Port Broughton Kindergarten Quality Improvement Plan 2016
## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tbody>
<tr>
<td>Port Broughton Kindergarten</td>
<td>CS-00057573</td>
</tr>
</tbody>
</table>

### Primary contact at service

**Holly Makin – Nominated Supervisor/Director**

### Physical location of service

- **Street:** Cnr South Tce & Kadina Road
- **Suburb:** Port Broughton
- **State/territory:** SA
- **Postcode:** 5522
- **Telephone:** 08 8635 2390
- **Mobile:** 0400 180 598
- **Fax:** 08 8635 2092
- **Email:** dl.6653.leaders@schools.sa.edu.au

### Approved Provider

- **Primary contact:** Dept. Education and Child Development
- **Telephone:** 08 8635 2390
- **Mobile:**
- **Fax:** 08 8635 2092
- **Email:**

### Nominated Supervisor

- **Name:** Holly Makin
- **Telephone:** 08 8635 2390
- **Mobile:**
- **Fax:** 08 8635 2092
- **Email:** dl.6653.leaders@schools.sa.edu.au

### Postal address (if different to physical location of service)

- **Street:** PO Box 28
- **Suburb:** Port Broughton
- **State/territory:** SA
- **Postcode:** 5522

### Operating hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday – every second week</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening time</strong></td>
<td>08:30</td>
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<tr>
<td><strong>Closing time</strong></td>
<td>15:00</td>
<td>12:30</td>
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<td>15:00</td>
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</table>
Port Broughton Kindergarten is part of the Department for Education and Child Development (DECD). We are part of the Northern Yorke Partnership.

We are located on the corner of South Terrace and Kadina Road Port Broughton and have a superb spacious outdoor area with large trees, large shade sails, large lawn, paths to explore, sand pit, cubby house, play mound, billabong area, tunnel, boat and native plants.

We also have a well appointed indoor learning area including separate room for group time and an Interactive White Board.

The families that make up our kindy are varied. We have quite a few farming families, as well as fishing or other backgrounds. Most of the time our families are from white, English speaking backgrounds.

We are situated on the edge of the school oval, right next to the bus bay. We have a number of children who catch the bus to and from Kindy so we have set up our operational times to fit in with the school bus runs. We regularly visit the school to go to the library or to work with the Junior Primary classes. The Junior Primary classes also regularly come over to the Kindy to join in with activities or as part of our transition program.

We are within walking distance to many learning environments such as the beach, shops, Nursing home, etc. We also use the school buses to go on excursions in and out of our local Community.

We also offer Occasional Care for children Under 2 and Over 2 - these sessions are held on Friday mornings when Kindy is not in session so that it doesn’t disrupt the Kindy program because of the small space.

How are the children grouped at your service?

All other children are grouped together for all sessions because of small numbers

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor: Holly Makin

No. of educators: 2 permanent educators, 1 Pre school support worker

Self Review Process - This QIP was developed in consultation with all staff through audits and discussions (as well as previous Director and ECW), families through surveys and children. The QIP also used Partnership Plans and priorities to help guide the Improvement Goals for 2016.

Philosophy Statement:

The Philosophy statement is developed with Governing Council at the beginning of each year. The vision statement remains the same and then staff and families are asked what they believe should be under the different headings in the Philosophy Statement. We want the Kindy to be a place that challenges children and offers experiences to engage and stretch every child.
Port Broughton Kindergarten Philosophy Statement

Play – Explore – Belong

Our philosophy statement has been developed in collaboration with the families, children and staff at Port Broughton Kindergarten 2016.

We believe children learn best in an environment that values and advocates for learning through play, for children and adults to feel they belong and for children to be able to explore and guide their own learning.

For a more comprehensive look please see reverse.

Director Review Term 1, 2017 Chairperson
We believe that children learn best when all stakeholders are working together in a holistic manner with common understandings and goals.

