

Quality Area: 1	Educational Program and Practice.
Element: 1.1.1	<i>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 communicators.</i>
Strengths:	A new staff team in 2016 saw a major overhaul in curriculum decision making and teaching intentionality. There has been a shift from quantity of to quality of documentation. A trial of new methods of collecting and using documentation/data on children's learning with an intentional focus on the Results Plus project and the work we completed with Martin Westwell, clearly resulted in improved learning outcomes for children, so this is something we want to continue exploring throughout 2017.
Issue:	Whilst we feel we are heading in the right direction of improved pedagogy and documentation practices, these are not yet embedded. We want to ensure that practices are embedded through clear guidelines that reflect our redeveloped Statement of Philosophy. A temporary change in staffing though terms 2-4 means this is critical to ensure that these successful practices are not lost.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Embedded pedagogical and documentation practices to ensure the best outcomes for children.	H	- A clear guideline of key documentation processes (expectations and timing of) to be developed to guide these practices of educators. (A) (C)	- Written guidelines will be created by, accessible to, and followed by all staff. Evidence will be visible in children's portfolios, Floorbook, and a documentation tracking checklist.	To be finalised by the end of Week 1, Term1.	
	H	- Traffic light system to track and monitor every child's progress in key areas of development (extending on partnership work from 2016) to be implemented. (A)	- All children will be recorded against a key area visually with either a red, yellow, or green dot at the end of term 1 and term 3, to monitor progress.	Week 9 every term. End of Term 1 and Term 3.	
	H	- Existing staff to continue to explore using powerful pedagogy such as inquiry based learning techniques to encourage powerful learning amongst children. New staff to be encouraged to adopt this approach. (B) (C) (D)	- Dispositions for learning will be evident in the children. Over the year we will see improved levels of resilience, persistence, emotional regulation, problem-solving, risk-taking, creating own challenges, being resourceful, collaboration, etc.	Ongoing 2017	

** Please note that the references to (A) (B) (C) (D) are in direct relation to the 4 expectations of Results Plus.

	H	<p>- Intentional teaching focus on encouraging children to 'Notice' and 'Wonder' (processes from the preschool indicators of numeracy). Without the ability to notice and or wonder, a child's growth as a powerful learner is disadvantaged.</p> <p>(B) (C) (D)</p>	<p>- Educators will initially actively model and encourage children to 'notice' the environment around them, or in relation to a specific 'thing', and then extend this by encouraging children to 'wonder' by asking questions and creating theories.</p> <p>Over the year, we hope the evidence of this language and practice will be heard embedded in the children's everyday conversations and interactions with those and the environment around them.</p> <p>Evidence of all the above will be documented through the traffic light system, the Floorbook, and in children's portfolios in the form of (but not limited to) learning stories, anecdotes, photographs, child work samples, child voice.</p>	Ongoing 2017	
--	---	---	---	-----------------	--

Quality Area: 3	<i>Physical Environment.</i>
Element: 3.3.1	<i>Sustainable practices are embedded in service operations.</i>
Strengths:	The improvements made to our outdoor learning environment, and some existing aspects, encourage sustainable practice. These include a new rainwater harvesting system and child operated water pump so that mains water usage is reduced, a worm farm and compost bin, use of recycled and 'loose parts' within the play environment, and edible, sensory, and butterfly attracting gardens. Indoors we have specific red and yellow topped bins for children to easily identify rubbish and recyclable waste.
Issue:	Whilst we have had some of these aspects in place for some time, they are not always used to their full potential. For example, the worm farm is often forgotten about, the compost is not used, children sometimes have unrestricted use of water, and also continuous replenishment of paper supplies. Now that improvements to the yard have been made, it is the perfect opportunity to really embed sustainable practice to ensure the longevity of our environment.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Improved awareness, practice, and understanding of sustainability to ensure children develop a respectful relationship for the environment.	H	<ul style="list-style-type: none"> - Professional development for staff as necessary to increase understanding and confidence engaging in sustainable practice. - Support from staff to provide advice and encouragement when engaging in sustainable practice. - All staff to role-model sustainable practices with children. - Intentional teaching of sustainability within the curriculum to increase the knowledge and skills of the children. Invite the community to kindy (such as Onkaparinga Council members) to share specific skills. 	<ul style="list-style-type: none"> - Evidence of increased confidence and understanding by staff will be displayed through their everyday practice, eg, positive role-modelling, encouraging children to engage in sustainable practice, and embedding of certain aspects such as limiting paper supplies, timing water usage, using the 'worm wee' in the garden (and keeping the worms alive!). - Children will actively engage in sustainable practices and encourage others (both at kindy and at home) to do so. - Documentation in the Floorbook and portfolios, and verbal feedback from families. 	Ongoing 2017.	

Quality Area: 7	<i>Leadership and Service Management</i>
Element: 7.2.2	<i>The performance of educators, coordinators, and staff members is evaluated and individual development plans are in place to support performance development.</i>
Strengths:	Performance development plans are created in partnership between the site leader and employee during term 1, and are reviewed in term 4 (which upon review should provide some direction for the following year). Whilst these are formal opportunities, the current site leader has an open door policy and employees are encouraged to engage in such discussions when they are feeling unsure or need advice.
Issue:	The current PDP format does not include links to the QIP, or links to the PDP points in the Results Plus audit tool.

What outcome do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
<p>An improved Performance Development Plan format that is inclusive of QIP and Results Plus directions.</p> <p><i>** Please note that the references to (A) (B) (C) (D) are in direct relation to the 4 expectations of Results Plus.</i></p>	H	<p>- A specific question/performance measure that is directly related to the employee's contribution in achieving the QIP direction will be included. (A) (B) (C) (D)</p> <p>- A specific target of staff professional learning in regards to building capacity, knowledge, skill, and confidence teaching literacy and numeracy effectively, and using data collected to inform a differentiated curriculum and learning outcomes, will be included. (B) (C) (D)</p>	A new performance development plan format will be developed for use and implementation ready for the initial meetings towards the end of term 1. Whilst the plans will have mandated DECD expectations, there will be greater flexibility for employees to be more involved in the creation of these.	<p>Implementation meeting to be completed by the end of Term 1 2017.</p> <p>Review meeting to be completed by end of week 8, Term 4 2017.</p>	