

QUALITY IMPROVEMENT PLAN OVERVIEW 2019

Dernancourt Kindergarten - Encouraging children's curiosity, wonder and awe.

Improvement Priority 1: Literacy

Improve children's identity and skills as readers and writers.

Goal 1	If we develop our understanding around the literacy indicator 'I understand the language of my world', we will build our capacity to recognise and respond to children's critical understandings of texts.
Rationale	Assessment of data indicated that this literacy indicator had the least recorded observations over the period of a year. Analysis by education team indicated the need to build teacher capacity around 'text' and the processes supporting this in a play context.
Strategy 1	<ul style="list-style-type: none"> Educators will build their capacity to understand and respond to the different modes of text.
Strategy 2	<ul style="list-style-type: none"> Educators will recognise when to extend children's engagement and understanding of a range of text.
Strategy 3	<ul style="list-style-type: none"> When planning learning spaces, educators will conduct an audit considering all the text opportunities for children's learning taking into consideration individual, small group and whole group learning.
Resourcing Required	<ul style="list-style-type: none"> Agenda item for fortnightly programming. Include as part of the cycle of planning for each child, and group. Time during staff meetings to share information with whole of educational team, ensuring every child (especially disengaged children) receive additional support. Site closure days across the whole of partnership to undergo Professional development with Lisa Burman Consultants with a focus on text within the PNLI. Budget allocation at a site level and partnership level to support educators attending PD. Site has <u>EChO</u> membership to attend further training supporting site priorities.

Improvement Priority 2: Numeracy

Improve children's identity and skills in numeracy, with a focus on quantity.

Goal 1	If we deepen our understanding of the key elements and learning processes of the numeracy indicator 'I quantify my world', we will increase our capacity to create numerate rich play environments that promote meaningful, engaging, intentional numeracy teaching experiences.
Rationale	Assessment of data indicated that this numeracy indicator had the least recorded observations over the period of a year. Analysis by education team indicated the need to build teacher capacity in noticing and documenting 'quantity learning' and the processes and key elements supporting this. Educators felt this indicator occurred so regularly it was quite embedded, therefore documenting had been a low priority.
Strategy 1	<ul style="list-style-type: none"> Educators will build their capacity to notice, respond and document children's engagement and learning around 'quantity'.
Strategy 2	<ul style="list-style-type: none"> Educators will be intentional about responding to and building on children's prior knowledge in this indicator area, stretching children intellectually in a differentiated way.
Strategy 3	<ul style="list-style-type: none"> Audits during planning stage and learning space set up will occur to help educators notice and predict 'possible' lines of learning. Written cues for educators will be utilised to act as prompts initially.
Resourcing Required	<ul style="list-style-type: none"> Agenda item for fortnightly programming. Include as part of the cycle of planning for each child's learning. Set specific goals for each child in this indicator area. Time during staff meetings to share information with whole of educational team, to ensure each educator is invested in reaching this goal. Educators are made aware of all children's progress in regards to the focus indicator (especially those disengaged or requiring support). Educators prompting and supporting each other's learning, reflecting on our practice in action, on action and for action (as described by <u>Schon</u> (1983) Moderation in Preschool Resource LDAM strategy). Resources such as RRR will support reflection and further actions. Budget allocation at a site level will support educators to pursue PD opportunities that support numeracy development around quantity and site priorities.

Improvement Priority 3 : Communication Increase communication with families to improve planning opportunities and sharing of children’s progress.	
Goal 1	If we respond to the suggestions raised by our families in regards to communication concerning their children’s learning and forward planning, we will improve relationships with families that foster wellbeing, collaboration and supportive partnerships.
Rationale	The annual feedback distributed to families provided educators with ideas and requests surrounding communication. Overall feedback was very positive, however families would like further opportunities to meet and discuss their children’s progress face to face. Suggestions were made to achieve this. Practical suggestions in regards to families’ planning and overall wellbeing were also suggested. This appeared to be a common theme amongst the families.
Strategy 1	<ul style="list-style-type: none"> • Educators will broaden communication methods to families by employing a range of approaches as determined by the start of year ‘focus child’ introduction phone calls to families.
Strategy 2	<ul style="list-style-type: none"> • Educators will ensure all families are receiving feedback about their child’s progress and differentiate their approach where families cannot come into kindergarten to access their child’s learning portfolio.
Strategy 3	<ul style="list-style-type: none"> • Educators will reflect on current mid-year reporting methods and assess the best way to provide conversations with family to support these.
Strategy 4	<ul style="list-style-type: none"> • A yearly calendar to be developed for families with key dates identified to support family needs and notification in timely fashion for all upcoming events, where possible via multiple channels.
Resourcing Required	<ul style="list-style-type: none"> • Release time for educators to make introductory phone calls to families. • Database established from EYS for focus teachers by admin support. • Site budget to support release of educators for report writing, data analysis and parent teacher interviews. • Calendar distributed to all families and staff/volunteer teams. • EYLF Principles Guide – Partnerships resource for educators to refer to and use for reflective practice.