



Wilmington Kindergarten

Quality

Improvement Plan

2015

Wilmington Kindergarten

2015 Quality Improvement Plan

Details of service

Service name		Service approval number			
Wilmington Kindergarten		SE-00011130			
Primary contact at service					
Nicole Adams					
Physical location of service			Physical location contact details		
Street:	30 Horrocks Highway		Telephone:	(08) 8667 5115	
Suburb:	Wilmington		Mobile:		
State/territory:	S.A		Fax:	8667 5304	
Postcode:	5485		Email:		
Approved Provider			Nominated Supervisor		
Primary contact:	Nicole Adams		Name:	Nicole Adams	
Telephone:	(08) 8667 5115		Telephone:	(08) 8667 5115	
Mobile:	0422617096		Mobile:	0422617096	
Fax:	8667 5304		Fax:	8667 5304	
Email:	dl.6675.leaders@schools.sa.edu.au		Email:	dl.6675.leaders@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	PO Box 207				
Suburb:	Wilmington				
State/territory:	S.A				
Postcode:	5485				
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	Closed	9am	9am	9am	Closed
Closing time	Closed	3pm	3pm	3pm	Closed

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Additional information about your service

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

Wilmington Kindergarten has on street parking for families. The on street parking is located in front of the kindergarten on Horrocks Highway. The school holiday dates for the kindergarten coincide with the school terms for the year of 2015. These are:

Term 1: 11th of April – 26th of April

Term 2: 4th of July- 19th of July

Term 3: 26th of September- 15th of October

Term 4: 22nd of December- 27th of January

How are the children grouped at your service?

Children are grouped into three programs within Wilmington Kindergarten. The first program is the Kindergarten group which attends the kindergarten three days a week. The second group is the Associated Program children who attend only on Tuesday mornings. The third group is the playgroup children who only attend the kindergarten on Friday mornings.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

The person who is responsible for submitting this Quality Improvement Plan is Nicole Adams. Nicole Adams is the appointed director of Wilmington Kindergarten.

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Philosophy statement

Wilmington Kindergarten is a community that prides itself on providing a safe, caring and welcoming atmosphere for children and their families. The kindergarten strives for excellence in providing educational activities that adhere to the Early Years Learning Framework, which governs the kindergartens programming through play and inquiry based learning. Within this site, learning is carried within a positive environment that values children's individual agency and autonomy.

Children's learning is documented and assessed based on their own individual skills and abilities. Wilmington kindergarten values children's prior knowledge and embraces opportunities that allow children to use their own skills and knowledge to teach others. The educators within this site interact with parents/caregivers on a daily basis and highly value and encourage regular feedback and input about children's learning, the learning environment and teachings.

The Wilmington community also involves wider community member's participation within the education site. As a community, we strive to make the educational setting a positive, trusting, learner centered atmosphere that understands that children's learning is guided by interest, curiosity, exploration and experience.



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Strengths Summary

DIAf	NQS	Strengths
i m p r o v e	L e a r n	<p>QA1 Educational program and practice</p> <ul style="list-style-type: none"> • Child focused programming based on interests and child input • Parent survey and feedback is important and sought after • Connecting programming to the Early Years Learning Framework • Governing practices such as routines and checklists that are daily adhered to. • Resources used to broaden children’s senses, awareness and abilities.
	L e a r n	<p>QA2 Children’s health and safety</p> <ul style="list-style-type: none"> • Sun policy (hats on while outside and sunscreen) • Hygiene practices are adhered too such as washing hands after using the toilet and before eating. • Cleaning schedules for equipment • Regular cleaning of inside play area. • Children have individual hats
	L e a r n	<p>QA3 Physical environment</p> <ul style="list-style-type: none"> • Large play area outside • A variety of equipment • Shaded area play • Rotation of equipment • Regular checks on equipment for occupational health and safety. • Risk assessments are documented • Maintenance of equipment is identified and fixed.
	C o n n e c t	<p>QA5 Relationships with children</p> <ul style="list-style-type: none"> • Children’s agency and autonomy is promoted • Range of resources is used based on children’s directive. • Children’s voices are heard with importance • Children’s rights are adhered to • Individuality is embraced and encouraged
	C o n n e c t	<p>QA6 Collaborative partnerships with families and communities</p> <ul style="list-style-type: none"> • Daily notice board • Newsletters • Parent surveys and feedback sheets • Daily routine schedule • Weekly program schedule for parents to see. • Daily discussions with families • School visits for transition to school
	L e a	<p>QA7 Leadership and service management</p> <ul style="list-style-type: none"> • Regular reviews of policies and procedures • Support is evident between staff and leadership • Respect for staff is important to the learning environment • Governing guidelines for staff are adhered to such as police
	L e a	<p>QA7 Leadership and service management</p> <ul style="list-style-type: none"> • Regular reviews of policies and procedures • Support is evident between staff and leadership • Respect for staff is important to the learning environment • Governing guidelines for staff are adhered to such as police

