



Pimpala Kindergarten

QUALITY IMPROVEMENT PLAN 2017

Our Philosophy:

"We believe that children have the right to a quality education in a warm, caring and nurturing environment. Children at our Kindergarten will learn and develop through an exciting, challenging and rich play curriculum. They will be encouraged to engage, explore, discover, wonder, imagine and inquire. High expectations for all children, educators and service providers will be central to our curriculum. All children will have a sense of belonging and positive relationships will be paramount for everyone. Families and community will be encouraged to be part of our learning journey."

Our Values:

Respect ~ Honesty ~ Optimism ~ Self-regulation ~ Responsibility ~ Inclusivity

Panalatinga Partnership Vision: Our learners are engaged, creative, challenged, resilient and successful...driven by authentic student voice.

Site context: We are a standalone Kindergarten, co-located with Pimpala Primary school at 24 Vanstone Avenue, Morphett Vale.

Where do we want to be? (Strategic Directions)	Where are we now? (Evidence of current practice)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	By when?	Progress Notes
PRIORITY AREA: QA1 Educational Program and Practice					
<p>1.2.1 Staff engage in a rigorous curriculum planning, assessment and documentation cycle.</p> <p>*The growth of every learner is tracked, monitored and used to inform practise.</p> <p>*Authentic student voice drives improved outcomes.</p> <p>(*Partnership priorities)</p>	<p>Whole staff planning sessions are scheduled twice per term.</p> <p>Curriculum planning meetings are scheduled weekly with part time team.</p> <p>Observations are taken of all children, which inform curriculum planning and Individual Learning Plans.</p> <p>All children have a learning folder which records their learning journey.</p> <p>Most children have some learning stories in their portfolio; however they are mostly photos with text and group learning stories.</p> <p>All children have an Individual Learning Plan which includes a child's self-assessment goal and</p>	<p>Whole staff planning sessions are held twice per term & attended by all staff.</p> <p>Curriculum planning is discussed during weekly Staff Meetings.</p> <p>Document staff's critical reflections and program evaluations as part of the weekly planning cycle.</p> <p>Document child and parent voice and use it to inform the planning cycle.</p> <p>Staff will monitor children's engagement in learning spaces and reflect on and change physical layout and resources to scaffold learning.</p> <p>Staff will reflect on the program using at least one of the Reflect</p>	<p>Staff engage in reflective dialogue & document self-review processes.</p> <p>Weekly evaluations inform the next planning cycle.</p> <p>All Individual Learning Plans include parent comment and child self-assessment goal.</p> <p>All staff engaged with Reflect, Respect, Relate scales during 2017.</p> <p>All documentation assesses children's learning using the EYLF and Numeracy & Literacy Indicators.</p> <p>All children have individual learning stories about their interests, strengths and challenges and plans for future learning which include parent</p>	<p>By End Term 1 2017</p> <p>By End Term 1 2017</p> <p>Mid-term 1 and ongoing</p> <p>By End Term 2 & 3 2017</p> <p>By End Term 1 2017</p> <p>Beginning term 2 2017</p>	

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	<p>parent input.</p> <p>Staff have trialled a number of program recording templates.</p>	<p>Respect Relate Scales. Learning stories will include evaluation of learning against the EYLF / Numeracy & Literacy Indicators and will include parent comment and plans for future learning.</p> <p>Staff will share and critically reflect on current documentation processes.</p>	<p>comment.</p> <p>All children's portfolios contain meaningful records of their learning and include plans for future learning.</p> <p>Parent Opinion Survey reflects satisfaction with the kindy curriculum.</p> <p>A new Summative Report format is developed.</p>	<p>Beginning Term 2 2017</p> <p>By Term 4 2017</p> <p>Beginning Term 4 2017</p>	

