

Quality Improvement Plan (Action Plan 2016/17)



Blair Athol North
School

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Where do we want to be? (strategic direction)	Where are we now? (current state)	How will we get there? (strategic actions)	How will we know? (measure of success)	When
Looking more deeply at engaging children in project work	Child centered/responsive planning Child led experiences Provocations Planning cycle based on child observations	- Regular meetings with our critical friends at Alberton to develop our understanding and share project work/ideas/concepts - PD for LA's regarding project work - 2017 support and PD from Lisa Burman around project work	Projects will be supported in the preschool, shared with families, community and documented. Minimum of 2 annual project per year – shared and documented Project work displayed in the learning gallery	Annual review timeline 2017
Have a collection of quality picture books in our studio library to ensure access to.. Numeracy concepts – emergent literacy concepts – social emotional wellbeing – key concept – dispositions and growth mind set etc	Borrowing new and quality book from the library Sorting and removing poor quality book from our collection Budget has been allocated to build up book collection	Online order to be placed Kim, Tracy, Amy – to visit book shop and make a bulk purchase. Research the availability of 'growth mind set' books and options.	Our studio library will contain quality book. A collection of growth mindset books will be used to support our project work Children will be able to articulate the concepts and dispositions within these text.	End of Term 3 2016
Preschool Partnerships Plus – Commitment to developing a PLC within the Torrens Partnership around 'the language or learning' through literacy and numeracy plus	Working within the Torren's Partnership as a learning community Attending Literacy and Numeracy Plus training	@BANB7 we will develop our inquiry around the language of learning. Develop post and pre screening of educators and students to determine the use of language and the ability to articulate disposition	Children will have a better understanding of (and are more able to articulate) .. - Stretch thinking - Being Persistent - Being Curious - Being Brave	End of Tern 4 2016

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Where do we want to be? <i>(strategic direction)</i>	Where are we now? <i>(current state)</i>	How will we get there? <i>(strategic actions)</i>	How will we know? <i>(measure of success)</i>	When
Working together with families to support healthy eating in the community and centre	<p>Healthy Lunch box visuals are provided on a needs basis</p> <p>Bilingual support Staff communicate with families about healthy lunch options.</p> <p>Any concerns about a child's diet are discussed 1:1 with families</p>	<ul style="list-style-type: none"> • Add Healthy lunch box options to the pre enrolment info/ meeting • Healthy Lunch box info shared at Family Connections • Use 'The Very Hungry Caterpillar' for our focus text to develop fruit and vegetable vocabulary • Healthy cooking to be a focus in Preschool to introduce new fruits and vegetables • Inform parents about healthy lunch box options and develop children's palette for different foods. • Invite parents from various cultures to cook in kindy • Shaun (CDC) to work with Preschool staff re food and behaviour info sessions • Project work based on healthy food options • Book based planning around unhealthy food. 	<p>Children will be curious about trying new healthy foods.</p> <p>We will see more healthy food options more often in lunch boxes</p> <p>Our knowledge of culturally diverse healthy food options will increase</p>	By the end of 2015
Child Protection curriculum to be embedded in practice (carried over from the 2015 QIP)	<p>Varying levels of understanding re child protection curriculum</p> <p>Qualified teaching staff have completed Child Protection training</p>	<p>Unpack curriculum as whole staff team on kindy closure day</p> <p>Afternoon group times to support emotional literacy</p> <p>Book based planning – emotions etc. Purchased appropriate books for planning</p> <p>Working with the reception team to find out what letters and info they send home to parents to ensure our mandated responsibilities are met and we are working as a strong early years team.</p>	<p>Preschool planning meetings to include the child protection curriculum during planning</p> <p>The rubric to be transferred to reception to ensure a clear pathway for the curriculum.</p>	Ongoing 2016

<p>Hand washing practices to be embedded during ALL times of the day. (Carry over from 2015)</p> <p><i>This needs to be resources and added into the planning cycle – Book based planning also</i></p>	<p>Routines currently strongly support lunch time and cooking times</p> <p>Independent hand washing can be better supported in the afternoon and independent hand washing.</p>	<p>Embedded hand washing practices for lunch times.</p> <p>Book based planning – “the little princess, wash your hands” Germ information and the ‘glitter’ activity embedded</p>	<p>Hand washing visuals to be placed outside.</p> <p>Adults to support washing hands and model this when eating at the snack table</p> <p>Change in afternoon routine to include hand washing.</p> <p>Hand washing visual added to the timetable</p> <p>Children will verbalize the importance of hand washing and make reference to our story.</p>	Ongoing 2016---
<p>TRT staff to have easy access to accurate information in relation to program, processes and individual children</p>	<p>Staff verbally induct the TRT when they arrive</p> <p>Induction to Children’s Centre process and document is written</p>	<p>Collecting important documentation to go in the folder.</p> <p>Make notes on individual children who should be highlighted</p> <p>Share at staff meeting to obtain others perspectives and reflection.</p>	<p>Trt Folder will be complete and up to date</p>	End of Term 3 2017

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Where do we want to be? <i>(strategic direction)</i>	Where are we now? <i>(current state)</i>	How will we get there? <i>(strategic actions)</i>	How will we know? <i>(measure of success)</i>	When
<p>QIP Shared with families as an embedded <i>practice</i> (carried over from 2016 QIP)</p> <p>Shared on GC, CC parent on GC. Can be made more obvious in the preschool environment Can be displayed photographically</p>	<p>Challenged by how to formally include families given the range of languages and complexities.</p> <p>Feedback about the service is given verbally at parent teacher interviews and Family Connection Nights.</p> <p>Parent surveys carried out to get parent input around the kindy program and extended CC services.</p>	<p>Publish the QIP and add it to our learning library</p> <p>Add photos of the children to the QIP to make it visually pleasing and a starting point for conversations – parent comments to be added so it is a work in process</p> <p>At the beginning of the year we will share the QIP with new families.</p>	<p>Parents will be aware of the QIP and understand they can contribute to it.</p>	October 2016
<p>Pre enrolment sessions and early entry sessions to be offered for children transition from existing BANB7 programs and identified children in the community, into the kindy program, to further support early intervention.</p>	<p>Pre enrolment processes ensure children and families are inducted into the service</p> <p>Team around the Toddler (TAT) identifies at risk children and families within the BANB7 community and programs</p> <p>1-2 Pre enrolment session (welcome to kindy) are held in Term</p>	<p>Cross sector CC planning to ensure staffing and capacity to support Pre enrolment session for identified children.</p> <p>Session to be held for all children in both Term 3 and 4, for children to enroll the following year.</p>	<p>Identified children will access Pre enrolment/ early entry sessions with the support of the SP, FSC and preschool staff</p> <p>Current welcome to kindy session will be offered twice as often.</p>	Term 4 2016

	4 for children wishing to enroll the following year.	Working with the school leadership team to offer whole school tours on enrolment (is desired)		
Critical information/fact sheet – to capture key philosophies and practice of the centre that can be used to support discussions with families, especially to be utilized by bilingual staff.	Whole center training around the preschool philosophy statement and the Reggio principals	Staff meeting to discuss ongoing discussion we are having with parents and what support we need to have these conversations Meeting with reception to determine Early Childhood links and cross overs	A4 fact sheet which, explicitly and in family friend language describe, explain why we do the things we do at BANB7 including ... Messy and Wet Play, Building Independence, Outdoor play etc Document to be used in existing pre enrolment process as a condensed version of the existing hand book.	End of Term 4 2016