



Hallett Cove Karrara Kindergarten Quality Improvement Plan 2018

Rationale	Goal	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes	Impact for Children
<p>1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 5.2.1</p> <p>2018 MCP Partnership Improvement Plan</p> <p>2018 Parent Survey.</p>	<p>Improve learner dispositions through supporting children's development of positive growth mindset, resilience and persistence.</p>	<ul style="list-style-type: none"> • Collaborate with preschools within Marion Coast to deprivatise practice and share current strategies and ideas. • Support children to recognise learning challenges and the positive impact this will have on their growth and development. Supported through meaningful discussions with children and consistent modelling of problem solving strategies and wonderings by all members of the team. • Providing a challenging and engaging curriculum for all children that is supported by our team reflection on the data (involvement and pedagogy) collected through the Children's Voice Project. 	<ul style="list-style-type: none"> • Documentation of children's responses will be recorded (observations, learning stories, Individual Learning Plans, Statement of Learning) and will highlight children's positive dispositions for learning and increasing growth mindset, resilience and persistence when faced with a learning challenge. • 100% Individual Learning Plans and Statement of Learning documents will highlight individual children's dispositions for learning. • EYLF tracking data shows 100% of children move at least 1 bandwidth against outcome 4 (problem solving, curiosity, persistence). With 50% of children moving at least 2 bandwidths. • Numeracy Indicators tracking data shows 80% of children move at least 1 bandwidth in all 4 areas. 			
<p>1.1.1 1.2.1 1.2.2 1.3.1 1.3.2 4.2.1 7.2.3</p> <p>DECD Priority</p>	<p>Staff to identify areas of strength in numeracy teaching and areas for further development and growth.</p>	<ul style="list-style-type: none"> • Staff to reflect on children's numeracy learning at team meetings, and using the Reflection House, to identify areas of strength in teaching and areas for further development. • Staff to engage with Numeracy Tracking and Monitoring data and use this information to guide 	<ul style="list-style-type: none"> • Staff engagement in reflections will support authentic and meaningful curriculum development. • Staff are aware of their teaching approaches and support children's numeracy learning through use of wait 			

		<p>programming.</p> <ul style="list-style-type: none"> • Staff to reflect on the extent to which their teaching approaches include the use of wait time (the provision of time and support for children to have a go) and uses questions (seeks and poses questions to support children's numeracy learning). • Staff to use Performance Development Meetings (twice a year) to discuss their work towards the strategies outlined in goal 2. 	<p>time and questioning.</p> <ul style="list-style-type: none"> • All staff performance development plans will include a numeracy goal, and steps to support achievement. 			
<p>1.1.2 1.2.3 1.3.2 2.1.1 3.2.1 4.2.1 6.2.1 6.2.2 6.2.3 7.2.1</p> <p>MCP Partnership Priority (Reimagining Childhood Project).</p>	<p>Strengthen partnership with local feeder school (Hallett Cove East Primary School) to support continuity of learning and transition between Kindergarten and School.</p>	<ul style="list-style-type: none"> • Use DECD Transition to School Rubric to support planning for continuity of learning. Consider 2017 Parent Transition Survey and Australian Early Development Census data to inform future direction and decisions (wellbeing and relationships). • Participate in a Professional Learning Community, involving HCEPS and HCP, to deprivatise practice and build common understandings about the Reggio Emilia principles we will use (100 languages of children, listening to children, image of the child) to inform new transition approaches. • Build on children's familiarity to school environments and personnel through regular walks to HCEPS. Developing children's sense of safety in an environment before their transition process begins. 	<ul style="list-style-type: none"> • Open sharing and agreement of pedagogical approaches that will be used across three sites. • Transition process reviewed and refined against the Transition to School Rubric and relevant data, in collaboration with Deputy Principal and Hallett Cove Preschool Director. • Increased documentation (observations, parent surveys and conversations) of children's positive feelings and confidence in the lead up to, and throughout, transition process. • Increased number of planned Kindy visits/walks to the School- accessing library and sports oval. 			
<p>1.2.1 3.1.1 3.2.1</p> <p>2017 Staff Reflection</p>	<p>Outdoor environments maximise engagement in quality learning experiences for all children.</p>	<ul style="list-style-type: none"> • Invest in outdoor buildings/structures to challenge children's learning and development. • Using RRR scale (term 1- baseline + Term 3), staff will record children's 	<ul style="list-style-type: none"> • RRR scale identifies areas of low involvement within the Kindergarten space. Staff, GC and families use this information, combined with 			

<p>2018 Parent Conversations</p>		<p>involvement in areas of the outdoor environment. Comparison, analysis and reflection of this data will occur to identify a focus for 2018- (mud kitchen, butterfly garden, music tree, cubby redevelopment, fairy garden)</p> <ul style="list-style-type: none"> • Reflect on Outdoor/Indoor inspiration book, created in 2017. Engage 2018 families and children. 	<p>2017 Inspiration Books, to identify focus for 2018.</p> <ul style="list-style-type: none"> • Term 3 RRR documentation results will show children access and engage in deep, meaningful and involved play throughout all areas of the Kindergarten environment. 			
<p>6.1.3 7.1.2 2017 Parent Survey</p>	<p>Families and community members have access to relevant and up-to-date curriculum and site events.</p>	<ul style="list-style-type: none"> • Update Kindergarten website to include updated Parent Information Book, Quality Improvement Plan, Annual Report and other necessary information. • Create parent feedback data processes to establish how the 2018 parent cohort engages with current service information. • Parents given the option to have Newsletters and important notes sent digitally where appropriate. 	<ul style="list-style-type: none"> • Kindergarten Website is updated and reflective of current site information. • Families communicate their awareness of curriculum and site events through verbal communication and Parent Surveys. 			