

Catholic Education Western Australia

# Quality Improvement Plan (QIP) for St Luke's CPS Woodvale



St Luke's, Woodvale. Version No: 5

Person/s responsible for update: (Term 4- 2020) Andrew Kelly, Melissa Knight and Lesley Rocchiccioli

Date: 1.04.2016, 2.05.2016, 23/2/17, 14/3/17, 6/3/2019, 5/9/2019

## School details

<b>School name</b>	<b>Person responsible for submitting this QIP</b>
St Luke's Catholic Primary School, Woodvale	Andrew Kelly
<b>Principal contact details</b>	<b>Primary contact person (after principal)</b>
Andrew Kelly 93066600 Andrew.kelly@cewa.edu.au	Melissa Knight and Lesley Rocchiccioli
<b>School Address</b>	<b>Secondary contact person (after principal)</b>
17 Duffy Tce Woodvale	Assistant Principal – Maura Killalea maura.killalea@cewa.edu.au

## Charter (Statement of Philosophy) for ECE Pre-K to Year 2

**Attach as a link**

# To complete this section please refer to all Standards and elements for Quality Area 1 Educational Program and practice

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

#### 1.1.1

Children are given a variety of choices in how they work- individual or collaboratively with others

Staff are conscious about the inclusion of play within their planning. Staff ensure there is a balance of instructional teaching and play based learning. We acknowledge that some outcomes need to be taught explicitly. We are mindful of and create areas that allow for provocation to extend, reiterate or provoke children's interest and/or ideas. Using a variety of mediums and structures eg open shelving & flexible learning environments, staff support children's ideas in order for them to create their own play/choice (i.e. collage, construction, and easels)

A term overview of our teaching outcomes is uploaded to our St Luke's website for parents to easily access.

Our classrooms are rich in Literacy and Numeracy to aid children in finding prompts in the classroom to confirm, reassure and extend their knowledge.

#### 1.1.3

We have regular routines throughout the school and we use transition time to facilitate learning. Relaxation time is scheduled and is also spontaneous based on the needs of the child/class.

#### 1.1.4

Kindy and Pre Primary classes have portfolios that complement the mandated documents eg WA Curriculum. Pre Primary and Kindy have Portfolios that contain work samples that are assessed with a rubric. The documentation about each child's program and progress is available to families. Children's work is displayed in classrooms and there is a schedule that indicates when children's work books are to be sent home each term (term calendar), work is uploaded eg videos etc onto our SEQTA portal page and emailed to parents.

Parent meetings are called regularly are our conversations and recorded and signed by parents. As a school decision all meeting notes are then recorded/uploaded onto SEQTA within a week of the meeting. There are 2 scheduled opportunities, during the year, for parents to discuss their child's report with the class teacher. Parents are encouraged to call meetings throughout the year, as required.

Parents can access information online through email, the Skoolbag app and SEQTA

Staff use their school email to correspond with parents when appropriate

#### 1.1.5

We have a Support teacher (Claire Thomson) who assist in creating IEP's (Individual Educational Programs) and CAP's (Curriculum Adjustments Plans).

We have regular meetings with parents to discuss these and the school has a schedule on when IEP's are completed and who is involved.

Pre Primary and Kindy children are screened for Speech and OT issues at the beginning of each year. Parents are given a report and have the opportunity to talk to the OT or Speech Pathologist.

We have access to our school Social Worker (Ann Peart) and a School Psychologist.

#### 1.2.1

We have a file on T'share (which is accessible by all staff) with information and examples of different programs, planning templates, DWP's etc which are aligned to NQS.

1.1.2	Collect more meaningful data from parents about their family, culture, interests and build on/extend their cultural interests beyond just families (special celebrations/events such as Christmas/Easter etc)
1.1.2/1.1.3	Ensure that there are uninterrupted blocks throughout the day, especially during the morning (only some DOTT for PP-2 will be before lunch)
1.1.3	Begin to reflect on and document on our routines and the experiences we offer the children and have evidence of this in some form. Reviewing on how we organize our day to allow for individual interest time, critical and creative thinking, and assisting those children that may need extra assistance
1.1.4	Allow for individual pieces within the portfolio that are documented and make clear that the item was a 'free choice' and/or add the story of how the piece came about to the portfolio piece.
1.1.6	Educators want to increase children's sense of agency - enabling them to make choices and decisions about their learning and increase their ability to influence their world. Using our knowledge and understanding of 'Deep Learning', some teachers are beginning to implement this knowledge into their classroom environment.
1.2.1	Ensuring we have Numeracy and Literacy dedicated time consciously timetabled and planned for throughout the week. Collecting and displaying children's learning throughout the class with annotations. Documenting children's interests and future learning activities which are based on this. Documenting and making time for reflection as part of the Teaching Cycle (as a classroom, year group and cluster). More time in class with EA's

