

Redwood Park Preschool: 2017 Quality Improvement Plan Summary

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By When?
1.1	Development of children's Numeracy Skills	H	Ongoing focus on the numeracy development through Natural Maths initiative in conjunction with the school/Partnership. Educators will use the Preschool Numeracy Indicators	Children demonstrate knowledge of maths concepts in the Natural Maths strategies including subitizing. Children participating in activities that develop the Preschool Numeracy Indicators	Ongoing
1.1.1	The program meets the individual learning and developmental needs for each child in all curriculum areas	H	Review the new programming format and the ways that it supports children individually during staff meetings at the conclusion of each topic. Consider the RRR document for support in increasing involvement and wellbeing, in all curriculum areas.	Children are engaged and display positive learning dispositions Small groups of children working on Educational Learning goals	Ongoing
1.1.3	To improve continuity of group dynamics, children's relationships, consistency and children's emotional wellbeing.	H	Review current attendance – combination of days children attend. Trial for 2017 a group – A & B of children with children coming two consecutive days e.g. Grp A – Mon/Tues; Grp B – Wed/Thurs	Children building and maintaining stronger relationships Less anxiety at separation from parent/caregiver Learn routines quicker with the consecutive day Increased attendance Improved learning outcomes as all learning can be reinforced and followed up more immediately	End of term 1 with full review end of term 3
1.1.4	Documentation of children's learning and outcomes are shared with families in an easily accessible way	M	Following 2016 trial of Seesaw full implementation will occur with all parents accessing Seesaw. Seesaw will be used to share learning and information with families, provide families with opportunities for feedback and give families a snap shot of learning in real time	All parents joined the Seesaw app and actively engaged in providing feedback. Families engaging in positive interactions with their children at home through conversations about the photos. Feedback provided from families informs learning activities and outcomes.	End of term 1
1.2.1	Each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.	H	Preschool teachers will trial Mini Markit as a platform to document children's learning linked to EYLF and indicators and inform our cycle of planning Introduce floor books as a way of children documenting some of their own learning	Mini Markit being used to document observations, including links to EYLF and indicators. Increased data for each child. Children participating in recording their learning and being a part of our cycle of planning. Children reviewing & recalling learning through viewing the floor books. Children share their learning with families.	Ongoing Ongoing
1.2.3	Each child's learning is assessed against indicators	H	Develop Statement of Learning through use of numeracy and literacy indicators	Documenting, assessing and evaluating is sustainable and relevant. Completed format for the Statement of Learning.	End Term 3 2017

2.3.2	Children will understand risk assessment language and assess personal risk	M	<ul style="list-style-type: none"> • Explicit teaching risk assessment language • Involve children in risk assessment checklists of outdoor areas • Introduce outside group time where children report risk assessment to the group and check daily UV rating 	<ul style="list-style-type: none"> • Children actively identifying & verbalizing risks in outdoor areas • Transferring risk assessment to all facets of Preschool & home • Children aware of UV rating and importance of Sun Safety 	End Term 2 2017
3.2.2	Further development of the outdoor learning area into a nature play area, to promote exploration, creativity and improved well-being for all children.	M	Develop a concept in consultation with families, children, educators and nature play sustainability consultants - Climbing Tree. Present a submission to Governing Council requesting funds to develop Area 2.	Children participating in unstructured play and connecting with the natural environment. Reduced incidents of conflict and enhanced interactions and imaginative play.	Area 2 - 2018
4.2.3	Support staff have increased input into planning, programming and documentation	H	Formal scheduled planning meetings with all staff. Training for support staff in learning stories, Seesaw, downloading photos and floor books	Support staffs further contribute to Cycle of Planning. Increased skills in documentary learning.	Ongoing
5.2.2	Implement 'What's the Buzz' social skills program early in Term 1 to compliment 'Bucket Fillers' philosophy and 'Milly and Molly' program	H	Preschool & School 'What's the Buzz' lessons implemented in unison with the school Lesson 1 – Meeting people and discovering differences Lesson 2 – Joining in	Children are using learnt information and skills to initiate play & friendships and are accepting differences amongst peers	Early in Term 1 2017
6.3.2	Informed parents and seamless transition to school for families	H	Reception teachers to build relationships with preschool children and parents through visits. Preschool and Reception teachers to share information with parents. LOTE teacher to visit 1 hour a week in Preschool setting. Parent meeting with Leadership and Reception teachers. School tour and classroom visits for families Information book about class for children and families Class visits for children	Effective Transition programme. Confident, informed children starting school Parents, school and children report or appear involved and satisfied Parents attending meeting and receiving information prior to starting school	Throughout the year Term 3 – notification of class swaps and transition visits in Term 4 Term 4 visits
7.1.1	Due to the structure of a school based Preschool, parent participation in Governing Council is low. Increased representation of the Preschool by families.	H	Leadership to canvas parents during Acquaintance Night. Leadership to visit pre & post Preschool sessions to build relationships with families - Information given to all families about the AGM and role of Governing Council members	Current Preschool families are on the Governing Council for 2017	Ongoing

7.1.3	<p>Leadership have a greater presence within the Preschool to build relationships with children</p> <p>Leadership have a greater role in overseeing all facets of the Preschool</p>	H	<p>Michele Wilson – Assist Principal (AP) – Line Manager of Preschool.</p> <p>A.P. oversees admin of Preschool e.g. referrals, voice at Partnership meetings, continuity across Preschools in Partnership.</p>	<p>Release staff for some lunch breaks to provide opportunities to build relationships with the children.</p> <p>Accessible to staff for support and guidance and Training & Development opportunities.</p>	Ongoing
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