

Latham Primary School

Network: Belconnen

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

DATA
SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA
Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-2015d actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-2015d actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-2015d actions aimed at centring teaching and learning around students.

Reporting against our priorities

Priority 1: Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced 2015d approach

Targets or measures

By the end of 2020 the school will:

- increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 78% in 2020
- achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at 2020 2015d on a 4 year average

In 2018 we implemented this priority through the following strategies.

- Embed a culture of data analysis and discussion to inform teaching
- Embed effective pedagogical practices
- Differentiate teaching and learning to meet needs of all
- Develop an expert teaching team

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures		2015	2016	2017	2018	2019	2020
Increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 78% in 2020 - Reading	Reading	67%	76%	45%	65%		
	Maths	72%	76%	37%	80%		
Achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at 2020 from 2015 on a 4 year average	Reading		53%	50%	58%		
	Writing		NA	35%	36%		
	Numeracy		48%	21%	55%		

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

Embed a culture of data analysis and discussion to inform teaching

Refine and align Professional Learning Communities to include use of data to inform planning, programming, assessment and moderation

In 2018, we embarked on a process to reform our Professional Learning Communities. The aim was to ensure that the times when the staff met they were engaged in dialogue about the students and the learning. Part of the change was to introduce SMART goals based on chosen sets of data. In Term 1 the focus was on writing, then reading in Term 2 and Number in Term 3. The staff collected and analysed data for the chosen area and then they developed a SMART goal and strategies to address the identified need. These were reviewed at the end of the relevant term. Moderation was also a key aspect of the PLC revolution. In semester one and two, in preparation for reports the staff agreed on an assessment focus to review and moderate. This helped staff to target individual and groups of students and to write reports that were more balanced in judgement.

Use a range of data analysis tools (for example Disciplined Dialogue and the Response to Intervention Frameworks) to assist teachers to analyse a variety of data sets to inform practice

As mentioned in the previous section the staff collected and analysed a range of data sets to inform their practice. The staff were trained to use a range of data analysis tools such as Disciplined Dialogue, Response to Intervention (RTI) Diamond and comparative analysis. The staff used the Discipline dialogue questions to analyse the writing data, the RTI Diamond to analyse the reading data and the comparative data tool to analyse the number data which compared the number section of the school report and the PAT Maths data the staff collected in Term 2. The impact to students was the staff had a more thorough knowledge of their students and could modify and adapt their learning programs to cater to their needs.

Develop guidelines which articulate shared beliefs and consistent practices in reading

This year we developed Reading Guidelines aligned with the Writing Guidelines. The guidelines were based on beliefs developed with staff in 2016. They were also informed by Fountas and Pinnell's *Guided Reading* and *First Steps (Second Edition) Reading Map of Development* and *Reading Resource Book* by K Annandale et al. Analysis of NAPLAN data drove the inclusion of poetry activities in workshops for staff. This will be further developed in 2019, with staff working on integrating poetry into more aspects of their programs. Consistent practice in Guided Reading was supported through workshops, readings and coaching. Of the 6 teachers in K to 2, one was implementing Guided Reading consistent with the guidelines at the beginning of the year. At the end of 2018, 5 of the 6 teachers are consistently implementing Guided Reading. The Year 1/ 2 team will be supported to implement Letters and Sounds with a more structured approach in 2019. From Preschool to Year 6, 10 of 16 teachers are using practices consistent with the Reading Guidelines. All 3/ 4 teachers introduced Reciprocal Reading to complement Guided Reading in 2018. All teachers in this team will be supported to introduce Cooperative Reading alongside these practices in Second Semester 2019.

Implement the inquiry guidelines using Learning Assets to inform planning

The inquiry project team of 2018 was made up of staff from different year levels, bringing insight from across the school. Based on staff feedback provided at the end of 2017, we developed a new inquiry guideline document that outlines our beliefs about inquiry learning at Latham and pedagogies that demonstrate these beliefs. As a team, we promoted the beliefs and language presented in the guideline document. We guided the implementation of inquiry learning at Latham with an initial focus on embedding the learning assets of self-management, communication, collaboration, thinking and researching. As researchers, our team sought

information from 'experts' in the field of inquiry. We made connections with Turner School to learn about their journey of inquiry learning and attended Kath Murdoch's professional learning. The inquiry project team facilitated a number of professional learning workshops for staff through the year. Latham staff began to make regular reference to the assets within daily classroom and school life. We also began experimenting with using Guy Claxton's split screen strategy to share learning intentions and success criteria that align with specific learning assets. This results in staff designing learning tasks that give students more opportunities strengthen their skills as thinkers, researchers, self-managers, communicators and collaborators.