<table>
<thead>
<tr>
<th>Family</th>
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</thead>
<tbody>
<tr>
<td>-for families to acknowledge and understand the importance of play in relation to their child's development</td>
<td>-allow children moments to 'explore'</td>
<td>-for families to communicate and share relevant information to the kindy on a regular basis</td>
</tr>
<tr>
<td>-to share with the kindy their children's learning through play</td>
<td>-to share and provide input in the kindy curriculum</td>
<td>-to be involved in the curriculum and to work with the staff and children in any ways they feel comfortable</td>
</tr>
<tr>
<td>-to be involved in the kindy and their child's learning</td>
<td>-to work with the kindy community to develop partnerships and a common goal for their children's learning</td>
<td>-to be available to their children and have a sense of understanding in the happenings of the kindy</td>
</tr>
<tr>
<td>-for families to continue the learning and interests that happens at kindy, at home</td>
<td>-encourage their children to play with a range of resources and with a range of children</td>
<td>-to have a rich understanding of their child's learning and appreciate the learning that happens at kindy</td>
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<tr>
<td>-encourage their children to play with a range of resources and with a range of children</td>
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<table>
<thead>
<tr>
<th>Staff</th>
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<tbody>
<tr>
<td>-staff to share songs and games with the families</td>
<td>-provide children the time to 'explore'</td>
<td>-for staff to always be available to children</td>
</tr>
<tr>
<td>-provide a safe environment</td>
<td>-provide appropriate resources in the environment for the children to 'explore' and that will scaffold their learning</td>
<td>-engage in warm and meaningful interactions</td>
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<tr>
<td>-provide opportunities for all children and all their interests</td>
<td>-encourage risk taking that will strengthen their development</td>
<td>-develop strong relationships with the children, where reciprocal feelings of being valued is shared</td>
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<tr>
<td>-introduce the children to new concepts, ideas and thinking</td>
<td>-conduct risk assessments with the children for them to be active participants in the safety and welfare of their environment</td>
<td>-for the children to know the expectations and enter a predictable environment each visit</td>
</tr>
<tr>
<td>-provide opportunities for social interactions that extend further than their familiar peers</td>
<td>-become 'providers' rather than participants in the children's play</td>
<td>-for staff to develop meaningful and authentic partnerships with the families</td>
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<tr>
<td>-create provocations that will encourage self-initiated play</td>
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<td>-for the environment to be enticing and enriching to the children each day</td>
</tr>
<tr>
<td>-allow for long, extended and uninterrupted periods of play</td>
<td></td>
<td>-for staff to ensure the environment is safe and nurturing for children to feel happy to attend</td>
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<tr>
<td>-provide the children with a rich and thorough period to explore and become familiar with the resources</td>
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<td></td>
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<tr>
<td>Provide loose parts to encourage play that requires problem solving, engagement for long periods of time and to draw on the imaginations of the children</td>
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<td></td>
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<tr>
<td>-to share and document the learning that happens through play to the families in many different modes and means</td>
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<table>
<thead>
<tr>
<th>Child</th>
<th>Child</th>
<th>Child</th>
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</thead>
<tbody>
<tr>
<td>-to form friendships and build relationships</td>
<td>-guide and direct their own learning through play</td>
<td>-to form friendships</td>
</tr>
<tr>
<td>-to broaden their friendship group and develop friendships with all of the children at kindy</td>
<td>-conduct continual risk assessments, both independently and collaboratively with the larger group</td>
<td>-to develop new relationships</td>
</tr>
<tr>
<td>-to develop and strengthen communication skills with peers and adults</td>
<td>-be able to carry on with play experiences for long periods of time – revisiting, analysing, improving and collaboratively</td>
<td>-for children to be involved with the garden to feel ownership over the environment and to take pride in throughout the year</td>
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</table>
Strengths for Quality Area 1: Educational program and practice

Families said....

