



## QUALITY IMPROVEMENT PLAN 2017 – Overview

What outcome or goal do we seek?	How will we get this outcome? Steps)	Success measure
<p>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as learners</p>	<p><b>Wellbeing and confidence: Developing early Habits of the Mind &amp; Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Managing impulsivity (metacognitive awareness)</li> <li>Responding with wonderment and awe (curiosity)</li> <li>Persisting (resilience &amp; growth orientation)</li> <li>Creating imagining and innovating (meaning making &amp; creativity)</li> <li>Listening with understanding and empathy (learning relationships)</li> </ul>	<ul style="list-style-type: none"> <li>Students can talk about themselves as friends, learners and understand that learning new things takes time and practice.</li> <li>Students demonstrate the ability to stay on task for 15 -20mins.</li> <li>Children can sit and listen at mat time and show care for each other.</li> <li>Children begin to resource their own learning and transfer knowledge from one context to another.</li> </ul>
<p>1.1.4 The documentation of each child's program and progress is made available to families</p> <p>1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world</p>	<p><b>Literacy &amp; Numeracy Indicators:</b></p> <ul style="list-style-type: none"> <li>Embedded in programming</li> <li>Learning tasks reflect LNI</li> <li>LNI evident in reporting children's progress to families</li> </ul> <p><b>Take home packs for Literacy and Numeracy:</b></p> <ul style="list-style-type: none"> <li>Parent PD to explain LNI and demonstrate ways to use packs for home learning.</li> <li>Displayed for easy access for parent borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>Packs are repeatedly borrowed and returned by families</li> <li>Pre-literacy and Pre-numeracy levels are at level or show appropriate growth for all children.</li> <li>Parents say that their engagement and knowledge about how to help with their children in learning has increased.</li> <li>Parent surveys confirm they know about LNI and are excited about their children's learning, and can see that their children have made progress.</li> </ul>
<p>1.2.1 Each child's learning is assessed as part of an ongoing cycle of planning, documentation and evaluation</p>	<ul style="list-style-type: none"> <li><b>Literacy &amp; Numeracy Indicators</b> are reflected in cycle of planning implementing and reporting.</li> <li>ILP's reflect Numeracy &amp; Literacy Indicators.</li> <li><b>Intervention</b> is timely and supported with programs.</li> </ul>	<ul style="list-style-type: none"> <li>Levels of questioning show the depth of children's oral language has increased.</li> <li>ILP demonstrate the growth and development for children in LNI.</li> </ul>
<p>3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p>	<ul style="list-style-type: none"> <li>Development of a more creative outdoor play area.</li> <li>Connections with local Rotary Clubs to value add to our redevelopment</li> </ul>	<ul style="list-style-type: none"> <li>Children more actively engaged in purposeful Play Based Learning</li> </ul>
<p>6.3.2 Continuity of learning and transitions for each child are supported by sharing of relevant information and clarifying responsibilities.</p>	<ul style="list-style-type: none"> <li>Preschool and Early years teachers attending Partnership <b>Transition</b> PLC's</li> <li>Preschool children visiting the school weekly from Term 1 in the Reception class, Library, Assembly, and included in special days and events</li> <li>Relevant information sharing meetings between Pre School and School occurs.</li> <li><b>Parents</b> are introduced to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Preschool children excited prepared and connected to the School prior to starting in 2017.</li> <li>Preschool children are familiar with the school and have an older buddy to assist in the transition.</li> <li>Parents have been inducted to the school and participated in welcome meetings 2016 ready for 2017.</li> <li>There are 2 preschool reps on Governing Council.</li> </ul>