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	d		<p>checks, RAN training and First Aid.</p> <ul style="list-style-type: none">• Leadership follows educational framework within programming and sites policies and procedures.• Feedback is invited• Staffs health and wellbeing is a priority and discussed regularly.
		QA4 Staffing arrangements	<ul style="list-style-type: none">• ECW is currently undertaking study from a certificate three in Children's Services to a diploma level qualification.• One ECW staff and a director/teacher within this site.• ECW staff is 0.5• Director/teacher is 0.6

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Improvement Priorities Summary

Improvement Priority 1: Education program and practice		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Develop and use individual learning plans	Strategy 1 Observations by staff	Standard: 4.2 Element: 4.2.1
	Strategy 2 Hold parent chats with Parents to discuss any family goals for the children and children’s progress.	Standard 1.2 Element 1.2.2
		Standard 6.1 Element 6.1.2
	Strategy 3 Discussions with children through various play activities	Standard 5.2 Element 5.2.1
Goal 2 Embed sustainable practices into the kindergarten	Strategy 1 Create recycling bins	Standard 1.1 Element 1.1.2
	Strategy 2 Introduce and explore the concept of Waste free lunches (bring in containers and not in their containers in which bought)	Standard 1.1 Element 1.1.6
	Strategy 3 Reduce paper usage: e-mail newsletters and letters where applicable.	Standard 3.2 Element 3.2.2

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Improvement Priority 2: children's health and safety		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Maintain child safe environments	Strategy 1 Supervision on children at all times	Standard 2.3 Element 2.3.1
	Strategy 2 Monitor visitors coming into the kindergarten e.g. signing in sheets, police clearance documentation and determine relationship between visitors and child by asking parent if another person picking a child up.	Standard 7.1 Element 7.1.5
	Regular review and updating of risk assessment forms	Standard 7.3 Element 7.3.5
Goal 2 Cleanliness and maintenance of toys and resources	Strategy 1 Weekly cleaning roster and checklist	Standard 2.1 Element 2.1.4
	Strategy 2 Resources need to be well maintained and identified if repair needs to be done.	Standard 3.1 Element 3.1.2
Goal 3 Relaxation time for children needs to be calming and quiet	Strategy 1 Provide calming tones through music	Standard 3.2 Element 3.2.2
	Strategy 2 Model to children what is expected or suggested to them during relaxation time.	Standard 2.1 Element 2.1.2
	Strategy 3 Discuss why relaxation time is needed for children's bodies and mind.	Standard 5.1 Element 5.1.2
Improvement Priority 3: Inclusive practices (cultural awareness, difference in abilities and skills)		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Promote children's sense of identity, as connection with	Strategy 1 Encourage children to talk to the group about their likes, interests and what they are good or aren't good at.	Standard 1.1 Element 1.1.2

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their world, are confident and involved learners, embrace effective communication and a strong sense of wellbeing.	Strategy 2 Plan activities to suit children’s abilities.	Standard 1.1 Element 1.1.5
	Strategy 3 Intentional teaching methods through scaffolding of skill development in areas identified as being poor in skill.	Standard 1.2 Element 1.2.2
Goal 2 Identify cultural groups within the kindergarten (cultural background of children).	Strategy 1 Have discussions within group time about culture in relation to what is culture and what is our culture.	Standard 5.1 Element 5.1.3
	Strategy 2 Discussions with families about the cultural background of the children during parent discussions.	Standard 1.1 Element 1.1.2
	Strategy 3 ‘My Family’ activity which allows children to bring in photos of their families and tell the group about those family members.	Standard 6.2 Element 6.2.1
Goal 3 Include Indigenous education into the kindergarten through group time and planned activities and resources.	Strategy 1 Discussions with children about what they already know of Indigenous Australians	Standard 6.3 Element 6.3.3
	Strategy 2 Use resources that identify Indigenous culture through art, music, books, maps and instruments.	Standard 3.2 Element 3.2.1
	Strategy 3 Discuss the land that the kindergarten is on in relation to the Indigenous country and culture.	Standard 6.3 Element 6.3.1
	Strategy 4 Seek a community member who can discuss Indigenous beliefs, traditions and history with children that is related to the land the kindergarten is on.	Standard 6.3 Element 6.3.4