Implement writing guidelines and consistent practices linked to assessment and student progress

In 2018 the writing project team focussed on assessment and implementing the writing guidelines. We worked closely with Mel through her coaching and mentoring, gaining valuable feedback. We surveyed staff regarding their understanding of each of the guideline components and delivered differentiated professional learning based on staff needs. Feedback from staff was positive and saw increased engagement with the writing guidelines. Teachers were released to work with the project team leader and further develop the writing rubrics begun in 2017. These rubrics were delivered to staff for feedback and modifications were made, ensuring they were able to be used successfully in semester two.

Continue to implement the Early Years Learning Framework to align philosophy and practices across all preschool sessions

With the introduction of an additional class at preschool, there was a need to share and collaborate with 3 educators and 3 assistants. Time was given for planning to ensure big picture 'ideas' were identified with clear links to the EYLF, whilst still allowing for input from students into the design of their learning. Our philosophy was reviewed and discussed at scheduled preschool meetings, and established in our QIP and on the school website. This was continually reviewed throughout the year, during observations, TPD conversations and of course our Assessment and Rating.

Develop an overarching pedagogical framework that brings together the beliefs and practices of the guideline documents

In 2018 a series of sessions were conducted to gather the data to develop the pedagogical framework. One session was held with the leadership team to ascertain what they believed in regards to teaching and learning at Latham Primary School and if they believed this then we would see certain actions and practices in the school. A similar session was conducted with the staff as it is important to see if the staff and the leadership share the same vision and practices. This data was collated and a draft pedagogical framework developed. This will be refined in 2019 and presented to all stakeholders.

Continue to develop and implement whole school understandings and corresponding strategies for differentiation within the classroom

Wellbeing data walls were established within each of the PLCs, these were reviewed regularly throughout the year, but most significantly during 'individual data chats'. This established wellbeing actions relating to School tracking, quality differentiation, further assessment or ILPs. Planning days were given for teachers to develop Learning Area Plans, with a component being on being explicit about the differentiation taking place. Kindergarten and some of the 1/2 teachers received coaching in guided reading and were able to deliver reading programs aimed at the students needs. Differentiation was also being delivered in some classrooms through individual goals, but more significantly through an inquiry approach to learning.

Develop consistent practices for staff feedback to students about learning

Latham Primary School journey with visible learning continued this year. First we reviewed what learning intentions and success criteria are and committed to continue using them in our everyday teaching. The staff then explored the specifics of quality feedback. The research and studies conducted primarily by John Hattie supported the school's growth and understanding of what quality feedback is.

There have been huge gains this year in the philosophy behind how teachers are administering feedback to students. The school reviewed what quality feedback is, what it does and how it impacts on students learning?

Feedback is information that you give to your students that helps them close the gap between where they are now with their work, and where they could be. The goal of feedback is to provide students with insight that helps them to improve their performance.

There are four ways that you can use feedback to help your students. These are:

1. Affirming what they did well.
2. Correcting and directing.
3. Pointing out the process.
4. Coaching students to critique their own efforts.

Along with presentations on quality feedback and the impact it has, there were times where teachers were able to reflect on their own teaching practices. The school discovered an increasing strong link between the Inquiry method of teaching and a superior visible learning approach to teaching.

Align Performance and Development Plans, teacher inquiries and school improvement agenda

In 2018, for the first time, we introduced teacher inquiries. Teachers used the Annual Action Plan, the AITSL self-reflection tool, and reflective conversation with their team leaders to determine an inquiry question that linked directly to their classroom practice. Inquiries were generally year-long and mostly focussed on how a change of teacher practice could possibly positively influence student outcomes. Executive staff also designed inquiry questions which were linked to school improvement and leadership practice. Teachers reflected with peers once during the year on the progress of their inquiries, and then celebrated their successes and challenges at the end of the year.

Develop a coaching model linked to classroom practice

In 2018, SLC engaged in observations across the school relating to whole school priorities. These were:

- Behaviour and Flexible Learning Spaces
- Visible Learning
- Inquiry
- Writing

From initial observations whole staff feedback was given during a School Improvement Session. Coaching was identified on a needs basis, and some coaching cycles occurred throughout the year to improve practice. Some coaching also happened in teams from colleagues sharing best practice. All teachers across the school gained feedback on their teaching, and this was also

reviewed to check growth at the end of the year. Whole staff feedback was again given, as well as an opportunity for staff to feedback about the coaching approaches undertaken.