## Improvement Plan

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
1.1.2	Use each child's knowledge, ideas, culture, abilities and interests in the program	Medium	<p>Look at 'surveying' families regarding their home culture and provide opportunities for them/culture to input into the program.</p> <p>The school priorities Harmony day as a celebration within the community. Staff to be more conscious of this and utilize Harmony day in their teaching.</p> <p>Italian is taught within the school. The Italian teacher encourages the language, culture and background within her lessons and includes cultural appropriate celebrations throughout the year.</p>	<p>More family/culture initiated content in the program</p> <p>More conscious effort to involve/appreciate and incorporate culturally appropriate events throughout the year</p>	<p>Classroom teacher</p> <p>At the beginning of the year-include this information in their Family Information Sheet</p> <p>*Throughout the year communicate with families especially during times such as Easter, Christmas, Harmony day</p> <p>*NAIDOC week(whole school)</p> <p>*Italian teacher</p> <p>*Acknowledge Aboriginal land at assembly.(whole school)</p>	Current ongoing (6/3/2019)

			Review of DOTT timetables in ECE to allow for uninterrupted time block of times in the morning with the aim to have a majority of specialist areas in the afternoon.	This Specialist timetable will be created in such a way to ensure PP-Yr2 have a majority of their DOTT after lunch, providing opportunities for Large blocks of uninterrupted investigation/play time.	AP with input from EC teachers	Reviewed Term 4, 2020.
			Review of DOTT timetables in ECE to allow for uninterrupted time block of times in the morning with the aim to have a majority of specialist areas in the afternoon. This will be done for 2021.			
1.1.3	Better documentation of the learning cycle to inform our teaching/learning experiences. This includes reflecting and documenting on our routines and the experiences we offer children/agency.	Medium	<ol style="list-style-type: none"> <li>Discussed with Trish Collins that the learning cycle is an area that all EC need to focus on. Trish gave the staff ideas on how to practically incorporate the learning cycle as part of their program.</li> <li>At our next cluster meeting (T1 wk8) talk about the learning cycle and how we are using this to inform our teaching.</li> <li>Begin this process by reflecting and documenting observations on our DWP with colour coding or including headings: Observations,</li> </ol>	The teaching and learning cycle will be derived by our reflections and observations and will be evident on our DWP's.	Teacher and EA	<p>Begin the process at the start of Term 2.</p> <p>Review Week 6 Term 2 and share ideas/DWP</p> <p>Term 2 Melissa and Lesley to talk about OneNote and how the program has</p>

			<p>Reflections and Future Learning Experiences. This will ensure we are providing a variety of activities including individual interest time, critical and creative thinking and free choice</p> <p>4. Anita and Lesley are trialing OneNote to record observations in more detail with photos and or evidence that both the EA and teacher can access and add to.</p>			<p>helped/hindered in achieving the learning cycle. *DWP/programs available and saved into T-share each term to demonstrate achievement in learning cycles. *Seesaw 2020/21</p>
1.1.6 (1.2.2)	Educators promote children's ability to make choices and decisions about their own learning: agency	Medium	<p>Begin to provide many and varied provocations to increase children's ability to initiate play and explore learning ideas based on the curriculum and child observations. -Use apps such as FeltBoard, Pic Collage to aid in the documentation. <b>Seesaw</b></p> <p>Set up open shelving that chn can access and display/enhance their own learning.</p> <p>Upskill chn to use an iPad to take photos of their own work <b>Seesaw</b></p> <p>Have a place/washing line in each room for chn to display their own work eg "Look what I did today"</p>	<p>Add 'free choice' item (or photos of them) to the children's portfolio with annotation or display in the room. (currently trialing seesaw for instant access to portfolio/work samples)</p> <p>Chn can access open shelving to complete 'free' tasks that complement the learning</p>	<p>At our cluster meeting teachers share how they are going with their provocations- upload photos to Photo drive.- include at least one piece of evidence/ provocation <b>At Staff Meeting Cluster time(after school Tuesday)</b></p>	<p>Ensure all staff members are aware of this and are including it in their planning/DWP.</p> <p>More staff have taken this on board and are including agency in the day. This has been assisted with the schools focus on 21<sup>st</sup> century learning and classrooms.</p> <p>Discuss apps used in cluster meetings in</p>

			<p>Open shelves in some rooms to display individual child's creativity.</p> <p>Year 2's are trialing Seesaw app to show individual achievement within open ended tasks and create digital portfolio.  <b>PK-2 using Seesaw App 2020</b></p>			<p>Term 2.  <b>(Ongoing)</b>  Zoe (yr2 teacher) will show staff how to use Seesaw app and its uses.</p>
<p>Standard 1.2</p> <p>All elements to be covered</p>	<p>Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.</p>		<ol style="list-style-type: none"> <li>1. In 2020, staff implemented a focus child system, which was discussed as being an initial big step. Due to this we have 'simplified' the system by staff recording their children observations to their DWP and use this to inform the learning cycle. <b>(ongoing)</b></li> <li>2. Melissa and Lesley are using OneNote to record their observations &amp; inform the Learning Cycle.</li> <li>3. Kindy has implemented a 'floating staff member' who records observations on focus children (set system in place).</li> </ol>	<p>Observing and recording children's learning and behaviour/learning /comments to inform their future planning (whole class, small group and individual children.)  <b>DWP?</b></p>	<p>Anita and Lesley</p>	<p>Begin Term 1 2020</p> <p>Review OneNote in Term 2 at a cluster meeting.</p>

**Progress notes:**

- At the end of 2019 Melissa sent out an email reminding staff of programming expectations that are aligned to NQS and were in our QIP, to aid staff to start 2020 with programs that reflect on individuality of students, differentiation, reflection from the teacher and documentation. This will continue in 2021. Sample planning templates and examples were also electronically sent to staff. They were also reminded to ask/survey parents on from parents about their child's needs, child's likes/dislikes, cultural background etc



- Staff looked at different templates and ideas to record observations of children – A plethora of these are stored in T'share for staff to access
- A St Luke's version of an Observation Record has been developed.
- Review timetable and uninterrupted time for EC in 2021.
- Revisit conversation and practice of current documentation/observations focus child Term 1, 2021.

