



Morphett Vale East Kindergarten 2018 Quality Improvement Plan



1.0 How can we develop/foster/support positive learning dispositions of curiosity, creativity and resilience in our children, specifically regarding literacy and numeracy?				
Priority	Partnership/NQS/DECD	Actions	Success Measures	Timelines
<p>Support children to demonstrate positive learning dispositions regarding stretch and challenge</p> <p>Focus on Growth Mindset language with the new cohort of children</p> <p>Incorporate STEM (STEAM) into the planning and programming with the children</p> <p>Whole community approach to Wellbeing and Learning</p>	<p>Partnership:</p> <p><i>Dispositions of Learning</i></p> <p><i>Learners demonstrate positive learning dispositions in response to stretch and challenge</i></p> <p><i>Strengthened growth mindsets, in particular in Numeracy in educators and learners</i></p> <p>NQS:</p> <p>2.1.1, 3.2, 7.2</p>	<p>*Continue the focus of Growth Mindset</p> <p>*Partnership PLC – Sarah to engage in this work with the staff team and align it site goals</p> <p>*Engage with Tracking and Monitoring data from 2017 and use this information as a reflection piece.</p> <p>*Promote habits of consistent attendance with the families-along with the benefits of why it is important to attend Preschool</p> <p>*Work with the Leadership team from MVE school and Clinical psychologist, Ivan Raymond, to help facilitate a wellbeing focus that aligns with positive learning dispositions</p> <p>*Develop a Site Environment Management Plan (SEMP) with new NRM rep</p>	<p>*Children are engaging in the use of Growth Mindset language, for example, “I can’t do it, yet! But I am going to have a try.”</p> <p>*Professional Development Plans incorporate Growth Mindset, positive learning dispositions</p> <p>*Literacy and numeracy is facilitated in way that encourages children to be curious, creative and resilient with regards to their learning and relates to their individual goals and preferred mode of learning</p> <p>*SEMP is used with the children to support their learning dispositions – curiosity about gardening, cooking, persistence with planning/results through experimentation/trial and error</p>	<p>Term 4</p> <p>Term 1</p> <p>Term 4</p>



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2.0 How can we ensure that children's Voice is promoted and embedded at our site?				
Priority	Partnership/NQS/DECD	Actions	Success Measures	Timelines
<p>Site planning cycle is relevant and reviewed regularly</p>	<p>Partnership:</p> <p><i>Student Voice for Learning: Authentic children's voice drives improved outcomes through: feedback and learning design</i></p> <p>NQS: 1.1, 1.2, 1.3</p>	<p>*Review current planning cycle- reflect on previous/current priorities- does it still meet the needs of the centre or does it need to be altered?</p> <p>*Review 'data wall'</p> <p>How are we collecting information? What information are we collecting? How is that then being used to inform program?</p> <p>*Use of small groups in the form of literacy, numeracy, social skills activities to understand the needs of each individual child</p> <p>*Regular 'interviews' with the children</p> <p>*Twice yearly, parents are invited to an interview to discuss their child's time at Kindergarten</p>	<p>*Planning cycle allows for reflection and direction. It allows every child in the site to be included and incorporated into programming and planning</p> <p>*Continuous reflection is occurring and documented in a staff journal and direct links made to the curriculum with opportunities to revisit what worked, what didn't work and why</p> <p>*Observations that are collected are informative to the program with all staff gaining confidence in Assessment and Reporting relevant and meaningful data</p> <p>*Program is adapted to include and recognise each child as an individual learner that has their interests and needs met regarding their learning. Focus children discussed fortnightly at staff meetings</p> <p>*Regular audits on the return of parent information eg family survey, family photo board, attendance of community events.</p>	<p>Term 1</p> <p>Term 4</p> <p>Term 3</p> <p>Term 2</p>



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3.0 How is pedagogy for learning facilitated at our site to ensure every child's growth is supported?				
Priority	Partnership/NQS/DECD	Actions	Success Measures	Timelines
<p>Strengthen the relationship between MVE R-7 and MVEK</p> <p>Tracking and monitoring is used to show the growth of every child</p>	<p>Partnership: <i>Pedagogy for Learning:</i> <i>*Improved teacher capacity in teaching of numeracy</i> <i>*Continuity of learning through transition points evident</i> <i>*The growth of every learner is tracked, monitored and used to inform practice</i></p> <p>NQS: 5.1, 5.2, 6.2</p>	<p>*Revise the 'community' transition policy</p> <p>*Reconnect with the Preschool (Giant Steps) in Borneo, Indonesia that the Sarah Weightman and Carolyn Mildrum visited recently</p> <p>*Set up a PLC between Kindergarten and R/1 classes</p> <p>*Tracking and monitoring tool is used to show the numeracy shift in every child</p> <p>*Work with the Leadership team from MVE school and Clinical psychologist, Ivan Raymond</p> <p>*Engage in the RRR to assess the children's learning environment</p>	<p>*R/1 classes and Kindergarten cohort are working together-regularly</p> <p>*Conversations and learning occurring via skype and other communication forms</p> <p>*Twice termly meetings occurring with actions attached, therefore, resulting in events between the 2 cohorts- eg book week, literacy groups, numeracy groups and also a strong emphasis on Pedagogy- working together to create the shift.</p> <p>*Tracking and monitoring tool is used as a reflection piece to identify the areas of numeracy within the cohort that require further teaching and likewise areas that perhaps PD is required for staff.</p> <p>*RRR results are used as a reflection on the learning environment and educators role within</p>	<p>Term 4</p> <p>Term 2</p> <p>Term 4</p> <p>Term 4</p>