Develop a coaching model to support new educators

In 2018, clear New Educator Plans were established, with clear links between goals and the use of beginning teacher days. Regular meetings were run twice a term, allowing for consultation and an opportunity to reflect and share with one another. Mentor teachers were provided the opportunity to come off class and engage in observations and feedback with their mentees. New Educators also had an opportunity to come up with the focus areas for new educator meetings, so as a school we could best meet their needs.

Develop a coaching model to develop leadership capacity

We have provided a range of opportunities for both existing and aspiring leaders to develop their capacity this year, and have mind-mapped the range of options possible. Each week the principal meets with the Deputy Principal (DP), the two School Leader Cs (SLCs) and the Business Manager, the DP meets with the two SLCs, and the two SLCs meet together. This is in part to ensure we are all aware of what has been focussing our attentions during the week, and part coaching conversations. Without following the formal format, we employ GROWTH coaching as our framework for discussion. Project Team leaders meet together with the teaching executive twice a term to share their progress to date and challenges they are facing. Professional readings relating to leadership are often distributed before and discussed, and external leadership professional learning is sought where appropriate. We have not yet recorded our approach in formal documentation; this will be captured in 2019.

Develop a whole school curriculum map in Maths which links the Achievement Standards with the assessment schedule

At the beginning of 2018 staff engaged in professional learning to understand and 'unpack' the Achievement Standards within the Australian Curriculum and use this as a basis for their teaching and learning plans. This was supported through professional learning undertaken with ESO staff from the Curriculum Team who came to Latham to present a series of sessions to deepen our whole school understandings. Planning days in term 1 and 2, and subsequent times in term 4 where teachers were released from their regular teaching role, provided an opportunity to refine our 'scoping and sequencing' in the area of Mathematics. By the end of the year we had developed a whole school plan for Mathematics from K-6. This work continued to the development of Science, Humanities and Social Sciences, Japanese, The Arts (Performing Arts) and Health and PE.

Challenges we will address in our next Action Plan

In 2019:

The smart goals generated in Professional Learning Communities and teacher inquiries will be designed for shorter time frames and will be initiated in response to teacher analysis of student data.

We will focus on seeing the alignment of all areas of literacy, rather than separate entities.

We will bring together the work of the Visible Learning and Inquiry Project Teams under the umbrella of a new 'Pedagogy' Team, whose main focus will be to ensure teaching pedagogies are clearly understood and consistently implemented by all teachers.

Coaching will continue to be the priority of team leaders/executive staff and this will be supplemented through our engagement in the '10 Essential Literacy Practices' program.

Strategic Priority 2: Improve relationships between students, staff, parents and the wider community

Targets or measures

By the end of 2020 the school will:

- increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020. (data collection tool system satisfaction survey)
- increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020. (data collection tool system satisfaction survey)
- increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020. (data collection tool system satisfaction survey)
- increase percentage of classroom programs that demonstrate links between learning and the community from 0% in 2015 to 100% in 2020 (teacher program discussions at PLC meetings)

In 2018 we implemented this priority through the following strategies.

- Develop a culture that promotes learning for all
- Develop effective school community partnerships

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Perception Data

Targets or Measures	2015	2016	2017	2018	2019	2020
Increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020. (data collection tool system satisfaction survey)	74%	63%	71%	90%		
Increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020. (data collection tool system satisfaction survey)	73%	-	76%	97%		
Increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020. (data collection tool system satisfaction survey)	65%	93%	83%	90%		

School program and process data

Targets or Measures	2015	2016	2017	2018	2019	2020
Increase percentage of classroom programs that demonstrate links between learning and the community from 0% in 2015 to 100% in 2020 (teacher program discussions at PLC meetings)	0%	6%	23%	50%		

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

Our achievements for this priority

Trial a small range of IT platforms that allow parents to engage in their child's learning

In 2018, Google communities continued to be trialled in one of the 3/4 classrooms. The preschool and kindergarten teams researched and trialled the Seesaw app as a communication tool. Over the year teachers asked for feedback from parents and also analysed the efficacy of each of the platforms. With much positive feedback a decision was made to purchase the Seesaw licensing for the school in 2019, and time was spent developing guidelines for teachers to roll out at the beginning of 2019.