To complete this section please refer to all Standards and elements for

## Quality Area 2 Children's health and Safety

### Quality Improvement Plan for QA2 Summary of strengths for QA2

#### 2.1.

Children's specific health needs are visible both on duty bags and in a central locations around the school.

The school is fitted with hand sanitizers in all the classrooms next to the door for easy access and use.

The school is fitted with a defibrillator. Training was completed for all staff Term 4 2016 and is refreshed as a whole school, when necessary

We are a Nut Aware school and this is effectively communicated throughout the school.

At the beginning of the year at our Parent Meetings and in their printed booklets, the importance of 'healthy lunchboxes is stressed. Water fountains are available for most children to access throughout the day and fill up their drink bottles when necessary.

Through our Social Worker Ann Peart, information on healthy food & diet, parenting and other relevant events throughout year eg beginning of the year information is provided on starting school. This information is made available to parents through class notice boards and school newsletters.

We have a whole school policy that we do not use lollies/food as rewards.

Hand sanitizer is available in each classroom. Kindy and Pre Primary have plastic, easy to clean 'donuts' for children to sit on whilst eating.

Children from years Pre-Primary – Year Two (whole school) participate in the dance program.

Sport Program runs from Kindy to Yr Two (whole school)

We have purchased open ended equipment for child initiated and spontaneous play (Yr 1 & 2) physical and outdoor play are scheduled within the timetable.

Social Worker Ann Peart continue to make available any Parent information on bed time/morning routines and readiness trough the Kindy handbook/orientation day. Teachers also include the importance of this at their beginning of the year parent meetings.

#### 2.1.1

Rest/relaxation/down time is scheduled every day and is evident on all ECE daily work pads. This is flexible based on child's needs.

#### 2.1.2

Duty bags have medic alerts and basic first aid in them.

Each classroom and Front Office have an up to date Infectious and Communicable Diseases booklet sourced from the WA Government.

An updated copy of Communicable Disease Guideline from the Department of Health (WA) has been obtained and is stored in the office as a reference for staff.

An Accident and Injury record template based on Admin's version has been developed to suit the needs of Pre -Primary and Kindy children.

Children are encouraged to cough and sneeze in elbows. Nose wiping is encouraged regularly with hygiene practiced through washing hands after nose blowing.

Classrooms/toilets cleaned professionally daily.

Sick room available in the administration area for Yr 1-6. Three Year Old Kindy/Kindy/Pre-Primary parents are called when children are sick.

Children are then monitored and kept away from others until parents arrive.

Dental hygienist visits Pre-primary yearly.

First Aid kits are regularly updated.

The school has a continuous cycle of renewal of St John basic First Aid that all staff must attend to ensure the first aid skills are refreshed and they feel confident in being First Aiders.

Parents are encouraged to provide spare clothes in their child's bag. Spare clothes are also made available within the school if needed.

### 2.1.3

Conversations around healthy eating are encouraged and practiced by educators regularly. Information for parents about healthy lunch boxes can be found in Parent Handbooks in Kindy/Pre-Primary.

Parents are consulted about their child's dietary requirements e.g allergies/storage of food etc. This is done by parents completing a Child Information form at the beginning of each year (Kindy/Pre-Primary)

Eating times are made flexible depending on needs of individual children. Crunch and Sip available as a whole school approach from Years 1& 2.

## 2.2

Bullying policies are made available through the school website. The schools 'Rainbow values' are discussed regularly in Early Childhood classes to discourage bullying at this level.

All hazardous products are labelled and stored out of reach of children. Maintenance of equipment is regularly checked through the use of a maintenance book, located in the staff work room.

Sun cream is provided in every classroom for all children to use. School has a 'No Hat, No Play' policy.

Evacuation plan has been updated around the school (on display) and in the Staff Handbook. Regular drills are scheduled by Admin throughout the year to ensure evacuation runs smoothly and successfully.

Parents are informed of emergencies through SEQTA.

All staff provide Working with Children checks to administration and these must be obtained before working in the school.

'Past Tab' has been implemented in 2019 and all visitors must sign in and out through this system.

### 2.2.1

Staff ratios are maintained where required.

Kindy and Pre Primary have toilets within their classroom block which are within sight and earshot of staff.

Kindy and Pre Primary has low shelving to ensure children are in sight at all times within the classroom

Kindy and Pre Primary are in an enclosed area, with appropriate fencing of the perimeters.

Kindy and Pre Primary Staff now lock their gated surrounding their learning area to be in line with the rest of the school. Parents were informed of this at their Parent Night and it was included in the Parent Handbook. Parents access the school through the front office.