- Program is fun and interactive with kids
- Lots of nature play in beautiful surroundings
- The way that there is always something new to stimulate the children and engage them
- The variety in activities and learning
- Natural play environment is great for exploring and being creative
- KITE with Barunga Village—Kids Interacting with The Elderly
- Cross-age activities with the school
- Varied program of activities
- All the outdoor and water play
- Children learn so much in their play and incorporating all the “play” it has also helped with their ‘life skills’
- The extra help with my child’s speech. All the children were involved in these ‘learning’ games and she didn’t even realize that the developing of her speech was being worked on
- Mother’s and Father’s Day afternoon
- Kindy sports day
- The many fun excursions for kids and families—Kindergym, “The Moon’s a Balloon”, Farm visit, Clement’s Gap, Mini train, etc. All of the trips on the school bus
- I really like the way the children ‘sign in’ at the beginning of the day
- Great variety in play/learning
- Library visits
- Walks to the beach
- Taking risks during play
- Letting the children create their own imaginative play—eg, fairy garden, road works
- Magical Moments
- The standards are high, the children are always stimulated and excited and engaged
- They learn so many things, not just go and play
- The learning goals have been a great way to work on specific needs. Confidence talking in front of groups was a first term goal for us and I can say he has achieved that now.
- As my child attended a different Kindergarten in Term 1, I can definitely say my child is learning a great deal more at this Kindy as opposed to the one in Victoria. eg writing, life skills, preparing for classroom aspects of primary.
- Morning talk is a favourite weekly event, he looks forward to it and wishes he could do it every day. :)
- The program allows parents to be involved in excursions and activities at the Kindy. It’s a great way to see the excellent, respectful and nurturing environment our little people love so much.

Children said....

Riding bikes
Playing in the water
Everything!
Playing with the other kids
Going down the big tunnel—on top of it—I’m not scared of that
Playing games like chasey
Doing the craft area and the iron on beads
Painting
Playing in the billabong
Getting wet and playing with the boats
Playing outside
Chooks
Strengths for Quality Area 1: **Educational program and practice**

**Staff think...**

- The Morning group time routine with children taking turns in being the chairperson and doing the Good morning folder—great oral language opportunity as well as learning routines and reading and Narungga language
- Use of technology by both the staff and children—Interactive whiteboard (IWB), digital cameras, flipcam, digital microscope, walkie talkies
- Offering a “Home visit” to each Kindy child allows staff to make connections with the child and their learning at Kindy
- Having a “Special Person” each fortnight who is responsible for ringing the bell and letting everyone know when something needs to be done, ie, “Library time, packing up time, quiet room time”
- Bus Communication Books and Magical Moments involve families with their child’s learning at Kindy
- Bright, interesting newsletter that highlights lots of learning opportunities that children have/had at Kindy
- Having a collaborative approach with families that includes having Individual Learning Plans (ILP’s) for every child which includes a goal from the child’s family and a goal set by staff. This provides the opportunity to have discussions with families so that a common approach and consistency is used when working with their child. Goals are reviewed each term and reported on in an end of term summary comment as well as informal discussions with families about how their child is progressing.
- Daily photo slide show on the kitchen bench every afternoon and morning to show families what their child has been involved in at Kindy
- EYLF used for programming and planning and in analysing learning in learning stories
- Our routines allow choice of play—for example, children have the flexibility to play outside or inside most of the day. Children can ask for equipment out of the shed or storeroom to include in their play.
- Being flexible with programming—being able to adapt according to children’s needs and interests
- Childrens’ Busy Books are available for children and families to look at whenever they want to—they are updated regularly with learning stories and other work samples
- Our Kindy Facebook page is updated weekly with reminders about events, photos and descriptions of learning activities that children have been involved in during the week so families can share these at home
- Long uninterrupted play periods—this allows children to become deeply engaged in their play and for their play to become richer—allowing opportunities for literacy, numeracy and creativity.
- The use of the Preschool Numeracy & Literacy Indicators to assess children and provide opportunities to notice strengths and extension activities
- Reggio Emilia Approach is being researched and incorporated
Strengths for Quality Area 2: Children’s health and safety

Families said....