Develop a Social and Emotional Learning Scope and Sequence

During the year staff were surveyed to gain their understanding of what social and emotional learning is and how they teach it in the classroom. Using this data and looking at programs that had been used at the school previously, a scope and sequence was developed using the whole school planning template. This has been organised into a two year cycle with school values, positive behaviour support guidelines, cyber safety and protective behaviours being taught in all grades in term one every year. The Friendly Schools Plus program will be used for terms two to three one year with the MindUP program and Growth Mindset strategies used the alternate year.

Develop understandings and processes to expand the Positive Behaviour Guidelines to acknowledge positive student behaviour

In term 1, a round of community forums were facilitated by the Deputy Principal to gather input and feedback from the wider community about how behaviour, in general, was managed at Latham. This was also an opportunity for parents to discuss how students were acknowledged for displaying positive behaviours. In subsequent School Improvement Sessions, teachers revised and re-familiarised themselves with the Behaviour Support documents. The idea of acknowledging positive behaviours was discussed at this time. A system of 'unpacking' how we can show the upholding of our Latham values through the behaviours we show every day with students was introduced. This was supported through the introduction of a 'Shout Out' card system, whereby students were acknowledged for their positive behaviours by receiving a card from a staff member. The card clearly stated the reason for the acknowledgement and how it related to our

school values. These 'Shout Out's' were collected in house groups. The winning 'house' was announced at fortnightly assemblies; house photo and flag were displayed in the front foyer. This initiative had a dual outcome. Firstly, considerably more students (especially those in Kindergarten to Year 2) knew what 'house' or at least the colour, they belonged to. Secondly, an increase in students being acknowledged for positive behaviours.

Work with the school community to increase cultural understanding

A major achievement for the Cultural Integrity team in meeting our specific action has been to develop our own Latham Primary School Acknowledgement of Country. Earlier in the year, the A.C.T. recognised the first Reconciliation Day public holiday, and community grants were open for application to recognise and celebrate Reconciliation Day (and the accompanying Week across Australia) to support promotion of reconciliation within the A.C.T. community. We were successful in our application, receiving \$2684.00 to put towards work with community groups and students to develop our Acknowledgement of Country. We engaged the services of Tyrone Bell (of Thunderstone Aboriginal Cultural and Land Management Services) and Doug Marmion (of AIATSIS) to work with a group of students to learn a Ngunawal language Acknowledgement, to the build on with our own Latham words as well. The students were representative of classes from K-6, along with students who identify as having an Aboriginal or Torres Strait Islander family background. The Acknowledgement of Country for Latham is now proudly displayed at the front of the primary school building as well as the preschool building. The students and project team completed artworks and a canvas with the Acknowledgement for inside the school and have printed posters for all teaching spaces and offices around the school in 2019.

The Cultural Integrity team has also worked in many other ways to raise cultural awareness and build community connections through the year. Sally organised a highly successful Buroinjin carnival afternoon for all students in K-6 to participate in. Kingsford Smith School worked with Sally to provide student leaders as referees for the mini-games, and all students participated with enthusiasm, learning about Aboriginal sporting culture and history. The team worked with ATSI-identified students and the SLT to present the NAIDOC Week assembly, on the theme of "Because of her, we can...". Classes throughout the year presented an Acknowledgement of Country at Monday morning assemblies and this has also been built into the running of staff administration meetings twice a week. Japanese Fun Day was held for all students from P-6, with classes participating in cultural activities to help build greater understanding of Japan. A Taiko Drumming performance was also held for students to participate in.

In 2019 the Cultural Integrity team will be starting off with building our work as part of the Melba Copland cluster of schools Reconciliation Action Plan, to help continue our journey of Cultural Integrity and to promote Aboriginal and Torres Strait Islander people, culture and history as a vital part of the education we provide here at Latham Primary. The team will also be looking at ways in which we can strengthen our work with parents as partners in the community, along with Thunderstone and AIATSIS in providing professional learning for our staff to support student learning and engagement.

Strengthen practices that allow for student learning to have authentic purposes and a voice for change

A part of our journey of becoming an inquiry school is strengthening the connections between student learning and real life application and increasing the say students have in their learning journey. Several year levels developed learning programs that fostered the student voice and made the learning authentic. One key example was the 5/6 team developed a learning program for their financial literacy learning in which the students were charged with developing a mini business to create and sell a product to the school community. The students each developed a healthy recipe, costed it and had turns producing and selling their products through the canteen.