Diaries are in place from Three Year Olds to Pre-Primary to inform staff of alternate pick up arrangements.

Relief Folders are made available for each class from Three Year Old to Year Two with specific information about children and school requirements. 'Past Tab' has been implemented in 2019 and all visitors must sign in and out through this system.

Parent information nights are made available on Cyber Bullying.

### 2.2.2

Telephones are available for staff members to access quickly and emergency telephone numbers/class list of phone numbers are displayed near telephones throughout the school.

Emergency equipment (fire extinguishers, fire blankets) are accessible to all staff.

All children with a medical condition are identified (with confidentiality in mind) with their photos and emergency procedures displayed in an area where all staff can access & clearly located eg Pre Primary kitchen. All school staff are made aware of these children. Their condition and photos are attached to the duty bags with appropriate actions. (Yr1 & 2)

### 2.2.3

Within the Staff Handbook is the information on Mandatory Reporting procedures and a flow chart of people and avenues to consult. This was received from Tim Wong and is in line with the CEOWA policy.

## Improvement Plan

Standard / Element Number	Outcome sought?	Priority (H /M/ L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented	H	Install locks on the inside of Pre Primary doors	Locks will be installed in the Pre Primary classrooms that are able to be locked from within the rooms.	Anita to write in Ray's (Groundsman) Maintenance book Ray to install locks	<del>End 2014</del> <del>Moved to the</del> <del>End of 2015</del>  <del>End of 2016</del> Semester 2 2017 <b>Achieved 2019</b>
2.1.2	Cleaning routines made available and on display within classrooms. E.g regular cleaning of dress ups/cushions/and all other equipment		Cleaning rosters made available on display.		All Early Childhood Staff	Term 4 2019
2.1	Nut aware		Place on school website	Nut aware information will be made available on school website	Justin Kirry	By Semester One 2020

**Progress notes:**

To complete this section please refer to all Standards and elements for Quality Area 3  
Physical environment  
Quality Improvement Plan for QA3

Summary of strengths for QA3

3.1	All play areas have easy access to toilets and hand washing facilities.
3.1.1	All play areas are sufficiently fenced and locked (Kindy-Yr2) to ensure children's safety at all times, that parents access the office and sign children in/out throughout the day. All play areas have easy access to toilets and hand washing facilities.
3.1.2	A risk management form is completed by staff and sent out by the Occupational Health and Safety Officer yearly. A cleaning schedule has been produced to ensure that classrooms are clean and maintained, staff have devised a cleaning schedule which outlines the daily and termly jobs relevant to each year level. Maintenance of equipment is regularly checked through the use of a maintenance book, located in the staff work room.
3.2	Sustainable practices are embedded in the school and we take an active role in caring for the environment. Our school value of Attentiveness and Science program help foster a love and care for the environment. The school has water tanks, water saving taps, veggie garden, worm farm and recycling bins. Our Year 6's have an Environmental Care Leadership committee that shares ideas, initiatives and concerns to the school at whole school assemblies each Friday. Kindy and Pre Primary has a large play space that is 'nature' based and provides open ended play opportunities.
3.2.1	Provocations are readily available which support learning outcomes, children's interests and the program. These provocations are usable and hands on. Open ended shelving is set up to promote choice and encourage active involvement within the environment. Investigate risk taking opportunities for play or exploration and include in planning.
3.2.2	Ipads and IWBs are in each classroom to ensure children's learning is supported (through educational games) and have an opportunity to learn with the aid of current technology.
3.2.3	

## Key improvements sought for QA3

3.1 /3.2	<p>Add natural equipment/playground/flora in Pre Primary outdoor play area. Include natural play spaces and join the existing playground to the upper level grassed area. Include open-ended, risk taking opportunities for play and exploration. 2017- include/plan for water play</p> <p>The classroom environment is inclusive, promotes competence, independent exploration and learning through play incorporating our 2017 school focus of Deep Learning pedagogy and 21<sup>st</sup> Century Learning.</p> <p>Devise a cleaning schedule to ensure premises, furniture and equipment are safe, clean and well maintained.</p>
3.2	<p>Early childhood staff feel that they need to be upskilled in current early childhood practices that ensures they are both providing an open ended and play based learning environment that still ensures they are 'teaching' the WA Curriculum.</p>

## Improvement Plan

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	M	<p>A cleaning schedule of indoor equipment will be devised by each year group/class, to suit the needs of that year level.</p> <p>The Cleaning Schedule will be displayed in a central location</p>	Each year level will develop a cleaning schedule that suits their classrooms needs, which will be displayed in a central location.	<p>Each classroom teacher with the EAs</p> <p>Admin has a whole school cleaning schedule for each year eg for each</p>	An effective and practical cleaning schedule is developed and implemented to ensure safety and hygiene for all children.