PRIORITY AREA: QA2 Children's Health and Safety

<p>2.2.2 Gross motor opportunities are provided through both planned and spontaneous experiences which allow all children to actively participate.</p>	<p>Weekly visits to the school playground are scheduled.</p> <p>Current outside play space limits children's gross motor opportunities.</p> <p>Staff follow children's interests and respond to children's voice.</p>	<p>Continue weekly visits to school playground.</p> <p>Seek approval from Governing Council to use available funds to move the fence line.</p> <p>Plan activities that children can ask for & scaffold their learning.</p>	<p>Scheduled visits to the school playground are maintained in the timetable.</p> <p>Governing Council approve funds to move fence line.</p> <p>The kindy yard is extended to provide free access to gross motor opportunities during free play.</p>	<p>Ongoing</p> <p>Beginning Term 1 2017</p> <p>By End Term 4 2017</p>	
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PRIORITY AREA: QA3 Physical Environment					
3.3.1 Understand and reduce our impact on the environment through sustainable practices.	The kindergarten has compost bins, worm farms and a vegetable garden, however they are underutilised.	<p>Include specific sustainable practices into the kindergarten curriculum.</p> <p>Reintroduce the compost bins and worm farm to the children.</p> <p>Access support from the Onkaparinga City Council in providing education programs eg. Recycling, composting and worm farming.</p> <p>Introduce visuals to support appropriate water and paper towel usage in the children's bathroom.</p>	<p>Children, staff and families will participate in sustainable living practices.</p> <p>Children's understanding of sustainability will be clearly evident in their behaviour.</p> <p>The children will participate in planting their own fruit and vegetables.</p> <p>The kindergarten's worm farms and compost bins will be used as part of everyday practice and the compost and castings used in the vegetable gardens.</p> <p>Children will reduce their water and paper towel consumption.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>By Mid-term 2 2017</p> <p>Beginning Term 2 2017</p> <p>By End term 2 2017</p>	

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PRIORITY AREA: QA4 Staffing Arrangements					
PRIORITY AREA: QA5 Relationships with Children					
PRIORITY AREA: QA6 Collaborative Partnerships with Families and Communities					
6.3.2 Staff work collaboratively to share and improve practice and support continuity of learning for children. *Strengthen transition processes (*Partnership priority)	<p>Staff participated in learning conversations with JP staff which begun in Term 3 2016. Transition processes were discussed and supported with main feeder school (Pimpala PS).</p> <p>New director in new partnership.</p>	<p>Re-establish regular PLC meetings with JP staff to discuss curriculum are shared practice/ language – meetings to have a numeracy/ transition focus.</p> <p>Continue using school library to support children's orientation to school.</p> <p>Participate in shared learning opportunities with the school.</p> <p>Director to attend all Partnership Meetings.</p> <p>Director to attend "Results plus" training.</p>	<p>Both staff teams participate in shared conversations and critical reflections.</p> <p>Both teams take shared leadership over the direction and focus of the meetings.</p> <p>Children become familiar with school routines and expectations.</p> <p>Regular shared events become part of the curriculum.</p> <p>Active engagement at Partnership Meetings/ Partnership PD opportunities.</p>	<p>By Term 2 and then ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

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<p>*Students and staff growth mindsets are strengthened.</p> <p>*Shared understanding of self-regulation and its significance to growth mindset.</p> <p>*Learners demonstrate positive learning dispositions in response to stretch and challenge.</p> <p>*Improved teacher capacity in teaching of Numeracy. (*Partnership priorities)</p>	<p>Staff team will attend Partnership Pupil Free Days.</p>	<p>Incorporate 'Growth mindset theory' and promote Executive Functions to support children's learning.</p> <p>Staff will share and transfer effective practice - task design, assessment and moderation.</p> <p>Trial and review numeracy tool to track and monitor children's numeracy learning.</p>	<p>The practise of "Growth mindset" and "Executive Functions" will be evident in staff/ children language and behaviour.</p> <p>Staff team are active participants at Partnership Pupil Free Days (PFDs).</p> <p>Effective use of numeracy tool to track and monitor children's learning.</p>	<p>By End term 2 2017</p> <p>Attend PFDs Terms 1 & 2 2017</p> <p>End term 3 2017</p>	

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PRIORITY AREA: QA7 Leadership and Service Management					
<p>7.2.2 Staff participate in Performance Development that aligns with the kindergarten's QIP and focuses on increasing outcomes for children through improved practice.</p> <p>*Increase student attendance (*Partnership priority)</p>	<p>Staff have participated in Performance Development, however at times it has been disconnected with site priorities.</p> <p>Staff promote regular attendance in their conversations with families and via newsletter articles.</p> <p>We promote the "Every Day Counts" poster.</p>	<p>Use the Australian Professional Standards for Teachers with all staff.</p> <p>All staff will participate in a bi-annual Performance Development Cycle.</p> <p>Provide professional development opportunities that align with site priorities.</p> <p>Continue to promote the importance of attendance via chats and newsletters.</p> <p>Follow up and document unexplained absences.</p>	<p>All staff participate in formal Performance Development conversations twice per year.</p> <p>All staff have Performance Development Plans with clearly documented goals.</p> <p>All staff receive written feedback following Performance Development meetings.</p> <p>Kindy meets department's targets of 95% attendance.</p>	<p>Term 1 & Term 4</p> <p>By End of Term 1</p> <p>After PDR Terms 1 & 4</p> <p>Ongoing</p>	