- Being a small Kindy I feel the children get plenty of support which is great.
- Lots of water play on hot days
- Excellent in all facets! Very personal - comfortable with child going to Kindy each day.
- The attention given by teachers to children
- Environment is clean
- It’s a beautiful, clean, fun environment to learn and play

Children said....

- Riding bikes
- Playing outside
- Taking risks like jumping off the tunnel

Staff think...

- Our hand washing routines before preparing food, before eating, after the toilet, etc—we have a visit from the hospital staff once a year with their UV light and special cream to teach the children how to wash their hands properly
- We use the Right Bite Policy and encourage families to send food for lunches that fits within the Green or Amber guidelines—we give each family a fridge magnet with the Nutritional requirements for foods and have little reminder stickers to stick on foods that don’t fit in the Right Bite guidelines when they are sent to Kindy
- The children are really good at identifying what is a healthy food choice and will ask if they’re not sure if something they have brought in their lunch box fits in the Right Bite Guidelines
- Our SunSmart Policy and getting the children to check the UV rating on the IWB everyday to see if we need to wear our hats or not
- Sun cream Station—Children can independently put on sun cream
- Depending on our program we usually have Relaxation at least once a week—children are encouraged to breathe deeply and give their bodies a rest while listening to a Relaxation CD
- We have regular group time sessions on the Child Protection Curriculum and You Can Do It program—teaching children how to keep themselves safe
- We have a visit to Kindergym once a term—this encourages children to try new physical learning experiences
- We have a good supply of spare clothes for children to change into if their clothes become wet, muddy, etc—this ensures that no children are excluded from messy play
- Educators provide excellent supervision for children—we always make sure we have at least one person inside and one person outside to supervise children—this means that children can play inside and outside and move freely between both areas
- We have an area set up with cushions, couches and quilts for children who want some quiet time just to listen to music, read a book or just relax
- We provide cold, filtered drinking water and cups for children
- We have done Risk/Benefit Assessments for many activities that we do at Kindy—these are stored in the Risk Assessment Folder on the kitchen bench and can be accessed by anyone who would like to look at them.
- Photos of children with Health needs are displayed on a Red poster on the Kitchen Pantry cupboard for all staff—including relief staff—to be aware of
- Evacuation and Invacuation drills are practised regularly with the children including practising a Bushfire drill with the school twice a year.
Strengths for Quality Area 3: Physical Environment

Families said....

- Positive environment
- Environment is clean
- Environment changes regularly to keep children interested and get them used to change
- Natural play area is great for exploring and being creative
- I really like the thought that goes into the internal displays and offerings. There is a “quality” and high standard at this Kindy that has made it quite special—it will be a hard act to follow.
- The new/fallen tree and water pump environment
- The chooks
- It’s a beautiful, clean, happy, fun environment to play and learn
- The natural play areas outside have been wonderful for kids to explore
- The staff are creative and thoughtful, providing an environment in which children can successfully engage with other children and with adults
- Fantastic culture
- Great learning environment inside and out
- The “Community” and friendly feel of the Kindy
- Always a positive when your child wants to go every day. I love that my child asks every day "Is it Kindy day today?" I think that speaks volumes! It’s a positive environment and I can tell my child is comfortable. I like how he is stimulated and learns so much from his surroundings and peers.
- Overall the teachers provide a comfortable and welcoming environment for the children and parents.

Children said...

Playing in the water
Everything!

Going down the big tunnel—on top of it—I’m not scared of that
Doing the craft area and the iron on beads
Playing in the billabong
Getting wet and playing with the boats
Playing outside
Chooks
Monkey bars

Staff think...