			of the year groups for all staff to see.		year including carpet clearing	End Term 2 2017
3.1 & 3.2	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	H	Add more natural objects, water and flora which can be used to enhance the learning and provide children with opportunities for problem solving and interaction with nature to the existing playground	Natural environment equipment for Pre Primary playground eg trees for risk taking and shade, rocks, plants, edible garden etc	Pre Primary staff  Admin to source funding  P& F money	An inviting and natural play space is developed that is functional (shade included), easy to maintain and allows for creativity and problem solving. End of 2017  <b>2018/2019 Natural Environments updated and ongoing</b>
		M	In 2017 booklist PP-Yr 2 requested a levy from parents to purchase natural objects. <b>NQS budget introduced for K-2 (2019)</b>	Staff will use this levy/ <b>budget</b> to provide more natural and open-ended objects for the children to use/access.	Class teachers	This was added to the 2017 booklist. Staff will review and see if it was helpful in providing natural object for the class to see if we will continue this for 2018. <b>Continue/ongoing 2019</b>



3.1 & 3.2		M	<p>Staff are beginning to provide appropriate provocations based on their observations.</p> <p>Staff will upload photographic evidence of provocations (labeled) to P'drive, NQS, provocations folder</p>	<p>Provocations are evident in the classroom and are used to enhance and provoke learning opportunities, this are derived by the curriculum and the children's interests. <b>(ongoing)</b> Staff will upload photos of their provocations</p>	Class teachers and EA's	By Semester 2 2017 staff will begin to upload provocations to 'P'drive.- Review this as OneNote is being trialed as a medium to record observations and evidence.
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### Progress Notes

- \*Letter written to Bunnings for plants. Aug 2015 Bunnings along with the children have planted trees that were chosen by PP teachers. With the assistance from Bunnings, the children planted trees within the Pre Primary playground.
- \*Bunnings is willing to come and build a natural cubby for PP's outdoor playground- letter written to Bunnings and submitted (18/11/2015)
- \*Playground- One quote has been sourced and we are currently awaiting a second quote (23/9/2014) on natural play spaces that can be built in sections to coincide with the existing playground- We have not heard back (Sep 2015).

\*A new quote was sourced from Nature Playgrounds (T1 wk8- April). It is a lot more than \$1000. It will be presented to the Board and P&F for assistance with funding.

\*Nature Play with consultation with PP staff created and built natural play area blending old with new playground. (November 2016)

\*2018/2019 Projectscape Australia upgrade to K/PP/School areas. K- dry/wet creek, balance beamsx2/te-pee. PP-dry river/creek, balance beam, te-pee, mud kitchen. Upper school- natural elements added to current play equipment to bring in natural environment.

To complete this section please refer to all Standards and elements for Quality Area 4  
Staffing arrangements

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

4.1.1	All Kindy and Pre Primary staff hold ACECQA approved ECE qualifications. 80% of the time the ration of 1:15 is applicable for Pre Primary. Kindy has 1:10 ratio within classroom time.
4.2.1	Our AITSL teacher review process is being reviewed by Admin. The school has begun Implementation of NQS and EC staff are involved in the review and updating of the QIP. Class teachers are beginning to implement and investigate elements that are on the school QIP. With the assistance of Trish Collins a Charter has been developed by the EC staff. Parents have received a copy of this and were informed about the process and it's meaning for our school (Parent meetings 2016)  Cluster groups work collaboratively – K&PP and Yr1&2. Also a whole group K-Yr2 meet twice a term to collaborate on

4.2.2	ECE staff demonstrate a strong drive for continuous learning in NQS, share ideas and identify areas of need to work on. All Cluster groups (K&PP and Yr1&2) work collaboratively to discuss and reflect on the needs of particular children and their families. Fortnightly on Wednesday afternoons PP-Yr 2 staff (EA's included) have the opportunity to meet and discuss areas of need for EC or throughout the school eg guided readings. The agenda can be set by staff. A cluster representative reports back to Admin about the Cluster meeting.
4.2.3	Interactions between teaching and non-teaching staff convey respect and equity. Various staff members are in charge of different learning areas (volunteer basis). All staff members will lead a QCS component review.

## Key improvements sought for QA4

4.1.1	Maintain Kindy ratios in classrooms across the whole day
4.2.3	Improve on developing more cohesion and understanding of the different contexts each person works in. Acknowledging the shared responsibility of the children within the whole ECE setting.

## Improvement Plan

Standard/ Element Number	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line
4.1.1	Educator-to-child ratios in Kindy are adequate at all times.	H	1. Ensure that the current ratio is kept consistent in Kindy for 2015-2017. 1:10 indoors 1:15 during lunch/ play	Continue with ratio 1:10 during indoor time/classroom for Kindy and 1:15 during lunch break	Leadership team <del>and Kindy teachers</del> <del>and EAs.</del>	This has been moved back a year. Review end 2016 for 2017.

			<p>2. Discuss and review with admin the inclusion of one other adult on duty at lunch time for 2017.</p> <p>3. School duty roster currently reflects this 2018/2019</p>			<p>This has been reviewed and discussed. The ration will keep this consistent for 2017 and review in Term 4 2017.</p> <p>Has been implemented 2018/2019</p> <p>Review yearly.</p>
4.2 see 3.2	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	H	<p>1. Ask EAs what sort of PD they would find most beneficial</p> <p>2. Contact CEO about available PD for EAs</p> <p>3. Consciously source and provide professional development for EAs</p> <p>4. EA's have cluster meetings twice a term.</p>	EAs will report feeling more equipped with skills ranging from running records to setting up classroom environments.	Admin to source PD's. Check with Trish Collins (formerly from CEO) and Murdoch University contact is Libby Lee Hammond. *EA's to share ideas and any PD's found amongst the EA's eg Maggie Dent (ongoing)	<p>Begin this process in Term 4 2014</p> <p>Sem 2 2015 Formation of SIT (School Improvement Team)</p> <p>* Lesley is on this team, we will use her and her role to convene cluster meetings for EAs. (SIT team has changed not currently in this role)</p> <p>Extended timeline to Term 2 2016 2017</p>

**Progress Notes:**

- Term 4 Week 1 & 2 2014, staff have a follow up meeting with David about their individual AITSL goal.

