Gladstone
Kindergarten
Quality
Improvement Plan
2016
At Gladstone Kindergarten quality relationships with every child, family & our community are essential to children’s learning.

Children are competent & capable learners.

We provide a challenging, nurturing, play-based learning environment where every child has the right & opportunity to achieve their potential.

**Philosophy Development**

In 2012 the Governing Council and staff brainstorm words that expressed what they felt Kindy was about. This formed the basis for the Philosophy.

In 2015 the staff reviewed the philosophy. The language was changed to reflect current learning trends. The Governing Council provided parent input. The current philosophy was finalised in September 2015.

The philosophy will be reviewed in 2017 during the amalgamation with Gladstone Primary.
About Gladstone Kindergarten

Gladstone Kindergarten is a small rural centre.
Current Enrolments
Kindy—10
ATSI—1
Occasional Care—23
Current Staff
1 Director
1 Kindy ECW
2 Occasional Care ECW
Operating Hours
Odd Week Mondays 8:45 to 12:45
Tuesdays 8:45 to 3:15
Wednesday 8:45 to 3:15

2015 Annual Report Recommendations
- Use review data collected in terms 3 & 4 2015 to inform QIP in 2016
- Continue to promote the importance of attendance at Kindergarten & encourage families to supply a reason for absences.
- Continue to collect disposition data as a means to track children’s growth in learning dispositions
- Analyse data on a regular basis to indicate trends.
- Use data to plan for individual children’s learning
- Share data with families as part of regular reporting process.
- Share data with feeder schools as part of Partnership Transition plan.
- Continue to improve evidence collected on how we are meeting children’s learning needs.
- Build on work involving families in documenting children’s learning and their progress.
- Attendance target of 93% in line with DECD target.
- Use Indicators of Preschool Numeracy and Literacy to inform Planning and teaching, monitor children’s development, report to families and support transition programs.
- Use the National Quality Standards Operational Requirements to facilitate future directions of the Preschool as we continue on our Voluntary amalgamation journey.

Continuous Improvement Cycle at Gladstone Kindergarten

Identify Areas for Growth through:
- Having the QIP on the Staff Meeting Agenda and discussing progress during the year.
- Regular formal and informal discussion.
- Days for task specific development and review of the Quality Areas and Curriculum Standards.
- Recommendations from the previous Annual Report.

Implement Strategies by:
- Prioritising items on the QIP.
- The QIP being reflected in staff Professional Development Plan.
- Reporting to Governing Council and seeking discussion and feedback about our progress.
- Informal discussions and formal meetings.
- Making timelines for tasks.

Evaluate through:
- Reflection of information and data collected.
- Comparing Curriculum Standards with children’s individual learning plans and data.
- Celebrate success and look at future growth opportunities.

Measuring and Recording Growth through:
- Children’s learning data and assessment.
- Floor books and displays.
- Reporting in the newsletter and to Governing Council.
- Parent involvement and attendance to Parent Teacher Discussions.
- The Day Book daily reflections/notes.
### Gladstone Kindergarten Strengths

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Strengths</th>
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<tbody>
<tr>
<td>QA 1. Educational Program and Practice.</td>
<td>The Early Years Learning Framework is used to inform the curriculum and learning environment. The learning program is informed by daily observations, daily reflections, children’s assessment, and interests. Profiles Books, Newsletters and displays record children’s learning. Staff frequently reflect on the curriculum as a team to plan for the next learning opportunities. Families are frequently involved with children’s learning outcomes.</td>
</tr>
<tr>
<td>QA 2. Children’s Health and Safety</td>
<td>Children’s health is supported through DECD policies and centre procedures that are reviewed and updated regularly. Children have individual health plans for additional needs and medical conditions. Staff training is up to date. The environment provides opportunities for rest, physical activity, supervision and protection.</td>
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<tr>
<td>QA 3. Physical Environment</td>
<td>The facilities, physical space and equipment are appropriate for children 0-5 years, and checked on a regular basis. Children have access and are encouraged to engage in natural environments. Sustainable practices include recycling, reusing, and composting. Children participate in caring for the chooks, worms and garden.</td>
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<tr>
<td>QA 4. Staffing Arrangements.</td>
<td>Educators qualifications are current and meet standards. Educators-to-child ratio is maintained at all times. Staff follow professional standards and code of ethics. Staff have collaborative relationships that enhance the learning program, and participate in self evaluation procedures.</td>
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<tr>
<td>QA 5. Relationships with Children.</td>
<td>Staff have trusting relationships with each child. Each child is consistently involved and included in the program as an individual and part of a group. Children’s behaviour is supported and responded to appropriately to support their rights and learning.</td>
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<tr>
<td>QA 6. Collaborative Partnerships with families and Communities</td>
<td>Each staff member has a healthy and responsive relationship with the families of the children. Transition programs are planned with children, families and educators for the next step (Home to Occasional Care to Kindy to School). Families are involved with children’s learning formally and informally, always welcomed and included in the centre. Staff work closely with other agencies to ensure all children’s needs are met.</td>
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<tr>
<td>QA 7. Leadership and Management.</td>
<td>The Philosophy is enacted and reviewed regularly with all stakeholders. The centre has a well established Governing Council that is actively involved with the management of the centre. Induction procedures ensure staff and volunteers are well informed about the centre, facilities, priorities and policies. DECD Procedures are followed for staffing and development of staff. The leadership has clear goals and high expectations of educators, and all staff including leadership participate in a self improvement cycle. DECD Administrative Systems are in place for grievances, incidents, legislation requirements and record management.</td>
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### What happens now:

<table>
<thead>
<tr>
<th>Identify Areas of Growth by:</th>
<th>Implement Strategies by:</th>
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<tbody>
<tr>
<td>Looking at children’s data at:</td>
<td>Planning small steps at Staff Meetings and developing time frames.</td>
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<td>• fortnightly staff meetings.</td>
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<td>• Parent Teacher Discussions</td>
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<td>• Termly data discussions.</td>
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**Evaluating**

- Looking at children’s observations and map them with:
  - Developmental Learning Outcomes
  - Dispositions
  - Literacy and Numeracy Indicators.

**Measure and Record Growth by:**

- Collating children’s observations each fortnight.
- Children’s Individual Learning Plans
- Children’s Portfolios

### Targets for 2016

<table>
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<th>Quality Area</th>
<th>Focus</th>
<th>Time Line</th>
<th>Progress Notes</th>
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<tr>
<td>Element 1.1.4</td>
<td>The documentation about each child’s program and progress is available to families.</td>
<td>Individual discussions with families about each child’s learning that shares data collected and growth achieved.</td>
<td>Parent Teacher Interviews Term 1, 2, &amp; 3. Reviewing each child’s progress in week 8 each term.</td>
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<td></td>
<td>Individual Learning Plans</td>
<td>Portfolios going home to share with extend family.</td>
<td>At the end of each term.</td>
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<td>Displaying Outcomes in</td>
<td>portfolios</td>
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<td>Newsletters</td>
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<td>Kindy displays.</td>
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<td>Hand written and typed notes about the activity and related learning outcomes.</td>
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<td>Term 1 Learning Stories reflected DLO 1 – A Strong Sense of Identity.</td>
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<td>Element 1.2.3</td>
<td>Critical reflection on children’s learning and development, both as individuals and in-groups, is regularly used to implement the program.</td>
<td>Children’s learning data will be recorded to inform the centre learning program.</td>
<td>By week 5, term 2 develop a template. By the end of term 2 have observations and information input to look at individual data. By week 5 Term 3 develop templates and input group data. Continue to input and monitor. Term 4, week 3 critical reflection for reports, school transition discussions and Annual Report.</td>
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**Quality Improvement Area 1**

**Education Program and Practice**

1.1—An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

1.2 - Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

**Issue**—Not enough documentation of children’s learning improvement cycle and parent involvement.

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**Element 1.1.4**

The documentation about each child’s program and progress is available to families.

- Individual discussions with families about each child’s learning that shares data collected and growth achieved.
- Parent Teacher Interviews Term 1, 2, & 3. Reviewing each child’s progress in week 8 each term.

**Element 1.2.3**

Critical reflection on children’s learning and development, both as individuals and in-groups, is regularly used to implement the program.

- Children’s learning data will be recorded to inform the centre learning program.
- Children’s observations will be collated to show areas of learning.
- Group data will be analysed for:
  - attendance
  - Literacy and numeracy indicators, and
  - Dispositions.
- By week 5, term 2 develop a template.
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### Quality Improvement Area

Collaborative partnerships with families and communities

6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.

**Issue**—Children, Families, Staff and the Community will need support in the process of becoming a School Based Preschool

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<td>Element 6.3.2</td>
<td>Educators work with families, other professionals and the broader community through the Amalgamation of the Preschool, Gladstone Primary School and Georgetown Preschool</td>
<td>Term 1 Special General Meeting to vote on Amalgamation.</td>
<td>The Special General Meeting took place on 13/4/16. The vote was a unanimous yes.</td>
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<td></td>
<td>Newsletters report update information.</td>
<td>Fortnightly</td>
<td>All 3 sites publish and deliver their newsletter on the Monday of Odd Weeks with the same information reported. Term 2—Combined Staff Meetings and Governing Council Meetings are planned.</td>
</tr>
</tbody>
</table>
|  | Governing Council Members represent the parent body on committees for the Amalgamation. | Term 1—Set up committee delegates from the Governing Council to represent the centre. | Term 1—3 Committees have been developed.  
1. Amalgamation Steering Committee (3 Site Leaders)  
2. Amalgamation Coordinating Group (DECD ED, 3 Site Leaders, 3 Governing Council Chairpersons).  
3. Identity Group (staff and parents representatives to look the identity of the new school). |
|  | Children are involved in transition programs and activities. | Term 3 Inquiry Question How do we involve children to feel informed and included? - feel a sense of belonging. | |

**Targets for 2016**

- Follow the Amalgamation Guidelines
- Work with DECD personnel to identify tasks.
- Work with parents and staff through Governing Council Meetings and staff meetings for information and feedback.
- Reviewing steps and tasks: what works, what needs to change, what needs to stop?
- Feedback from staff, families and students during each step.
- Schedule regular meetings with leaders, families and staff for amalgamation development.
- Develop action plans and timelines of tasks to be undertaken.
- Meeting minutes
- Feedback from families and staff.

**Measuring and Recording Growth**

**Implementing Strategies**