

Barmera Kindergarten

Quality Improvement Plan 2019



Improvement Priority 1: Oral language and literacy							
Reasoning	<p>Over recent year's staff have observed a growing number of children with moderate speech and language delays who aren't eligible for Preschool Support Program. Site has a large number of children identified as severe speech and language delays who are eligible for Support. 55% of children in 2018 were identified by staff as having moderate to severe speech or language delays and only 20% were funded.</p> <p>Tracking children's success at school with Running Records and NAPLAN data highlights children with speech and language difficulties at preschool have difficulties meeting these benchmarks later at school.</p> <p>One of Berri Barmera Partnership Priorities over recent years has been to improve reading results, oral language is the first of the Big 6 for reading.</p> <p>At the end of Term 3 2018 the site employed a commissioned speech pathologist who began to support staff in developing strategies to support children's oral language development. This strategy has proven to be extremely beneficial, bringing a new skill set to the site and upskilling all educators.</p>						
Goal	<p>Outcomes for Children: Improved oral language, speech articulation and vocabulary. Improved early phonological awareness and print knowledge.</p> <p>Outcomes for Educators: Improved targeted strategies and actions for intervention. Improved targeted pedagogical strategies to extend children's vocabulary during play based learning.</p> <p>Outcomes for Families: Build parental awareness of developmental milestones.</p>						
Strategy	<p>Site to employ 0.1 Speech pathologist to work with all staff to develop processes for early identification of children's speech and language needs.</p> <p>Speech pathologist to work with staff to develop programs to support identified target groups.</p> <p>Staff to work with speech pathologist to develop new strategies and skills to build children's oral language and vocabulary.</p> <p>Provide increased information sharing of developmental milestones, play and interventions strategies for families.</p>						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	1.2.1			4.1.1	5.1.1	6.2.1	7.2.3
	1.2.2			4.2.1	5.2.1	6.2.2	
	1.3.1						
	1.3.2						
	1.3.3						
Success measures	<p>Improvement in children's phonological and print awareness at the end of their year at kindy.</p> <p>Staff are confident about identifying, supporting and extending children's oral language.</p>						
By when	End of 2019						

Improvement Priority 1: Oral language and literacy

Philosophy	Inputs	Activities
<p>Play-based Child initiated Child led/centred Open ended Nature pedagogy Collaborative</p> <ul style="list-style-type: none"> - Staff working together - Staff and children - Families <p>Value family input and relationships Importance of oral language development Dispositions for life long learning Process driven not produce Strong relationships</p>	<p>Speech Pathologist (0.5 Fridays)</p> <p>IESP grant</p> <p>Support Services time</p> <p>Pupil Free day on May 6th PedDoc and intentional teaching</p>	<p>Articulation screener with all children – intervention planning, groups/individual. PASM – around week 4 Yakka Tracker and Ob's to determine first groups to complete Read-it-again program.</p> <p>1st group – children 'ready' for the program 2nd group (Term 3)- children who were identified as at risk and need intervention</p> <p>While 1st group are involved in Read-it-again, the second group will be working on articulation programs or play based activities with book bags. Providing opportunities for strong play and language modelling.</p> <p>While 2nd group are involved in Read-it-again the first group will be involved in play based activities to extend vocab, higher Tiers.</p> <p>Read-it-Again program focus on:</p> <ul style="list-style-type: none"> -Speech pathologist to model for staff - Staff to model for children and children to learn from each other - Focus on early phonological awareness, print awareness, vocab and narrative. - Tracking; early phonological awareness, print awareness, vocab and narrative. <p>Speech Pathologist to support staff in analysing pedagogical documentation to determine extensions of language, vocab, sentences, recounts, narratives, Phonological awareness and procedures. Evident in planning.</p>

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Improvement Priority 2: Intentional teaching and Documentation							
Reasoning	In 2018 teaching staff were involved in Professional Development which resulted in reflection the site current planning and assessment cycle. Observations of children's learning experiences were occurring throughout the day and used to plan for future experiences however children didn't necessarily access these, observations weren't analysed and planning for intentional teaching didn't occur.						
Goal	<p>Outcomes for Children: Increased involvement in meaningful learning experiences that extend and cater for individual needs and interests.</p> <p>Outcomes for Educators: Increased intentionality in learning experiences. Staff feel comfortable with new pedagogical approach and documentation processes are streamlined.</p> <p>Outcomes for Families: Parents are informed and involved in the planning cycle for their child.</p>						
Strategy	<p>Intentional teaching to occur during child initiated learning time. End of day reflection to include analysis of learning experiences to support planning.</p> <p>Staff to attend PD in PedDoc</p> <p>Investigate and trial programs that will support and streamline new documentation processes and sharing learning experiences with families.</p>						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	1.1.1 1.1.2 1.2.1 1.2.2 1.2.3 1.3.1 1.3.2 1.3.3		3.2.1 3.2.2		5.1.1 5.2.1	6.2.1	7.2.2 7.2.3
Success measures	<p>Documentation clearly outlines planning cycle.</p> <p>Children engaged in meaningful intentional teaching experiences.</p> <p>Families are continuously informed about kindy program and have ongoing opportunities to contribute.</p>						
By when	End of 2019						

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Improvement Priority 3: Health and Well-being

Reasoning	Over recent years' staff have noticed an increased number of children with sensory processing difficulties, fine and gross motor delays. Limited OT services available in the area. As a result, in term 4 2018 staff attended Move-to-learn PD, this training highlighted the importance of developing the basic movement patterns to support cognitive development. Staff have observed the contents of children's lunch boxes has deteriorated over recent years.						
Goal	<p>Outcomes for Children: Improved neurological paths to support learning.</p> <p>Outcomes for Educators: Improved strategies and confidence in implementing the Move-to-Learn program.</p> <p>Outcomes for Families: Increased awareness of healthy food choices.</p>						
Strategy	<p>Staff to implement move-to-learn program each kindy day.</p> <p>Staff to share information and benefits about the program with families.</p> <p>Staff to provide learning experiences highlighting healthy eating choices, including cooking and harvesting produce from the kindy garden.</p> <p>Recipes to be shared with families.</p> <p>Display to be made about the amount of sugar in common lunch box foods.</p>						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
		2.1.1 2.1.3	3.2.3		5.2.1	6.1.3	
Success measures	Staff observe improvements in the content of children's lunchbox's Children are able to successfully roll (the first basic movement pattern) by the time they start school.						
By when	End of 2019						