- 2015 Term 2 all staff have meet with David to discuss their new AITSL goal or how they are continuing to work towards their previous goal. David specifically asked about NQS and how they are working towards meeting elements and to show him evidence that they are reflecting on their day/class.
- Trish Collins assisted the EC staff in a process for creating our Charter. Charter reviewed and agreed upon amongst staff. Review again in mid 2016
- The Charter was given to parents at the beginning of all EC parent nights. NQS, EYLF & Charter where discussed at these meetings (week 2 Term 1 2016)
- EC Charter has been upload onto EC SEQTA portal pages
- Ongoing
- As of 2018/2019 staff meets with Andrew Kelly.

To complete this section please refer to all Standards and elements for Quality Area 5  
 Relationships with children  
 Quality Improvement Plan for QA5

### Summary of strengths for QA5

5.1.1	Each child is greeted as they come to school each morning. Interactions with each child are warm, responsive and build trusting relationships Showing appropriate affection
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	<p>Sharing our own personal experiences &amp; taking an interest in theirs Songs &amp; shared stories Coming down to the children's level and encouraging and modelling eye contact Specific praise to each child and know if they like 'whole class' or 'quiet' praise.</p>
5.1.2	<p>Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Making the most of incidental teaching opportunities and links to real life experiences Encouraging independence within the classroom Establishing rules &amp; consequences</p>
5.1.3	<p>Making the most of incidental teaching opportunities and links to real life experiences Encouraging independence within the classroom Establishing rules &amp; consequences Modelling appropriate social and behavioral interactions and responses Provide opportunities to try new experiences within a safe environment</p>
5.2.1	<p>Supporting children when they are experiences difficulties (eg awareness of children who possibly need extra assistance – use EAs for individual children's needs) Encouraging efforts and achievements, positive reinforcement and feedback Inclusion on class birthday charts, job chart, responsibilities within the classroom Celebration of personal &amp; family milestones Talking and describing using feelings Knowledge of class rules &amp; reinforcement of these through incidental experiences</p>
5.2.2	<p>Management of children with behavioural issues. AP's assist teachers with discipline and/or parent meetings, when needed. It is a school wide decision to that the SEDERA program Challenges are Choices is used for Health it promotes resilience, positive thinking, emotional regulation and road safety. (Term 1 2016)</p>
5.2.3	<p>The dignity and rights of every child are maintained at all times. At the beginning of 2017, the Code of Conduct was introduced to the staff and parents. More information on this will follow throughout the year and will be reported to parents.</p>

## Key improvements sought for QA5

5.1.1	Observe a child/group of children, to ensure all children feel 'seen' and to help foster a relationship with them.
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## Improvement Plan

Standard/ Element	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line [Note: cannot say 'ongoing']
5.1.1  (See 1.1.2)	Interactions with each child are warm, responsive and build trusting relationships.	H	<p>1. Staff will begin to record child observations on their DWP and use this to inform the learning cycle ensuring all dimensions of the whole child is reflected upon (include emotional domain)</p> <p>2. Kindy has implemented a 'floating staff member' which records observations.</p> <p>Currently all staff in this area are observing children.</p>	Staff interact with children in a manner than encourages modelling reasoning, predicting & reflective processes.	Each individual teacher and EAs	Begin Term 2 2017 Ongoing

### Progress Notes:

- Currently Term 4 Day 1 2014 Staff will look at current whole school Conflict Resolution strategy. 2016- It had begun a school wide decision to take on SEDERA Challenges and Choices program. This deals with a variety of areas including resilience, conflict resolution, bullying & road safety
- Ann Peart, our school social worker has been assisting us with this process.
- The SIT (School Improvement Team) is reviewing this process and behavior management plan (Term 4 2015)
- ~~After talking to Trish Collins we will begin Observations of children this term.~~
- After EC school review of QA 1 & 3 by Trish Collins (Sept 2016), as EC cluster an area of need is Observations and using this in their planning cycle. Based on conversations with staff review Observation system and simplify.
- Introduction of Keeping Safe program in Semester 2 2017
- Ongoing

To complete this section please refer to all Standards and elements for Quality Area 6 Collaborative partnerships with families and communities