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Improvement Priority 4: Attendance		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<p style="text-align: center;">Goal 1</p> <p>To meet attendance requirements of 93%</p>	<p>Strategy 1</p> <p>Follow up phone calls to families after unexplained absences</p>	<p>Standard: 6.3 Element: 6.3.2</p>
	<p>Strategy 2</p> <p>Discuss importance/ reinforce importance of attendance in newsletters.</p>	<p>Standard 6.2 Element 6.2.2</p>
<p style="text-align: center;">Goal 2</p> <p>Ensuring children access all preschool hours</p>	<p>Strategy 1</p> <p>Changing preschool days to cater for children from Melrose</p>	<p>Standard 5.2 Element 5.2.3</p>

Improvement Priority 5: leadership skills		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<p style="text-align: center;">Goal 1</p> <p>Settling into the role</p>	<p>Strategy 1</p> <p>Develop relationships with directors within the partnership to provide support</p>	<p>Standard 4.2 Element 4.2.1</p>
	<p>Strategy 2</p> <p>Regular discussions with families regarding feedback of educational setting and teachings</p>	<p>Standard 6.2 Element 6.2.1</p>
	<p>Strategy 3</p> <p>Regular discussions with staff about resources, activities to determine what might need to change or stay the same.</p>	<p>Standard 7.1 Element 7.1.4</p>
<p style="text-align: center;">Goal 2</p> <p>Review policies within</p>	<p>Strategy 1</p> <p>Go through policy folders and assess what needs to be changed.</p>	<p>Standard 7.3 Element 7.3.5</p>

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Improvement Priority 5: leadership skills		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
kindergarten	Strategy 2 Develop new templates for policies that aren't already in place such as cleaning checklists and inventory lists for cleaning cupboards.	Standard 7.3 Element 7.3.2
Goal 3 Review and update website	Strategy 1 Review website to see what needs updating.	Standard 7.3 Element 7.3.1
	Strategy 2 Discuss how to update the website/ access information on website/ seek support to update website.	Standard 7.2 Element 7.2.3
	Strategy 3 Develop timeline of what needs to be done and implement changes.	Standard 7.3 Element 7.3.5
Goal 4 Use literacy and numeracy indicators to build children's capacity in these areas.	Strategy 1 Familiarise myself with literacy and numeracy indicators.	Standard 1.1 Element 1.1.1
	Strategy 2 Integrating indicators in programming and assessment practices	Standard 1.1 Element 1.1.3

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Improvement Priority 6: collaborative partnerships		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<p style="text-align: center;">Goal 1</p> <p>Develop relationships with surrounding schools and kindergartens</p>	<p>Strategy 1</p> <p>Introduction and maintain relationships with principal and staff within Wilmington Primary school</p>	<p>Standard 4.2 Element 4.2.3</p>
	<p>Strategy 2</p> <p>Get e-mail addresses for directors within the partnership</p>	<p>Standard 4.2 Element 4.2.2</p>
<p style="text-align: center;">Goal 2</p> <p>Increase Parent involvement in kindergarten</p>	<p>Strategy 1</p> <p>Promote involvement in governing council</p>	<p>Standard 1.1 Element 1.1.2</p>
	<p>Strategy 2</p> <p>Planning experiences that allow parents to be included e.g. craft afternoons (1 per term)</p>	<p>Standard 6.2 Element 6.2.1</p>

