dignity of the child and the safety for all is considered when changing a child. We have provided a nappy change bag with a fold out mat for playgroup use.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
To develop a staff "safe" nappy change environment that protects the dignity of the child and ensures safe work conditions for staff and adults	H	To continue with our current practices (risk assessment) and to collaborate with staff, child and families around the safest way to change children. Continue negotiations with DECD facilities around possible ways they can fund this project.	Plans drawn up to install nappy change table area at kindy	End of term 4 2015	Spoke to Wayne Harris about it at his last site visit on 12/3/2015

SITE IMPROVEMENT GOAL: QUALITY PHYSICAL ENVIRONMENT

Quality Area: 3*Physical Environment***Standard 3.2***The environment is inclusive, promotes competence, independent exploration and learning through play.***Element: 3.2.1***Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.***Issue:**

We have identified a need to organise the wide range of natural resources we have collected with our nature pedagogy. We would like these accessible to children and empower them to access the resources they need or would like to explore.

Strengths:

A strong nature pedagogy. Our curriculum is filled with natural experiences; Outdoor kindy week, bush and forest and beach kindy. We have moved lots of our resources out of our store room and onto the 'floor' and kindy verandah area for children to access as required.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Children able to access a range of resources and materials to enhance their learning experiences and empower them as independent learners	M	<p>Provide resourcing for this expenditure in the 2015 Budget</p> <p>Purchase a range of shelving and storage furniture from Ikea to enable us to organise resources for children in both the indoor and outdoor learning environment.</p> <p>Fundraise to build a new shed with a verandah area for our loose parts and tools.</p> <p>Liaise with kindy parents (local builders) to access quotes and begin the building process</p>	<p>New furniture will be bought and set up with the children.</p> <p>Children will access the resources and we will see an increased level of independence in their play.</p> <p>Adequate funds raised</p> <p>New shed built and resources accessible to all children</p>	<p>End of term 2</p> <p>End Term 4</p>	<p>\$4,000 allocated to budget for furniture. Tabled and accepted at GC meeting 2/15</p> <p>Large furniture order placed, delivered and assembled inside and outside.</p> <p>Labels created and placed on all our material boxes.</p>

SITE IMPROVEMENT GOAL: QUALITY TEACHING AND LEARNING

Quality Area: 5*Relationships with children***Standard 5.1***Respectful and equitable relationships are developed and maintained with each child.***Element: 5.1.2***Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.***Issue:**

In line with our 2015 FOCUS- "EVERY CHILD- EVERY DAY" We aim to ensure that each staff member has interactions or conversations about every child every day. This has come as a result of ensuring we still provide quality , nurturing learning environments with our larger enrolment numbers.

Strengths:

Strong feedback from families around the level of relationships staff have with children and how well we know them as learners. Staff engagement dats and reflections used to inform future directions

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
All staff to have meaningful relationships with all children and a deep understanding about each child as a learner.	M	Staff to engage in daily reflective conversations each afternoon, where data is shared and collected around observations and staff engagement levels with each child. This will be used to inform future planning for each child.	<p>Staff will have a greater understanding about each child, their learning , friendship groups.</p> <p>Engagement data and reflective conversations be used and seen in documentations.</p>	Commence Term 1 ongoing	2015 Staff engagement template created, Staff using engagement scales each day.

SITE IMPROVEMENT GOAL: COMMUNITY CONNECTEDNESS

Quality Area: 6

Collaborative Partnerships with families

Standard 6.1*Respectful and supportive relationships are developed and maintained***Element: 6.1.1***There is an effective orientation process for families***Issue:**

Due to our large enrolments and limited capacity, we are unable to offer traditional pre entry as a transitional process for children starting kindy. We would like to use playgroup as a transitional experience for children starting kindy in the future 0-5 years.

Strengths:

Orientation and settling in policy in place. Stay and play sessions held in term 4 of each year. Each family entitled to 3 sessions. Good feed back from families who have accessed stay and play sessions.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Playgroup being an effective transitional experience for children and families. A way for children to transition physically and emotionally into kindy life as well as understanding the kindy philosophy and nature pedagogy from a young age	M	Budget and employ a playgroup coordinator (trained educator) to organise, coordinate and deliver playgroup each week.	Increased wellbeing levels, stronger relationships. Parent feedback will be sought	Commence Term 1 ongoing	Playgroup coordinator cost budget line accepted. GC mtg 2/15 Term 1: Nic Wood has been employed for 2 additional hours per week to coordinate playgroup.

SITE IMPROVEMENT GOAL: COMMUNITY CONNECTEDNESS

Quality Area: 6

Collaborative Partnerships with families

Standard 6.3*The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.***Element: 6.3.2***Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.***Issue:**

As the demographic of our feeder schools change, we need to build and strengthen relationships to create a shared understanding of early childhood education and the needs of our children transitioning between kindy and school.

Strengths:

Regular learning meetings with Lobethal Lutheran school, a wide range of visits and connections with our feeder schools, creation of transition to school document - Lobethal P.S and kindy, parent workshops focussing on transition. Participants in the DECD COLT project phase 1 and 2 2012-2013.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Shared understandings and professional relationships built around transition and continuity of learning for all educators that our kindy children attend.	M	LCK kindy staff will engage in our Torrens Valley Cluster Teachers Professional Learning Community (PLC) to build shared understanding and conduct research as required to strengthen and broaden our understanding around learning environments within a play based curriculum and 21st century learners. Staff to connect with our other private feeder schools through professional learning meetings held once per term.	Attendance by teaching staff in the PLC (1/2 day per term) Research and inquiry resulting from work from this PLC. Feedback will be sought from our feeder schools around shared understanding and transitions	Commence Term 1 ongoing	Katie has attended 1/2 day PLC on 16/3/2015 Nell, Katie and Lee all attending David Price Workshop on 30/3/2015

SITE IMPROVEMENT GOAL: Quality Teaching and Learning
Quality Area: 7

Leadership and Service Management

Standard 7.2*There is a commitment to continuous improvement***Element: 7.2.3***An effective self assessment and quality improvement process in place.***Issue:**

As part of a quest to share roles and responsibilities and build educator capacity, we aim to involve all educators in regular self review processes

Strengths:

Staff meetings– QIP focus, interactive QIP display, QIP focus on staff IDP's, Staff involved in two self review days per year. QIP folder, evidence and artefact displays and collection

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Effective self review processes carried out by ALL staff members	M	<p>Creation of an NQS self review discussion record folder where staff are involved in discussions around each of the standards and elements throughout the course of the year.</p> <p>Regular documented staff meetings spent looking at the NQS SR discussion record.</p>	<p>Entries in the SR discussion record</p> <p>Increased understanding around each of the standards and elements– survey staff</p>	Commence Term 1 ongoing	