Quality Improvement Plan for QA6  
Summary of strengths for QA6

6.1	New Kindy families that will be starting the following year have an Orientation Day prior to the children coming to school. There is an enrolments package that parents receive at the time of enrolment in 2016. New Kindy children have an opportunity to meet their teachers and see their classroom prior to coming to school. Kindy children and Pre Primary children have an opportunity to see the following year's teacher/classroom as part their transition.
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6.2	<p>The school has a new website with easy to access to information about the school and forms that parents may need throughout the year. Parents have access to SEQTA portal page with class information, photos etc.</p> <p>Ann Peart (Social Worker) offers information and events (some hosted at the school) to parents throughout the year through the school newsletter.</p> <p>We also have access to the 'On Psych' program for individual children, if necessary.</p> <p>Kindy and Pre Primary children are screened by an OT and Speech Pathologist. Three way meetings are organized as necessary.</p> <p>The parents have an information evening with their classroom teachers, Speech Pathologist and OT.</p> <p>Pre Primary – Year 2 have an Information Night with parents where the running of the day, things to know and questions are answered for parents. This occurs early in Term 1 each year.</p> <p>There are opportunities for parents to be involved throughout the school ranging from General Roster (Kindy and Pre Primary), Reading roster, excursion helpers etc</p>
6.3	<p>A comprehensive handover form is filled in and discussed with the following years teacher to ensure smooth transition and individual children needs are known prior to them starting school. From 2017, staff will complete handover using SEQTA- <del>by Friday 9<sup>th</sup> Dec 2016</del>, so that there will be a picture of that child and parent correspondence throughout their schooling. Pastoral care notes are also uploaded onto SEQTA.</p> <p>Pre Primary and Kindy have Portfolios which go home each semester. There are scheduled parent meetings throughout the year. Parents are able to meet with the class teacher at an amicable time.</p> <p>Pat Morrell laise with NGSP and she runs Reading Recovery at the school. Carolyn Creer also runs a Reading Recovery program</p> <p>Each term the school has a nominated charity for when money is raised. These charities are spoken about at whole school assemblies eg Rice Day, St Vinnie Christmas Hampers. Children and their families are encouraged to get involved.</p>

Standard/ Element	Outcome sought?	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line [Note: cannot say 'ongoing']
6.3 (all elements)	That staff effectively use SEQTA to record pastoral care notes, parent	High	1.PD introduction 2. Regular updates on how to effectively use SETQA by Jason Baker (AP) Justin Kirry/Maura Killalea (2019)	Staff will be able to obtain an accurate	Jason- SEQTA upskilling (Justin Kirry 2019)	end 2016 (for all notes to be uploaded to SEQTA)

	communication and academic achievement eg Schonell		<p>3. SEQTA will be the main platform for recording anecdotal notes and other relevant information eg emails. This will be used to create a 'picture' of the child or used to refer to when necessary, as it will be built upon each year.</p> <p>4. DWP will be used to record more day to day incidentals/observations for the learning cycle.</p>	snapshot of each child	Classroom teachers	<p>start using SEQTA Term 1 2017</p> <p>Current/ongoing 2019</p>
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#### NOTES

- Ensure SEQTA is up and running for handover notes
- Staff have be introduced to SEQTA and how to upload pastoral care/rewards/communication notes (January 2017) to SEQTA and how it works. This information will be ongoing throughout the year, to assist staff with uploading information and using SEQTA more efficiently.

To complete this section please refer to all Standards and elements for Quality Area 7  
Leadership and service management

Quality Improvement Plan for QA7

## Summary of strengths for QA7

7.1.1	<p>All staff meetings, AGM, cluster meetings and PLC's minutes are taken and on Tshare for easy access. There is a school strategic plan in place and it is currently being updated to include requirements of the NQS &amp; QCS. Professional development of all staff is ongoing. Confidentiality of records is paramount. We have regular visits from our school's PSA and ensure we follow the CEO's guidelines to manage our school.</p>
7.1.2	<p>We run a Faith, Story &amp; Witness program for new staff. A Staff Handbook is given to new staff members and they are given a tour of the school by the Principal along with a copy of our schools Vision Statement. We have an induction process conducted by the Principal &amp; AP's. A mentor process is in place which will continue up to 3 years. Important relief information is available for relief teachers for example Evacuation plan &amp; route, medic alerts, timetables etc. An EA Responsibility and Job Expectations contract was developed in Semester 2 2016 in collaboration with EA's and AP Jason Baker, to develop/source a clear outline of responsibilities and expectations for our EAs providing them and the school with clarity of their role and responsibility. EA's have scheduled EA cluster meetings with an AP twice a term to discuss any areas of need and the agenda is negotiated.</p>
7.1.3	<p>Co-created EC Charter was created with the assistance of Trish Collins Our AITSL teacher review process is being reviewed by Admin. EA's also have a feedback meeting with the Principal to discuss what areas' they want to develop in, acknowledge their strengths.</p>
7.1.4	<p>Each year we develop a School Curriculum Plan from the data received from standardized testing. This creates a Curriculum focus for the following year. Using QCS we review nominated components and act upon areas that are identified. We have regular Cluster meetings (fortnightly) and PLC's which provide staff with an opportunity to collaborate and learn from one another. Our Curriculum Outlines are posted on the school website each term and in Kindy and Pre Primary an individual Portfolio is sent home each semester.</p>
7.1.5	<p>All staff hold a 'Working with Children' qualification. Up-skilling and/or continual upskilling for all EAs is a priority and underway.</p>
7.2.1	<p>The school has an updated and Vision Statement. A co-created EC Charter has been created with the assistance of Trish Collins.</p>
7.2.2	<p>AITSL teacher goals are discussed with the Principal- this AITSL teacher review process is being reviewed by Admin. QCS is used as our school cycle for improvement and reflection, all staff members are asked to lead a group that they feel comfortable and confident with once in a 3 year cycle. We use the CEO's policy as our umbrella to review and align the schools policies and review these on a 5 year cycle.</p>