- We have a well resourced centre—plenty of equipment so lots of children can all be involved together—for example, we have more than enough buckets, spades so that everyone can play in the sandpit at the same time if they wish, lots of dressups, variety of bikes
- Lots of natural light—try to minimise the use of indoor lights
- Great outdoor space incorporating different types of play spaces including a large lawn area, swing area, large sandpit, forest area, billabong area with natural shade
- A great variety of natural vegetation outdoors including edible plants/fruit
- We have concrete, pavers and dirt paths including hills and mounds for children to use in their play
- Toys and equipment can be used inside or outside—ie—inside “home corner” toys are regularly taken outside for picnics
- Minimal set times when children are required to only play inside—this is mainly when children are first arriving and straight after lunch while some children are still eating for supervision reasons due to a small staff group - this allows for staff to have a lunch break
- We have chooks—recycling food scraps
- Children have a good understanding of how to use our Recycling bins
- We have living plants inside
- Solar panels on the Kindy help reduce electricity usage
- Rainwater tanks supply water to the creek bed—teaching children this is a precious resource and to the chooks
Strengths for Quality Area 4: **Staffing arrangements**

**Families said....**

- The attention given by teachers to children
- The staff are creative and thoughtful
- Staff very caring
- Staff very approachable
- I believe this preschool has a great team of teachers who are well organised and compliment each other. They provide a very welcome environment for parents.
- Overall the teachers provide a comfortable and welcoming environment for the children and parents.
- We are very lucky to have such a well run Kindy with teachers who really care.

**Staff think...**

- Positive interactions and relationships between staff and children - children approach staff and begin conversations
- Collaborative staff team who all work really well together—share observations of children together
- Team work and planning through regular reflection at the end of each day, reading each other’s Magical Moments and offering ideas and regular staff meetings
- Staff give each other positive feedback through the use of “Positive Stars”. These are displayed on the office pin board
- Staff meet regularly for a staff meeting to reflect and plan
- Staff voluntarily attend training and development opportunities and then discuss these and make changes at the Kindy.
- Volunteer comes into the Kindy each day to help over lunch time to allow staff to have a lunch break
Strengths for Quality Area 5: Relationships with children

Families said...

- The attention given by teachers to children
- I love that it feels like a little family to the kids
- Sense of belonging for the children
- Staff very caring
- Fantastic culture
- Always a positive when your child wants to go every day. I love that my child asks every day "Is it Kindy day today?" I think that speaks volumes! It's a positive environment and I can tell my child is comfortable. I like how he is stimulated and learns so much from his surroundings and peers.
- Being a small Kindy I feel the children get plenty of support which is great.
- We are very lucky to have such a well run Kindy with teachers who really care.

Children said....

Playing with friends
"Auntie Anne" - our Kindy volunteer

Staff think...

- All children are included - children with additional needs are supported through extra staffing when needed. Staff find out the interests of individual children to engage them at Kindy
- Positive interactions with children by staff—all educators have a consistent positive approach
- All staff have positive relationships with all children—this includes having

friendly conversations with them and being part of their play
- Educators stay calm with children at all times—there are no raised voices
- Warm, welcoming environment—staff make sure someone meets the bus to greet and help children coming on the bus
- Educators greet children and families each morning, making sure they have a chat to each family
- Educators take an active interest in children’s lives outside of Kindy—they are able to connect what is happening in each child’s life outside of Kindy and have lots to talk about with the children
- Children are offered a “home visit” to allow children to share with the educators things that are special for them at home. This gives educators a greater understanding of the home environment each child is coming from and then they can make connections to the child’s life and Kindy.
- The Director is “on the floor” with the children whenever they are at Kindy—all admin in the office is done when children aren’t at Kindy
Strengths for Quality Area 6: Collaborative Partnerships with families and communities

Families said....

- That the teachers communicate with the parents and make time to talk to you about your children and their needs for a better education.
- Facebook updates and regular whiteboard notes to remind people what's on, and when things are due.
- Reminder notes in trays.
- I loved seeing kids photos on Facebook and seeing what they have learnt each week.
- The captions with the Facebook photos (Was a great conversation starter with my child).
- The Busy Books.
- Newsletter.
- Great communication with the parents.
- The fantastic correspondence, we always knew what was going on within the kindy and could always plan ahead for special events. 10/10!
- Magical Moments.
- The great communication between teachers and parents.
- Parents and family are encouraged and welcomed to join in with many activities and excursions.
- KITE with Barunga Village.
- The many fun excursions for kids and families.
- Lots of different ways of communicating with parents.
- It is great to have the opportunity to be involved in excursions. Gives the parent a chance to see their child interact with their peers and teachers.
- Being able to keep up with daily events via the Facebook posts and whiteboard messages is awesome!
- The magical moments are a hit with our family. We email them to the grandparents and we all enjoy talking about the 'magical moment' with him.
- Parents have plenty of opportunities to be involved if they want and the communication is fantastic.
- They provide a very welcome environment for parents. This encourages parents to participate in special events, attend Gov Council meetings and contribute to decisions based on developing the Kindy.
- Library visits.
Staff think…

