

QIP Overview 2018

What do we seek to improve	Strategies	Success measures
Standard 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	Focus on 4 learning processes in numeracy of: <ul style="list-style-type: none"> • Wondering • Noticing • Reasoning • Generalising To extend and support children's learning using these processes with a focus on child initiated questioning. (Intentional scaffolding and encouraging to problem solve)	<ul style="list-style-type: none"> • Students show increased engagement and enthusiasm • Students begin to transfer knowledge and skills to problem solve in other situations • Students increase growth mindset to learning • Students can articulate their noticing, and wondering and develop the skills to seek new learning • Students are able to reason and make generalisation
Standard 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions	Research Loose Parts Play and resources availability Deliberate materials provided for loose parts play	<ul style="list-style-type: none"> • Loose parts play equipment available for use with students
Standard 1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection	Children's wondering, noticing, reasoning & generalising are demonstrated in learning folders as part of the reflection cycle Updating information for parents in learning folders around pedagogy and practice in a more in depth and site specific manner Literacy and Numeracy Indicators & EYLF included student learning folders	<ul style="list-style-type: none"> • Deeper documentation evident in student learning folders • Greater parent knowledge of the preschool curriculum as it is implemented at our site
Standard 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Loose Parts Play materials used to provide choices to support the children's agency allowing staff to intentionally support problem solving, Engineering, scientific thinking, hand eye coordination, creativity, language skills, and mathematical thinking	<ul style="list-style-type: none"> • Children actively participating in purposeful play with high levels of engagement (state of flow) • Improved - problem solving, language skills, regulation, social skills
Standard 1.3.3 Families are informed about the program and their child's progress	Review and update information in the Student learning folders Parent meetings twice a term Meeting with families in Term 2/3 re student progress and goals (as well as it term 1) Working bee Term 1 to help parents establish Preschool connections	<ul style="list-style-type: none"> • Parents have greater information on the curriculum in the preschool as shown in parent perception survey