	<p>SEQTA will be used to upload all data. Staff meetings are allocated to review and track NAPLAN results which in turn helps guide our school focus/priority and future programs.</p> <p>EC cluster underwent a voluntary evaluation process of QA 1 &amp; 3 by Trish Collin, to assist in their understanding and implementation of NQS. Individual and an EC cluster reports were given and a meeting organized to talk through individual reports with Trish Collins. On a needs basis, the Admin team will liaise with the staff member to support and provide feedback appropriately based on the area of need/strength.</p>
7.2.3	<p>The AITSL standards are used as a guide for teachers and their teaching practices. From QCS and developing a School Curriculum Plan (developed annually) we have developed a Spelling and Grammar Scope and Sequence to address consistency throughout the school and with the goal of improving educational standards, ensuring content is taught to children in their current year level according to the Western Australian Curriculum. Each year we will reflect upon our QIP and continually make changes accordingly.</p> <p>Records and personal information is stored under lock and key in the Principal's office. Confidentiality is maintained by safely storing all student records – this is an ongoing process. A high level of professionalism exists to ensure confidentiality.</p>
7.3.1	<p>Staff have access to MyHR which outlines their leave, Accreditation and other important information.</p> <p>Staff Bulletins are on T'share and are available for all staff to access and add to. The bulletin is sent out to all staff at the end of the week.</p> <p>Staff meeting minutes are attached to Staff Bulletins. Each Staff meeting begins with a community Circle for staff to share information or concerns. There is also an agenda for staff meetings.</p>
7.3.2	<p>We have a school PSA that is available to offer advice to schools. We also have full access to the CEO and its resources.</p> <p>We are able to call upon people from the CEO to share their area of expertise and guide the school. The school follows the CEO's process for complaints and incidents. The school's policies have a regular 4 year audit cycle.</p>
7.3.3	<p>Parents are given and is able to access from our school website a brochure from the CEO on the process for making a complaint. The school also has a designated Harassment Officer, who has had training facilitated by the CEO.</p>
7.3.4	<p>During Kindy interviews parents are given a Parent Handbook (which is being reviewed). The school has a new website with policies and forms for parents to access. The Newsletter is offered electronically (emailed and on the schools website) and a hardcopy can be sourced from the school office. The newsletter also informs parents of any changes to policies. Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly through SEQTA, school website and Skoolbag app. Parents also have access to a School and Class Facebook page created and monitored by P&amp;F.</p>
7.3.5	

Staff Hand book and the schools Policies and Procedures Hand book was updated by Admin and in collaboration with staff. In 2016 a Teaching and Learning document was started, which outlines procedures. This is an ongoing document for staff to use and change and refer to.

## Key improvements sought for QA7

7.2.2	Data collection
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## Improvement Plan

Standard/ Element	Outcome sought	Priority (H/M/L)	Steps to achieving this outcome	Success measure	Who is responsible?	Proposed time line [Note: cannot say 'ongoing']
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	M	<ol style="list-style-type: none"> <li>1. Review current systems used to collect data and children's performance to gain a whole school picture.</li> <li>2. Discuss with staff other options for collecting this information and if the testing we have in place are working.</li> <li>3. Of necessary source 'testing' options and implement on a trial</li> </ol>	We will have an accurate whole school picture of the academic performance of children.	<p>Claire Wansbrough Assessment Team (created in Term 3 2015) Darran Scattini is the leader of this group.</p> <p>Jason to upskill staff on how to use SEQTA to record data. Justin Kirry(2019)</p>	<p><del>End 2015</del></p> <p>End of 2016. 2017- schools priority.</p>

			<p>basis to determine its effectiveness.</p> <p>4. As per our school 2017 priority, (data collection &amp; analysis) the collection of data (standardized) will be all recorded on SEQTA, to create a picture of the child that and a formal process of analysis will be created &amp; used throughout the school.</p> <p>5. SEQTA will take on a part of handover process and the school uses the data to inform curriculum plan</p>		<p>Staff will create a school wide process of analysis of data to inform our teaching</p>	
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**Progress notes:**

- Relief files are in place but they aren't working. Why? Review the system. Ask teachers why they aren't working? This system has been reviewed and refined and is now working. Relief files are kept at the Front Office for relief staff and reviewed by class teachers at the beginning of each term.
- Updated and currently working.(2019)
- ~~Assessment reviewing and using data is a school focus for 2015. A group of staff are taking on this responsibility and developing procedures for doing this and recording assessments used throughout the school. Use SEQTA to record data eg Schonelle data This has become a school priority and is included in our SIP (School Improvement Plan). We have an 'Accountability' Team that will receive the data collection and analysis of this as a school for 2016 Use SEQTA to record this information to create a whole picture of the child as they progress through the school.~~

Review start of 2017 that cluster meetings are scheduled every Wednesday