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Improvement Priority 1	Education program and practice							
Goal 1	Develop and use individual learning plans						Priority <i>Moderate</i>	
Strategies	This will get done by observations carried out by staff, parent chats to discuss integration of family and sites goals for the children and through discussions with individual children about their own learning particular what they already know and what they need practice at.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.2	2.3.1	3.3.1	4.2.1	5.2.1	6.1.2	7.1.1	
Success Measures	Success is achieved when learning plans are identified and adhered to on a daily session basis.							
By When	Middle of term 2 (week 6)							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1	Education program and practice							
Goal 1	Embed sustainable practices into the kindergarten						Priority <i>Moderate</i>	
Strategies	The use of recycle bins will be used and e-mailing of newsletters will be carried out. E-mailing correspondence with parents/caregivers will reduce the amount of paper used within the kindergarten. Children will also be introduced to a waste free lunches concept that promotes packaging to go into the bin and food to be placed into containers.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.2	2.1.1	3.3.1	4.2.1	5.1.2	6.1.3	7.1.1	
Success Measures	<ul style="list-style-type: none"> • When all correspondence is through e-mail • When adequate teaching about sustainable practices has been done and children understand the concept of recycling bins and waste free lunches. 							
By When	End of term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2	Children's health and safety							
Goal 1	Maintain child safe environments							Priority <i>Moderate</i>
Strategies 1 & 2	Supervising children at all times, adhering to adult-child ratios and by monitoring visitors to the site through sign in/out documentation and discussions with parents if another person is picking a child up.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.3.1	3.3.2	4.1.1	5.2.3	6.3.2	7.1.5	
Success Measures	When visitors are signing in without being reminded and when parents inform staff of pick up or drop off information without being prompt.							
By When	End of term 1							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2	Children's health and safety							
Goal 1	Maintain child safe environments						Priority <i>Moderate</i>	
Strategy 3	By regular reviews of risk assessment forms and complete new forms if required.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.3.2	3.2.2	4.2.1	5.2.3	6.2.2	7.1.1	
Success Measures	When all forms are up to date							
By When	Week 4 in term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2	Children's health and safety							
Goal 2	Cleanliness and maintenance of toys and resources						Priority <i>Moderate</i>	
Strategies	Through a weekly cleaning roster and maintenance if repair is required.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.1.4	3.1.2	4.2.1	5.2.3	6.1.3	7.1.1	
Success Measures	When cleaning roster is developed and used. Also when maintenance is required appropriate procedures will be carried out.							
By When	Ongoing from week 6							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2	Children's health and safety							
Goal 3	Relaxation time for children needs to be calming and quiet						Priority <i>Moderate</i>	
Strategies	Through playing calming tones from music during relaxation time. Staff will use modeling methods to increase children's understanding of relaxation and why relaxation is needed for our bodies.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.3	2.1.2	3.1.1	4.1.1	5.1.2	6.2.1	7.1.4	
Success Measures	When children are relaxing without being prompted or shown what is expected of them.							
By When	End of term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 3	Inclusive practices (cultural awareness, difference in abilities and skills)							
Goal 1	Promote children sense of identity, as connected with their world, confident and involved learners, embrace effective communication and a strong sense of wellbeing.						Priority <i>Moderate</i>	
Strategies	This will be achieved through encouraging children to talk within the group about their likes, dislikes, interests, what they are good at and not so good at. Also programmed activities to suit individual needs will be evident. Intentional teaching methods and scaffolding techniques will also be used for the desired outcome.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.2	2.1.1	3.1.3	4.2.1	5.1.1	6.2.1	7.2.2	
Success Measures	When children are able to express their own thoughts and opinion. When individual needs are being met through reflective practices.							
By When	Week 4 in term 3							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 3									Inclusive practices (cultural awareness, difference in abilities and skills)								
Goal 2	Identify cultural groups within the kindergarten (cultural background of the children)							Priority <i>Moderate</i>									
Strategies	Discussions with children during group time about culture groups and what they think their background is. Discussions with families and through an activity called 'My Family'.																
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7										
	1.1.2	2.3.1	3.3.2	4.2.1	5.1.3	6.2.1	7.1.5										
Success Measures	When discussions have been carried out with children and their families. As well as when the activity is completed.																
By When	End of term 3																
Progress Notes																	
Date	Strategies implemented/ Data & Feedback collected							Analysis									
Recommendations																	

