



Parent
Involvement

Angaston Kindergarten

We achieve quality learning by
working positively together

Quality Improvement Plan
2019 Part B -Improvement Plan

Angaston Kindergarten

2019 Quality Improvement Plan Part B- Improvement Plan

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*The table has been included to allow you to copy / Paste standards and elements into other sections
Delete once improvement priorities are mapped to QA’s Standards or elements*

<p>QA1 Educational Program and practice</p> <p>1.1 Program</p> <p>1.1.1 Approved learning framework</p> <p>1.1.2 Child-centred</p> <p>1.1.3 Program learning opportunities</p> <p>1.2 Practice</p> <p>1.2.1 Intentional teaching</p> <p>1.2.2 Responsive teaching and scaffolding</p> <p>1.2.3 Child directed learning</p> <p>1.3 Assessment and planning</p> <p>1.3.1 Assessment and planning cycle</p> <p>1.3.2 Critical reflection</p> <p>1.3.3 Information for families</p>	<p>QA2 Children’s health and safety</p> <p>2.1 Health</p> <p>2.1.1 Wellbeing and comfort</p> <p>2.1.2 Health practices and procedures</p> <p>2.1.3 Healthy lifestyle</p> <p>2.2 Safety</p> <p>2.2.1 Supervision</p> <p>2.2.2 Incident and emergency management</p> <p>2.2.3 Child protection</p>	<p>QA3 Physical Environment</p> <p>3.1 Design</p> <p>3.1.1 Fit for purpose</p> <p>3.1.2 Upkeep</p> <p>3.2 Use</p> <p>3.2.1 Inclusive environment</p> <p>3.2.2 Resources support play- based learning</p> <p>3.2.3 Environmentally responsible</p>	<p>QA4 Staffing arrangements</p> <p>4.1 Staffing arrangements</p> <p>4.1.1 Organisation of educators</p> <p>4.1.2 Continuity of staff</p> <p>4.2 Professionalism</p> <p>4.2.1 Professional collaboration</p> <p>4.2.2 Professional standards</p>
<p>QA5 Relationships with children</p> <p>5.1 Relationships between educators and children</p> <p>5.1.1 Positive educator to child interactions</p> <p>5.1.2 Dignity and rights of the child</p> <p>5.2 Relationships between children</p> <p>5.2.1 Collaborative learning</p> <p>5.2.2 Self-regulation</p>	<p>QA6 Collaborative partnerships with families and communities</p> <p>6.1 Supportive relationships with families</p> <p>6.1.1 Engagement with the service</p> <p>6.1.2 Parent views are respected</p> <p>6.1.3 Families are supported</p> <p>6.2 Collaborative partnerships</p> <p>6.2.1 Transitions</p> <p>6.2.2 Access and participation</p> <p>6.2.3 Community engagement</p>	<p>QA7 Governance and Leadership</p> <p>7.1 Governance</p> <p>7.1.1 Service philosophy and purpose</p> <p>7.1.2 Management systems</p> <p>7.1.3 Roles and responsibilities</p> <p>7.2 Leadership</p> <p>7.2.1 Continuous improvement</p> <p>7.2.2 Educational leadership</p> <p>7.2.3 Development of professionals</p>	

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Goal One:

Goal 1: High Level Engagement

Challenge of Practice

If educators focus their formative assessment, planning and documentation processes on noticing and promoting all children to become active participants in their own learning throughout the day our children should achieve a high level of engagement.

Links to NQS Standards:

QA1 Educational Program and practice

- 1.1.2 Child-centred
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.1 Assessment and planning cycle
- 1.3.2 Critical reflection
- 1.3.3 Information for families

QA6 Collaborative partnerships with families and communities

- 6.1.1 Engagement with the service
- 6.1.2 Parent views are respected

Actions	Timelines	Roles & Responsibilities	Resources
<p><i>More detailed recording and reflection –</i></p> <ol style="list-style-type: none"> 1. Daily entry of observations in program book for action on following day or week. 2. New observation slips with staff name/ date/ observation into box for staff discussion at programming. 3. New child interview sheet. 4. Share entries in day book with children and families 5. Term Program focus in Newsletter and displayed with suggestions for family involvement. 6. Range of strategies for effective self-review and Improved planning 7. Meeting with children to identify interests/ideas for program 	<p><i>Staff team responsible for entering observations, action taken to support children’s involvement and strategies we use to promote active self-motivated learning.</i></p> <p><i>Teachers – Day book entries</i> <i>Director – Newsletter/display</i></p> <p>Teaching staff responsible for collating data, sharing professional analysis of data for –</p> <ul style="list-style-type: none"> *Assessing involvement levels * Reporting on developmental progress. 	<p><i>Responsibilities of individuals can be woven into PD Plans.</i></p> <p><i>Kin to access Training & development in relation to Sustainability [Step 9 teacher]</i></p> <p><i>Responsibilities of groups can be documented in site/partnership agreements.</i></p> <p><i>Anne Clarke – Training at Lady Gowrie [Noticing children’s learning]</i></p> <p>All staff –</p> <ul style="list-style-type: none"> * How is this observation supporting the child’s learning? * 10 Steps – 5 Why’s test. 	<ul style="list-style-type: none"> • Release time for educators/leaders [Staff paid for Closure Days to work as team] • Pupil free day • Site Budget allocation <p>Anne Clarke – Training at Lady Gowrie [Noticing children’s learning\$90.00]</p> <p>Partnership budget allocation</p>

Total Financial Resources allocated: \$500.00

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Goal Two:

Goal 2: Emergent Literacy and Numeracy

Challenge of Practice

If we expand our mark making opportunities by increasing the range of literacy and numeracy experiences and resources available to children and focus our intentional teaching of making meaning through interpreting and creating symbolic representations then children should be more confident in using mark making to communicate their ideas and growing understandings of Literacy and numeracy.

Links to NQS Standards:

QA1 Educational Program and practice

- 1.1.1 Approved learning framework
- 1.1.2 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.3.2 Critical reflection
- 1.3.3 Information for families

Actions	Timelines	Roles & Responsibilities	Resources
<p><i>What will you do that is different?</i> Focus on mark making in Literacy and Numeracy</p> <p>Literacy & Numeracy – Collection baseline data to inform individual program for child/ staff develop ability to recognised and interpret mark making against IPNL.</p> <p>Data collected through range of observations.</p> <p>-Lunch time - materials and equipment based on different symbolic representations of Literacy and numeracy.</p> <p>Survey parents – Understanding of mark making in Literacy & Numeracy? What symbolic representations do you use in the home?</p>	<p>Teaching staff to develop confidence in making meaning through interpreting and creating symbolic representations. Term 1</p> <p>PD Plans ~ In line with QIP goals Established Term 1</p>	<p>Responsibilities of individuals are in PD Plans.</p> <p>Kin to attend Literacy course and share with staff team –Introduction to Bookmaking Approach [Karen Ashmead & Marilyn Hayward]</p> <p>Responsibilities of groups can be documented in site/partnership agreements.</p>	<ul style="list-style-type: none"> • Release time for educators/leaders • Pupil free day • Site Budget allocation – target literacy and numeracy equipment and resources <p>Kin to attend Literacy course and share with staff team – Introduction to Bookmaking Approach[\$100.00]</p> <p>Partnership budget allocation</p>
Total Financial Resources allocated:			\$ 500.00