They reflected on their challenges and successes and what they had learned through the process. Continuing to encourage staff to consider the 'taking action' section of the cycle is a priority of 2019.

Share our pedagogical framework with the parent community

As it has not yet been through the final draft process with teachers, we have not yet shared the pedagogical framework with the parent community. This will become an action in the 2019 AAP.

Challenges we will address in our next Action Plan

In 2019:

We will consider the challenges associated with having a small number of parents not wanting to sign on to Seesaw because of perceived privacy concerns.

As a staff we will work on developing our own proficiency in pronouncing the Ngunawal language used for the Acknowledgement of Country.

We will build student, staff and parent understanding around the benefits of diversity within our community and the importance of reconciliation in growing Australia's future.

How to provide students with authentic learning opportunities and a voice for change needs to underpin teacher thinking, and not be a 'once a year' thing.

Bringing parents along the journey of how teaching and learning happens in today's world will be an ongoing focus.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

Latham Primary QIP Review – December 2018

Quality Area 1

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
------------------------	-----------------------	------------------------------	-----------------	-----------------

Align planning and programming across 3 preschool groups	Educational leader Preschool educators	Philosophy is evident in planning Collaborative planning days – all educators together Aligned ‘big concepts’ and reference to EYLF	All year	Preschool planning days done in collaboration and made visible to rest of school. Regular weekly sessions to plan and reflect together based on observations of students. 2019 focus to explore ways to include LSAs in planning.
Communicate EYLF and ‘Big Concepts’ to parents	Preschool educators	Big concepts are visible in all classrooms Term letter at the beginning of each term – then newsletters after that	From Term 2	Completed
Update school website with information about learning program & EYLF	Preschool educators Educational leader IT team	School website will have additional links & pages Show reference to EYLF Links for community resources	Terms 3 & 4	Completed

Review and refine planning for outdoor play & create flexible indoor/outdoor times	Preschool educators	Planning and reflection sheets show reference to indoor and outdoor play At PLC meetings – anecdotal evidence of flexible times Working together across classes to utilise the space	From Term 2	Ongoing opportunities for children to access inside/outside spaces for individual class activities e.g. courtyard, veranda areas. Clear procedures developed for when to use the outdoor space, as well as supervision placements for all staff to ensure reduced safety risks.
Educators implement visible learning and inquiry structures	Preschool educators Educational Leader Project Teams	Feedback from observations shows evidence of structures in place PL for staff	All year	Inquiry structures implemented through visuals of children using learning assets, language of learner assets used by staff and children Learning visible through display of program and big idea/concept, photos of children engaged in learning, weekly Seesaw posts and fortnightly newsletter reports, accessible portfolios containing work samples and learning stories linked to the EYLF
Develop clarity around purpose of release programs		Evidence in programs Evidenced in handbook for parents	Term 2 & 3	Yes – added to Preschool handbook

Quality Area 2

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
-----------------	----------------	-----------------------	----------	----------

<p>Develop clear processes for roles and responsibilities for all educators when it comes to Health and Safety</p>	<p>Educational leader Preschool educators (including LSAs)</p>	<p>Every member has clear roles Roles and responsibilities are visible Time allocated to complete checks Clear guidelines for when staff are absent from duties</p>	<p>Term 1 & 2</p>	<p>Preschool staff meeting – roles and responsibilities agreed upon (Term 3)</p> <p>Roles and responsibilities displayed in preschool office, all educators informed that it is there</p> <p>Environmental safety checks, bins in/out and newsletter have allocated times. Other roles and responsibilities do not have an allocated time, staff complete these when they remember and have time</p> <p>2019 will focus on procedures for when relief teachers or extended periods of absence.</p>
<p>Ensure all relevant health information is communicated and made visible to parents</p>	<p>Preschool educators</p>	<p>Advisement of infectious diseases is timely and effective Health posters available on noticeboard</p>	<p>Term 1 onwards Term 2 (board)</p>	<p>In communication board and added to the roles and responsibilities to update as needed.</p> <p>Exclusion period sign checked – is up to date (as at 3/12/18)</p>

