

# GABMIDIDI MANOO CHILDREN AND FAMILY CENTRE QUALITY IMPROVEMENT PLAN

	VISIBLE LEARNING ACTION PLAN, RECONCILIATION ACTION PLAN, AFLS READING INQUIRY			ASSESSMENT AND PLANNING CYCLE		ACCESS AND PARTICIPATION	
<b>GOALS / OUTCOMES:</b>	Participate in Visible Learning initiative and build strong connections with Hincks Avenue PS	Enact commitments of Reconciliation Action Plan	Lead site-based inquiry to drive pedagogical shift in reading – documentation, reporting on and sharing practice with team and HAPS	Strengthen assessment for learning processes in context of the EYLF planning cycle through LDAR	Educators write relevant and meaningful learning stories that reflect and value children’s learning	Increase attendance from 74.8% to 90% with a focus on habitual non-attenders and increase family attendance at preschool events, including establishing a Governing Council	Families are informed about the program and their child’s progress
<b>STRATEGIES:</b>	Attend Partnership VL+ days to build shared understandings	Time allocated for participation in 3 yarning times per term linked to RAP	Use transition rubric to inform and improve practice; establish time for cross site visits and collegial sharing	Structured dialogue within and across preschool team to reflect on effective pedagogy, notice and name literacy and numeracy progress and more effectively design learning using the EYLF planning cycle	Structure time for educators to write and discuss learning stories and observations in pairs or groups	Promote to families the importance of children attending through newsletters, conversation and contacting them when children are absent	Set up a closed Facebook page to share learning and create a social media policy
<b>MEASURES:</b>	<ul style="list-style-type: none"> <li>• Attendance at VL training</li> <li>• Impact coach has met with HAPS impact coach termly</li> <li>• Children able to articulate learning characteristics</li> <li>• Educators able to articulate to the children learning characteristics</li> <li>• Feedback from educators and peers is based on learning characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Reconciliation Action Plan is being implemented and actions documented</li> <li>• Reconciliation Project implemented – Connections with HAPS and all families</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL (T1-T4)</li> <li>• 100% ILPs shared with HAPS</li> <li>• 100% Statements of Learning include description of dispositions &amp; progress in reading</li> <li>• DECD Transition Rubric (T1-T4)</li> <li>• Likert scale (T1-T4)</li> <li>• RRR (T1-T4)</li> </ul>	<ul style="list-style-type: none"> <li>• Educators’ attendance at EY PLC meetings, follow up discussions at site</li> <li>• Educators’ attendance at LDAR modules, reflection and implementation</li> <li>• Educators’ use of IPNL in documentation and learning design</li> <li>• Educators able to articulate the planning cycle</li> <li>• Educators able to notice and name numeracy and literacy learning – reflected in learning stories and statements of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Educators engage in professional reading and share understandings</li> <li>• Learning stories focus on children’s theorising not only what they are doing</li> <li>• Educators have an understanding of theoretical and philosophical approaches</li> <li>• Documentation builds children’s sense of identity and learning</li> <li>• Learning is clearly documented &amp; analysed</li> <li>• Families engage with learning stories</li> <li>• Families influence planning &amp; evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Educators identify chronic non-attenders</li> <li>• Educators prioritise vulnerable children for implement targeted, intensive and coordinated intervention</li> <li>• Attendance rate 90%</li> <li>• Families understand importance of attendance</li> <li>• Higher percentage of families attend events</li> <li>• Governing Council meets regularly</li> <li>• Families and children feel secure, valued and supported</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Opinion Survey – informed about the learning program / opportunities to discuss progress and to be involved in educational activities</li> <li>• Closed Facebook page – daily sharing of learning at preschool</li> <li>• Social media policy established and endorsed by Governing Council</li> <li>• Educators understand how to make learning visible and make learning visible to children and families</li> </ul>