- Communication with families of toddlers (Pre Kindergarten age) about when their child will start Kindy, ideas they can do with their child
- Program wall—having it accessible for families
- Mini whiteboard with daily group activities program
- A variety of Communication methods with Kindergarten families—newsletters, emails, SMS, daily whiteboard messages (these are sent via text message to bus children’s families), informal chats, website, Facebook page, learning stories
- We value Family involvement—attending Special events, excursions, staying and listening to morning talks, help roster for cleaning, fundraising, busy bees, Governing Council—special date magnets are given out at the beginning of the year so families have plenty of notice
- We ask families each term for a goal for their child to be included on their ILP so that we have a collaborative approach to their child’s learning - families can then work on the goals at home too
- Community information available as well as Parenting SA leaflets and other brochures relevant to children and families
- KITE (kids Interacting with The Elderly) program with Barunga Village Nursing Home—regular visits from/with the residents.
- Once a fortnight we visit the Community Library to listen to a story and borrow books - this is a great transition experience—children get acquainted with the library and staff
- We often go on local community walks such as to the Supermarket, Post office, beach, etc
- Our Transition to school process happens over a long period of time so that children feel like they belong at school when they start—this includes weekly cross-age activities with the Junior Primary classes and teachers from Term 2 and lots of visits to the Reception classroom in the term before they start school
- Reception students have the opportunity to visit the Kindy during their lunch time once a week in their first term at school
Strengths for Quality Area 7: Leadership and service management

Families said....

- I believe this preschool has a great team of teachers who are well organised and compliment each other. They provide a very welcome environment for parents. This encourages parents to participate in special events, attend Governing Council meetings and contribute to decisions based on developing the Kindy.
- Overall satisfied with support and learning outcomes thus far
- The standards are high

Staff think...

- We have a strong Governing Council with lots of families involved and contributing
- We have a great continuity of educators
- The way we as educators plan collaboratively together
- All our Policies are available for anyone who wants to read them—they are stored on the kitchen bench and are well set out and easy to read
- Our Parent Handbook is very comprehensive—all families are given one when their child enrols at Kindy—it is also available to read on our website and there is also a copy on the kitchen bench in the basket
- We make sure that our website is kept up to date with the latest newsletter, important dates, policies, etc
- We have a well organised office space which means that as a staff team we can work efficiently and collaboratively
- Relief staff are given an induction booklet which outlines the most important things they will need to know
- Relief staff enjoy working at our centre because all staff and children work so well together
- Staff are encouraged and supported to do training and development - performance management meetings are used to reflect and build knowledge
### Improvement Priorities

#### Improvement Priority 1: Children's learning

<table>
<thead>
<tr>
<th>Goal or Outcomes Sought</th>
<th>Strategies How will we get this outcome</th>
<th>Quality Areas / Elements that will improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
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</table>
| For Children’s voice to be incorporated and valued in the Preschool Program so that they start taking ownership of their learning | Strategy 1  
Develop risk/benefit assessments with children | 1.1.2, 1.1.6, 2.3, 2.3.2 |
|                         | Strategy 2  
Include the child’s voice in their Magical Moments and allow them to convey their own interpretation of the learning | 1.1.2, 1.1.3, 1.2.1, 1.2.3 |
|                         | Strategy 3  
Use Audio Boom to record children’s reflections and share QR codes with families | 5.1.2, 6.3.2, 1.2.1 |
|                         | Strategy 4  
Use the Relationships observation tool in the RRR to create a positive culture at the Kindy with new staff | 5.1.1, 5.1.2, 5.2.1, 6.1 |
|                         | Strategy 5  
To visit Morphett Vale Primary School and observe their practice in relation to Social Ventures Australia as their spotlight is around Authentic Student Voice. | 1.1.1, 1.1.2, 1.2.2, 5.2.1, 6.3.4 |

#### Success Measure

For children’s to achieve a score of 4 or higher.

