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 and Language links to target specific areas identified for individual children eg questioning skills, curiosity
- Termly children take home camera and bring something 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.
- 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 Questioning Skills

Success Measures:
- All children at level 4 on exit (or at least moved up 2 levels)
- Language Links score will improve between 1st and 3rd term—Expressive and receptive language and levels of questioning will improve

Progress / Review notes:

2nd Outcome / Goal : Comprehensive planning process that is based on children’s interests, Strengths and cultural backgrounds which critically reflects all children’s learning and development, and inturn is used to plan and implement the program. Streamline planning processes so all staff are aware of what is happening. Parents contributing to planning.

Strategies / Steps to achieve Outcome:
- Regularly ask children what they would like to learn about—in small groups. Termly send note home to parents to help achieve this.
- More child initiated curriculum. Ask children what they would like to do / have out and record what they are doing with it and how you can extend them

Success Measures:
- Program that reflects children’s interests, Strengths and cultural backgrounds and is developmentally appropriate
- All staff have a common understanding of what has been planned and what is expected/the intended outcome
- All children engaging in the program based around their interest.
- All children have the chance to choose what they would like to do / have out at least 3 times per term.
- Parents ideas added into the program on a regular basis

Progress / Review notes:

Attendance 95%: All children, including ASTI children attend preschool every session unless illness or pressing family matters but inform the kindy

- 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:
**Quality Area 7: Leadership & Service Management**

**Outcome / Goal:** National Quality Standards - rate ourselves as exceeding NQS in the area of differentiated learning and Observing Educators and providing feedback.

**Strategies / Steps to achieve Outcome:**
- All staff engaging with the NQS
- Seek out Training and Development opportunities - differentiated learning.
- All staff completing professional reading on differentiated learning
- Staff identify webspages - asking staff what they would specifically like feedback on

**Success Measures:**
- All staff taking ownership of their professional development and participating in performance chats
- All children’s learning styles and developmental levels taken into consideration when planning and therefore all children can actively take part in the curriculum and will learn.

**Progress / Review notes:**

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**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
- Healthy eating program that allows all children to experience regularly
- Promote healthy eating and lifestyles daily through both planned and spontaneous activities.

**Success Measures:**
- Children’s knowledge of healthy eating & healthy lifestyles recorded
- All children (excluding physically incapable) can run, jump, climb etc. competently by the time they leave kindy (age appropriate skills)

**Progress / Review notes:**

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**Quality Area 3: Physical Environment**

**1st Outcome / Goal:** Recycling and Sustainable practices
Children are aware of and understand the importance of recycling & caring for the environment.

**Strategies / Steps to achieve Outcome:**
- Conduct research into successful recycling education and practice in preschools.
- Develop a plan based on findings from research that will best suit our centre’s needs.
- Identify funding for the project (if required)
- Visit to recycling depot
- Compost bin
- Embed recycling and sustainable practise into the curriculum - making children aware of the materials they are using ie recycled paper to save on cutting down trees, recycled boxes for making NOT only focusing on children recycling from their lunchboxes.

**Success Measures:**
- Educators and children recycling items and also talking about the importance of sustainable practices.

**Progress / Review notes:**

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**2nd Outcome / Goal:** Outdoor Learning Environment revamp-exciting natural spaces linking in with new platform to improve children’s learning as they are curious and involved learners.
Build veranda and enclose with blinds to increase useable space especially in the inclement weather.

**Strategies / Steps to achieve Outcome:**
- More lawn area and another shade
- Digging patch for children
- More water outlets/stream
- Vegetable garden under shade
- Ask for parental ideas and visit other kindy / photos to share
- Seek out someone who has planned an outside environment for kindys and get their advice
- Use regional Outdoor Box to get ideas and make a plan
- Governing Council members to seek out further information about natural projects within the Pirie area and grants to apply for
- RRR involvement scales before and after linked specifically 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.
- Improved RRR involvement scales results—before verse after

**Progress / Review notes:**