Refine processes for medication and its administration	Educational leader All preschool educators (including LSAs)	Procedures are up to date Practice matches procedures Medical plans are visible First Aid kits are stocked Risk Management and Communication plans in place	Term 2	Medication record up to date Medical plans and risk management plans displayed on cupboards A second first aid bag has been purchased so that each room has their own List of what should be in each first aid kit copied and placed in first aid bags and in each first aid cupboard Check the first aid bags and kits in cupboards. Priority in 2019 - to check off according to a set list.
--	---	---	--------	--

Quality Area 3

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
Investigate plans for grassed area	Preschool Educators P & C Business Manager	Quotes sourced for options including tan bark, soft fall, even a stair area. Plans drawn up Decision made to continue getting tan bark underneath.	Term 3 & 4	Need a solution for tan bark under stage at back of new room – something to contain fill to reduce spreading across lawn. Focus for 2019.
Consider purchase of nappy change facilities	Educational leader Business Manager	Facilities available and accessible when needed	Term 3	New change mat purchased – located in adult toilet in new room

Quality Area 4

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
Schedule regular team meetings to include all educators (3 teaching staff, 3 LSAs + educational leader)	Educational leader	Each term evidence meeting in school schedule	All year	Whole team has met once a term
Embed processes for auditing first aid requirements for educators, ensuring retraining to update all first aid, asthma and anaphylaxis	Educational leader Business Manager	All first aid certificates are on file All training is completed and up to date	Term 3	2019 focus to create a checklist that includes this for beginning of year.
Educators engage in coaching plan	Educational leader	All educators receive feedback on practice Preschool goals align with whole school goals Educators meet TPD goals set at beginning of year	All year	Observations completed throughout the year. Regular conversations leading into Assessment and Rating process. Ongoing follow up with team leader in relationships.

Quality Area 5

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
-----------------	----------------	-----------------------	----------	----------

Review student management philosophy and processes and communicate with parents	Preschool educators School executive Educational leader	Expectations are visible Students can articulate expectations Parents can articulate expectations Alignment with school values	All year	Created behaviour flow chart Shown and explained to children at the beginning of Term 4 and linked to 'Change'/transition big idea Language of school values used in behaviour conversations with children
---	---	---	----------	--

Quality Area 6

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
Provide communication about external organisations and service providers available at entrance	Preschool educators	Resources available in hard copy and on the website List of services/providers available on communication board	End of term 2	Links to external organisations and service providers on school website
Add parental information to weekly newsletter	Preschool educators	Additional flyers are sent out with newsletters	Term 3 & 4	Information is added to the newsletter as appropriate/when needs are identified or when information can support our current program.
Provide links to health services and information on school website	Preschool educators	Links will be accessible on school website	Term 3 & 4	Some – Child Development Service

Investigate ways to engage in cultures from families	Preschool educators Cultural Integrity team EALD teacher	ATSI students involved in building school acknowledgement of country Planning evidences links Parent involvement in sharing	All year	ATSI preschool students identified and names passed on to Cultural Integrity team All children involved in building individual class acknowledgement of country Families invited to share saying hello in other languages, adding photo to family tree, sharing cultural stories during storytelling unit – communicated face to face and via newsletter
--	--	---	----------	--

Quality Area 7

Specific Action	Responsibility	Indicators of Success	Timeline	Progress
Articulate the preschool philosophy and make visible	Preschool educators Executive team	Vision, mission, values and philosophy are visible at the preschool (including display, website, handbook)	Term 1 & Term 2	Preschool philosophy has been revised, shared with parents via email for feedback Revised philosophy is on website and in handbook 2019 focus, philosophy to be revised further, seek input from executive team and other preschool staff
Purchase and secure a communication board on entrance to preschool	Educational leader Business Manager	Board is purchased and installed Regular information on display	Term 2	Board up with important information updated and displayed

Investigate permanent values display	Educational leader Business Manager	Values are visible Student input into display	Term 3 & 4	Conversations begun with Business Manager and principal. To continue in 2019.
Refine processes for review and collection of evidence	Educational leader Preschool educators	Feedback is timed and planned Hard copy evidence is scanned and stored Survey feedback has increase participation	Term 3 & 4	Survey of parents about performance against Standards from weeks 3-6 Term 4. Provided a variety of methods to increase opportunities to participate (online, hot dot, comment sheets), communicated through newsletter, email, seesaw, face to face
Align Performance and Development Plans, teacher inquiries and school improvement agenda	Educational leader	TPDs are in place Feedback received throughout year Goals achieved All educators aware	Each term	Coaching conversations completed throughout the year in addition to the Assessment and Rating process.

**A copy of the QIP is available for viewing at the school.*