## 2015 QIP Action Plan

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>What outcome or goal do we seek?</th>
<th>How will we get this outcome? (steps)</th>
<th>Success Measures</th>
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| 1.1.2            | Our program will be driven to be responsive to children’s current knowledge and abilities, ideas and interests. | • Establish active lines of communication between parents and the centre and ensure that parents feel respected and valued as each child’s primary caregiver.  
• Staff are actively recording observations of child engagement and using this information as a basis for future planning.  
• ILP’s are used within our fortnightly program to focus on individual and small group goals as based on identified abilities and interests.  
• Use of RRR Scales to measure child engagement. | • Parents are actively providing information relating to their child’s current interests to help guide our program. This will be visible through active recording on our ‘Engagement Board’ and parent information will be attached to the program sheet each fortnight.  
• Our program will be reflecting individual children’s needs and interests and we will see a higher level of student engagement measured through observations and RRR scales.  
• All children and families will feel valued and respected within our kindergarten community and will be reflected through discussions, observations and Parent Opinion Surveys. |
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| 3.3.1            | Sustainable practices will be firmly embedded within our kindergarten procedures and every day running of the centre. Staff will develop shared values in regards to sustainable practices and children will be supported in taking on key roles in the day to day management of our sustainable practices. | - Staff will identify and engage in appropriate training experiences focussed on exploring sustainable practices and develop a shared understanding of what sustainability means to us at Dover Kindergarten.  
- We will conduct regular ‘Rubbish Audits’ both within the centre and through children’s lunch boxes and share with children and parents ways that we can minimise the amount of trash that we create.  
- We will maintain financial records to assist us in identifying the current economic sustainability existing within our current practices and share this information with children and families.  
- We will explore and implement ways to reuse disposable items to limit waste within the centre. These items can be used in both the indoor and outdoor play spaces.  
- Children will oversee appropriate ways of using all food scraps created at kindergarten, either through composting or feeding the chickens and worms.  
- We will involve the children in making our own paper at kindergarten to reduce the amount of paper and paper towel currently being disposed of through recycle and green bins. | - Children will take on the role of COOL Earth monitors to oversee the day to day implementation of our sustainable practices such as collecting eggs, using food scraps and reusing appropriate waste.  
- We will be able to observe less waste removed from the kindergarten in all 3 types of bins as we create less litter and reuse appropriate waste where possible.  
- The chickens will maintain themselves financially through the sale of eggs to families and excess funds received will assist in enhancing our current gardening and cooking programs.  
- Children will take home less rubbish in their lunch boxes as parents join us in our shared value of sustainable practices.  
- The indoor and outdoor play environments will reflect our sustainable practices through the types of activities created by children and staff reusing disposable products.  
- Rubbish audits will reflect an overall reduction in the creation of waste within the kindergarten.  
- Children will oversee the collection of worm wee and its use as a fertiliser in our garden beds. |
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| 6.3.2            | Children will be supported in their transition and ‘Continuity of Learning’ from home to kindergarten and from kindergarten to school. | • Establish a homely feel within the kindergarten environment to support children transitioning from home to kindergarten.  
• Establish and maintain effective communication with families and encourage parents to participate in program development by providing regular updates of their children’s current interests.  
• Use email communication to provide copies of our program and current events to parents to form the basis for discussion at home.  
• Use of RRR scales to explore children’s level of engagement throughout the year  
• Staff to explore DECD Transition Rubric to identify where we currently sit and which areas are most important to us or that we can provide better service on.  
• Explore, through consultation with our feeder schools, what information and data is of most use to them to support transition from kindergarten to school.  
• Examine the effectiveness of our current transition process and identify areas of success and those areas that may be improved. | • Children will feel comfortable when settling into the kindergarten environment. This will be measured through observation, discussion with children and parents and use of RRR scales to measure engagement.  
• Parents will feel valued within our community and will maintain open and active channels of communication with the director and staff via email and discussion. We will conduct parent surveys throughout the year to examine parent satisfaction and act to implement appropriate suggestions in a timely manner. Parent engagement within the centre will also be used as a measure of success.  
• Staff will regularly seek information from students regarding their current interests and will use this information to guide future programming. Child engagement will reflect the success of a program driven by identified needs and interests. Recording within the program will visibly reflect this process.  
• Through collaboration with schools we will provide meaningful data to support children transitioning from kindergarten to school. This information will be shared with the Holdfast Partnership through leadership meetings and PLC’s. |