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Improvement Priority 3								
Inclusive practices (cultural awareness, difference in abilities and skills)								
Goal 3	Include indigenous education into the kindergarten through group time and planned activities and resources.						Priority <i>Moderate</i>	
Strategies 1,2 & 3	Discussions with children to determine what they already know about indigenous Australians. Include resources such as maps, books, instruments and art. Discuss the land in which children live upon and determine which indigenous country this land belongs.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.3.1	3.3.2	4.2.1	5.2.1	6.3.3	7.2.1	
Success Measures	When children can identify the indigenous country and people in which the land of Wilmington resides. Once children can clearly identify Indigenous artifacts and show awareness of Indigenous Australians culture.							
By When	End of term 3							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 3	Inclusive practices (cultural awareness, difference in abilities and skills)							
Goal 3	Include indigenous education into the kindergarten through group time and planned activities and resources.						Priority <i>Moderate</i>	
Strategy 4	Seek a community member to come into the kindergarten to teach children about Indigenous Australians culture and beliefs.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.3.1	3.2.1	4.2.3	5.2.3	6.3.4	7.2.1	
Success Measures	When a member of the community is identified and has come into the kindergarten.							
By When	End of term 3							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 4	Attendance							
Goal 1	To meet attendance requirements of 93%						Priority <i>Moderate</i>	
Strategies	Reinforcement of how important attendance is, as well as follow up phone calls if children have unexplained absences.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.1.1	3.1.3	4.2.1	5.2.3	6.3.2	7.1.1	
Success Measures	When attendance of 93% is achieved							
By When	End of term 4							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 4	Attendance							
Goal 1	Ensuring all children access all preschool hours						Priority <i>Moderate</i>	
Strategy 2	By changing the days that kindergarten children attend the site to cater for the children who travel from Melrose.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.3.1	3.1.3	4.2.2	5.2.3	6.3.2	7.1.1	
Success Measures	When agreed by all members of Governing Council and then implemented in Term 2							
By When	End of term 1							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 5	Leadership Skills							
Goal 1	Settling into the role						Priority <i>Moderate</i>	
Strategies	Develop relationships with children and parents/caregivers. Have regular discussions with parents/caregivers regarding feedback about educational teachings and setting. Also regular discussions with staff regarding activities, resources and any improvements or changes that can be made.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.5	2.1.1	3.2.2	4.2.1	5.1.1	6.2.1	7.1.4	
Success Measures	When relationships are established. When feedback is given by parents/caregivers and staff.							
By When	End of Term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 5	Leadership Skills							
Goal 2	Review policies within kindergarten						Priority <i>Moderate</i>	
Strategies	Review current policies located with policy folders and if needed develop new templates to use, especially regarding cleaning checklists and inventory lists in cleaner's cupboard and hazard's cupboard.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.1.1	3.1.1	4.2.1	5.2.3	6.1.3	7.3.5	
Success Measures	When all relevant templates have been made and checklists and inventory lists have been made and placed in connecting places in kindergarten.							
By When	End of Term 3							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 5	Leadership Skills							
Goal 3	Review and update website						Priority <i>Moderate</i>	
Strategies	Review current information of website and determine what needs to be updated. Determine and discuss a timeline of what needs to be changed in accordance to yearly and term planners.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1	2.1.1	3.2.2	4.2.1	5.2.3	6.1.3	7.2.3	
Success Measures	When website is updated with relevant information							
By When	End of Term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 5	Leadership Skills							
Goal 4	Use literacy and numeracy indicators to build capacity in these areas.						Priority <i>Moderate</i>	
Strategies	Familiarise myself with literacy and numeracy indicators and how they can or are being incorporated into the program. Use assessment practices based on literacy and numeracy indicators in programming.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.3	2.1.1	3.2.2	4.2.2	5.2.1	6.3.2	7.1.4	
Success Measures	When literacy and numeracy indicators have been identified and implemented.							
By When	End of Term 3							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 6 Collaborative Partnerships								
Goal 1	Develop relationships with surrounding schools and kindergartens						Priority <i>Moderate</i>	
Strategies	This will happen by introducing myself to staff at Wilmington Primary School, and by asking for e-mail addresses from relevant directors within the Flinders Partnership.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
				4.2.2	5.2.3	6.3.4	7.1.2	
Success Measures	When relationships have been established and introduction to staff at Wilmington primary School and within the Flinders Partnership have been successfully carried out.							
By When	Start-mid Term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 6 Collaborative Partnerships								
Goal 2	Increase parent involvement in kindergarten							Priority <i>Moderate</i>
Strategies	Promote Governing Council involvement and plan experiences that allow parents to come into the site and teach an activity to the children.							
Links to Elements	QA1 1.1.2	QA2 2.3.3	QA3	QA4 4.2.3	QA5 6.1.2	QA6 6.2.1	QA7 7.1.1	
Success Measures	When parents are regularly being involved within the kindergarten and are having a say via the Governing Council.							
By When	End of term 2							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								