Quality Area 1: Educational Program & Practice

1st Outcome / Goal: Oral Language ALL children reach level 4 across all 8 aspects of TROLL oral Language exit assessment or increase at least 2 levels across all 8.

Strategies / Steps to achieve Outcome:
- Rate children each term to measure progress and see specific areas that need to be improved so targeted planning can occur.
- Use TROLL folder to help with planning and programming
- In focus groups continue to use TROLL to target specific areas identified for individual children eg questioning skills, curiosity
- Termly children take home camera and bring photos to share and discuss to encourage language development.
- Book based programming in small groups—focus on one book over extended period of time concentrating on its language-letter/sounds/concept of print, rich vocabulary— learning new words, syllables, rhyme, recalling story, inference, problem solving and do associated activities to its theme. Stay in the same group for the term. (Tm 2-4)
- Have small groups for children to practice speaking in front of a group ie children could bring in a favourite book which they may be able to talk to a small group about.
- Focus on Rhyming and focus on staff using levels of questioning skills during children's play
- Purchase some ipads for speech, literacy and numeracy development activities.

Success Measures:
- All children at level 4 on exit (or at least moved up 2 levels)

Progress / Review notes:
All children were rated in term 1—We identified areas that received low ratings and focused on rhyming during term 1. We are encourage children to talk more in conversations and recount information from their experiences and book recalls to increase their communication skills.
We have begun to use ipads, but need to use them more.
Term 2 and 3, children took the kindy cameras home and brought photos back to share of things that they like to do with their family.
Term 3—we started social skills small groups to have in initiated teaching group time to help the children who we have identified as needing practice speaking in front of others.

2nd Outcome / Goal: To improve numeracy learning outcomes for all children in the area of number and measurement (QA1 : 1.2.1, 1.2.2 & 1.2.3)

Strategies / Steps to achieve Outcome:
- Specific planning for ongoing intentional teaching of numeracy and mathematical thinking skills, particularly in the area of number and measurement.
- Increase opportunities for informal teaching of numeracy and mathematical thinking skills through activities, games, songs, rhymes and through using technologies like the interactive tv, student computers and ipads.
- Inform parents of things they can do with their children to help develop these skills through the newsletter and parent chats.
- Encouraging children to choose numeracy based activities during their learning, and asking for them when they are planning the learning environment.

Success Measures:
- For each child to improve their numeracy skills based on basic skills entry assessment.

Progress / Review notes:
A link has been sent via email of literacy and numeracy activities for parent to do with their children.
A maths cupboard has been set up so children can choose maths equipment to play with on any day, and is always being updated with more equipment.
Quality Area 2: Children's Health & Safety

Outcome / Goal: All children understand and can communicate Healthy Eating & Healthy Lifestyles. All children take part in regular physical activity.

Strategies / Steps to achieve Outcome:

- Plan physical activities daily
- More group staff initiated physical activities - games and walks around the local community—linking with Community Health
- Healthy eating program that allows all children to experience regularly
- Promote healthy eating and lifestyles daily through both planned and spontaneous activities.
- Work with Environmental Health with being healthy and Lead education programs.
- Sun safety—children to become aware of sun safe habits and become responsible for applying own sunscreen and wearing hats.
- To increase water consumption throughout the day—children are bringing their own water bottles and having them on their table at lunch time.

Success Measures:

- All children are able to identify healthy eating foods & healthy lifestyles.
- All children (excluding physically incapable) can run, jump, climb etc. competently by the time they leave kindy (age appropriate skills)

Progress / Review notes:

Some physical games are happening at the end of the day, but more need to occur earlier in the day.

Healthy cooking program is being run involving all children. Then in term 2 were are encouraging healthy breakfast foods, by providing a different breakfast food to experience every week.

Excursions to Coles and Bakers Delight allowed the children to experience were food comes from and emphasised the healthy food message. An excursion to Hip hop allowed the children to experience other types of exercise that promotes funs.

Lunchtime discussions between children and teachers about eating healthy food options first and teacher initiated healthy/unhealthy food identification lessons.

Environmental health visit—teaching children hand washing techniques and explain why hands need cleaning.

In term 3 we started morning fitness after milk in small groups to develop children's physical skills focusing on, climbing, balancing, jumping, skipping, and ball skills. Due to Community Health staff numbers down sizing, we have been unable to link with them, but have continued to work with Environmental Health focusing on healthy eating and hand washing.

