



SITE IMPROVEMENT PLAN FOR HINCKS AVENUE CHILDREN'S CENTRE

2010

PURPOSE (MISSION): To create healthy, active and socially responsible citizens.

VISION (SUPER GOAL): To provide a high quality educational program that meets the needs of the children, their families and the wider community focusing on continual improvement for children's wellbeing and achievement.

GOALS	STRATEGIES	TARGET MEASURES	RECOMMENDATIONS FOR 2011
<p><u>Attend to Culture</u></p> <p>Professional Development and Performance Management</p> <ul style="list-style-type: none"> • Performance management processes provide all staff with targeted feedback and recognition to support professional growth. • Professional development opportunities are provided to support site and individual priorities. • Staff routinely discuss practices and seek feedback to build expertise. 	<ul style="list-style-type: none"> • Dates are determined at the start of the year to ensure Performance Management meetings occur. • Performance Management meetings are structured in a way that allows staff members to receive feedback and recognition. • Site closure days are used for professional development opportunities that support the sites priorities. • Time is set aside in Non-Instructional Time where staff challenge and support each other to improve their performance and maintain high expectations of and for learners. 	<ul style="list-style-type: none"> • Four Performance Management meetings have occurred with the Teacher and Early Childhood Worker. • A Performance Management proforma is set-up and used at each meeting. • Our two site closure days are USED for Professional Development opportunities and all staff are in attendance. 	

Make Data Count

Data Management Processes

- Data management processes are known by staff.

Multiple Measures of Data

- A range of demographic data is collected. The site listens and responds to the values, beliefs and needs of learners and staff via surveys, focus groups and observations.

- Data management processes are developed with all staff and staff is aware of what, when and why and how data are being collected.
- Data is accurate and routinely accessed by all staff for teaching and learning processes.
- Processes used to collect data are uniformed.

- The Director, Teacher and ECW are routinely engaged in collecting data. A folder is set-up, that holds the templates for the data collection and the storage of data collected.
- Jobs are allocated for certain pieces of data that needs to be collected.
- A list is displayed in the front of the folder for jobs that have been allocated to staff members.
- Time is set aside on a fortnightly basis to discuss and analyse the data that needs to be collected and the data that has been collated.
- The types of data collected will be the Parent Opinion Survey, Respect, Reflect and Relate Document, Basic Skills, Speech and Language Pre-Referral Screening Kit, DIAF rubrics and Individual Learning Plans.

- Data management processes have been developed with all staff and staff are aware of what, when and why and how data is being collected.

- 80% of our parents complete the Parent Opinion Survey.
- That all staff has implemented the Active Learning Environment Scale and the Wellbeing Scale from the Reflect, Respect, Relate document and the data collected and collated has been used to inform site directions.
- 80% of our children each term have had data collected on their basic skills and this data has been used to set directions for next term.
- Each child by the end of their Term One will have a Speech and Language Pre-Referral Screening Kit administered and the data will be used to determine whether or not the child needs to be referred to the DECS Speech Pathologist.
- Staff has been actively engaged in the DIAF Site Validation.
- 100% of our children have an up-to-date ILP.

<p><u>Listen and Respond</u></p> <p>Governance and Decision Making</p> <ul style="list-style-type: none"> • Governance and decision making structures are effective. Communication structures support the development of trust between groups. 	<ul style="list-style-type: none"> • A fortnightly newsletter is sent home. • Communication is clearer and sent out earlier about Governing Council meetings. • Each term the site holds an End of Term Celebration where parents are invited to attend and celebrate the learning that their child has done. • An ECW sits with and works through the Parent Opinion Survey and the information from this drives our improvement. 	<ul style="list-style-type: none"> • 80% of parents through the Parent Opinion Survey agree or strongly agree that a broad variety of communications inform them about their preschool. • 80% of parents through the Parent Opinion Survey agree or strongly agree that they are invited to participate in decisions about their child's education and that they have the opportunity to be involved in the development of plans through Governing Council. • 4 family events take place in 2010. 	
<p><u>Focus on Learning</u></p> <p>Learner Achievement and Wellbeing Needs</p> <ul style="list-style-type: none"> • Learner achievement needs are identified through consideration of all available data. Individual learning and wellbeing needs are known and met for most learners. <p>Literacy</p> <ul style="list-style-type: none"> • Learner engagement and outcomes show variable growth with areas for improvement in literacy. • Parents and community members are welcomed and encouraged to be involved in the site. 	<ul style="list-style-type: none"> • Each child has an up-to-date ILP that is regularly monitored. • Time is set aside weekly to analyse and collate data to set future directions. • Introduce two persona dolls – Director to interview family members of two culturally relevant families to give Persona Dolls a personality based on fact. • Small Group Activities – 4 groups – Cooking, Child Protection Curriculum, Gym and Literacy and Numeracy Tasks • Take Home Literacy Kits – Teacher to set-up 10 Literacy Kits that encourage parents to read and interact with their children at home. 	<ul style="list-style-type: none"> • 100% of our children have an up-to-date ILP. • On departing preschool and moving on to school, children can demonstrate these skills: <ul style="list-style-type: none"> ○ Respond to simple instructions with 2-3 key elements ○ Recognise own name in print ○ Engage in reading-like behaviour ○ Hold book correctly, opens, turn pages 	

	<ul style="list-style-type: none"> • Fortnightly Library Visits – children to visit the library at Hincks Avenue Primary School and have a session ran by the Community Librarian. 	<ul style="list-style-type: none"> ○ Writes in scribble or draw ○ Draw familiar objects with some features ○ Recite number names up to 10 accurately; and ○ Uses mathematical language to label shapes eg. circle, triangle, rectangle etc... <ul style="list-style-type: none"> • 80% of parents through the Parent Opinion Survey agree or strongly agree that they feel welcome at this preschool. • 80% of parents through the Parent Opinion Survey agree or strongly agree that they are encouraged to be involved in the preschool in all kinds of way. 	
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PLAN AGREED:

Director:	Chairperson:	Regional Director:
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