**By when:** End of Term 4 2016

**Progress Notes:**
<table>
<thead>
<tr>
<th>Goal s or Outcomes Sought</th>
<th>Strategies</th>
<th>Quality Areas /Elements that will improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 For staff to develop their pedagogical practices to allow all children’s engagement in play to be meaningful, intentional and to require the use of problem solving skills</td>
<td>Strategy 1 Use the Involvement scale in the RRR as a starting point to assess the children’s engagement.</td>
<td>1.2.1, 7.2.1, 6.3.2</td>
</tr>
<tr>
<td></td>
<td>Strategy 2 Focus on exposing the basic play skills to the children in the first term to promote intentional and meaningful play.</td>
<td>1.1.3, 3.1.1, 3.1.3</td>
</tr>
<tr>
<td></td>
<td>Strategy 3 Work with the children on some common social expectations and goals and document them in a child friendly way so they can refer to them when needed.</td>
<td>1.1.6, 5.2.1, 5.2.2</td>
</tr>
<tr>
<td></td>
<td>Strategy 4 Create agreements with the children to incorporate both the children and staff expectations. Have them accessible to both the children and families.</td>
<td>1.2.3, 1.1.4, 4.2.2</td>
</tr>
</tbody>
</table>

| Success Measure                          | That each child’s rating in the involvement scale will be higher than a 3 by the end of Term 2. |

| By when:                                   | Term 3, 2016                              |

| Progress Notes:                           |                                          |
Improvement Priority 3: Family Partnerships

<table>
<thead>
<tr>
<th>Goal or Outcomes Sought</th>
<th>Strategies How will we get this outcome</th>
<th>Quality Areas / Elements that will improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong> Families to be involved in their child’s learning so that genuine partnerships in children’s learning are established to encourage engagement and dispositions for learning</td>
<td>Strategy 1 Highlight in each newsletter activities planned that families can be involved in</td>
<td>6.1.3, 6.3.2, 1.1.4, 1.1.3</td>
</tr>
<tr>
<td></td>
<td>Strategy 2 Use the information that families provided on their child’s interest sheet to specifically approach people to be involved</td>
<td>6.2.1</td>
</tr>
<tr>
<td></td>
<td>Strategy 3 Investigate the Reggio philosophy of welcoming families and making them genuine partners in their child’s learning</td>
<td>5.1.1, 6.1, 6.2, 6.2.1</td>
</tr>
<tr>
<td></td>
<td>Strategy 4 Encourage families to just ‘pop in’ and join in during the Kindy day</td>
<td>6.3.4, 6.1.2</td>
</tr>
<tr>
<td></td>
<td>Strategy 5 Ask for feedback/suggestions on Magical Moments</td>
<td>6.3.2</td>
</tr>
<tr>
<td></td>
<td>Strategy 6 Regularly update Facebook page with photos, opportunities, reminders, etc</td>
<td>6.3.1, 6.3.4</td>
</tr>
<tr>
<td></td>
<td>Strategy 7 Work with the DECD Student Engagement Unit to increase family engagement.</td>
<td>7.2.1, 6.1.2, 6.2.1, 6.3.4</td>
</tr>
<tr>
<td></td>
<td>Strategy 8 Use the Family-School Partnership framework Introduce the ‘Learning Potential’ app</td>
<td></td>
</tr>
</tbody>
</table>

**Success Measure**

That each family’s engagement and participation is evident in the curriculum at least once throughout the year.

**By When:** Term 4, 2016

**Progress Notes:**