Staff are sitting with children at lunch time and talking to them while eating. Staff help children identify the healthy foods in their lunch box and encourage them to eat their healthy foods first.

Having water bottles on the table at lunch time has increased the amount children are drinking.\n
Children are applying sunscreen themselves under the supervision of staff, and are wearing their hats according to our sun safe policy and staff model good sun safe practices.
Quality Area 3: Physical Environment

Outcome / Goal: Outdoor Learning Environment construct new natural spaces linking in with new platform to improve children’s learning as they are curious and involved learners.

Strategies / Steps to achieve Outcome:
- More natural play space
- Make an area with rock, pebbles, bridge, logs
- More water outlets for vegie patch
- Move vegetable garden
- Plant trees and shrubs to produce shade and encourage natural wonder and exploration.
- Get quotes from landscapers and builders.
- Use a self made scale to measure before and after linked to the outdoor learning environment to measure for increased involvement in learning after improvements.

Success Measures:
- New exciting outdoor area complete and children playing, exploring and learning here.
- Children actively engage in the new natural play area by 50% of children using it throughout the day, and by comparing areas of where children chose to play using the staff made play scales — comparing before and after results.
- Once the new play area is complete, use RRR involvement scale to assess children’s engagement with at least a 4 rating, and improvement from 2012 results.

Progress / Review notes:
Tm 2: The natural play space is under construction. Boystown removed cement and are in the process of building a bridge. Betty Fox visited and has supplied design ideas which staff are looking at in staff meetings. Self made scale has been used during term one to get an understanding of where children choose to play in the yard, and will be re-assessed when areas are completed.
Tm 3: The natural play space a rock river, has a bridge, log, stepping stones, plants and barkchips. New vegetable patches have been established in the sideyard, and children have been busy planting seeds and seedlings, and watering them. Some children wanted to make a scarecrow, so there is also a home make scarecrow in the patch.
Quality Area 6: Collaborative partnerships with families and communities

Outcome / goal: to encourage more parent involvement within the kindy site, as the parent opinion survey and governing council members expressed their concern for more active input into kindy.

Strategies / Steps to achieve Outcome:

- Encourage governing council attendance through newsletters and displaying reminders.
- Hold parent / special person /family nights
- Hold craft sessions each term where parents are invited to kindy for a craft session.
- Washing and garden roster for all families to choose
- Parent / Teacher chats about their child’s progress and make collaborative learning plans for each child.

Success Measures:

- Getting verbal feedback and written feedback on parent opinion survey, through parent chats, and informal conversations, with parent opinion surveys showing 100% agreeing or strongly agreeing that there are opportunities to be involved in the preschool’s educational activities.
- 95% Attendance at parent / teacher chats
- Attendance at special kindy nights and craft sessions are well attended

Progress / Review notes:

Governing Council is well attended with an active group—we could look at putting signs up when the meeting is approaching to encourage new members. We could also have a weekly timetable on notice board to identify the weeks events. The weekly timetable is now on the front entrance notice board (Tm2)

Special persons night was attended by 50 of the 70 families that attend.

Craft sessions were well attended with Easter craft being very popular, and Mother’s craft engaging more fathers and grandparents involvement.

Parent chats are well attended and parents seem to value them from the feedback they are giving, and all children have collaborative learning plans.

Term 3 Parent Chats were attending by 98% of parents. Father’s day craft was attended by a third of the parents from group A and half the parents from Group B.
Attendance 95%: All children, including ASTI children attend preschool every session unless illness or pressing family matters but inform the kindy of absences

- Stress importance of regularly attendance in relation to learning and providing the best start to education to parents through a range of measures-newsletters, parent chats, parent wall, special sessions, etc.
- Teach children the importance of regular attendance to improve their learning—make learning fun so they want to attend.
- Enforce the site attendance policy
- Work with families who are regularly absent to establish and develop support measures together to ensure that their children do access the program and everyone feels valued, welcome and important.

Success Measures: Termly data collection reflects 95% attendance or higher.

Progress / Review notes: Attendance in term 1 was low in the data collection weeks, due to children over seas, family issues and sickness. The importance of attendance has been highlighted in newsletters and discussed at Governing Council Meetings. Phone calls have been made to regular non attenders to encourage attendance.

Term 3 Attendance during reference week was 93%, and absences are generally illnesses where parents let us know of their absences.

We have purchased a mobile phone to help parents to notify us of absences via text message, as well as continuing to phone through on the kindy number.