

QIP PLANNING

Issue: Currently in Kenmore Park there are 3 preschool aged children and the preschool program has been integrated into the early years of school.

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>What is your priority for improvement?</i></p>	<p style="text-align: center;">Success Measures</p> <p style="text-align: center;"><i>How will you know that your goal has been achieved?</i></p> <p style="text-align: center;"><i>What will be different?</i></p> <p style="text-align: center;"><i>What will you see in practice?</i></p>	<p style="text-align: center;">Strategies and actions</p> <p style="text-align: center;"><i>What do you need to do to achieve your goal?</i></p>	<p style="text-align: center;">Who?</p> <p style="text-align: center;"><i>Who will be responsible for the implementation of the actions?</i></p>	<p style="text-align: center;">By when?</p> <p style="text-align: center;"><i>What is the timeframe?</i></p> <p style="text-align: center;"><i>When will this be embedded in practice?</i></p>
<p>By the end of 2016 the program and routines will be organised in a way that maximises opportunity for preschool aged children in a Preschool-Year 4 setting.</p>	<p>Planning and programing for Kenmore Park Anangu Preschool Students will be completed using the Early Years Learning Framework. Programing will be developmentally appropriate and students will be actively engaged. Preschool student will have access to age appropriate programs and routines without disrupting curriculum outcomes for primary students.</p>	<p>Action: Give Preschool students access to a dedicated 'Preschool' space.</p> <p>Action: Staff to undertake professional development in planning and programing conducive to best practice for Preschool students.</p> <p>Action: Staff to participate in Early Years Polycoms.</p> <p>Action: AEW staff to participate in planning and programing.</p> <p>Actions: EW Staff to undertake Certificate 3 in Early Childhood Education.</p>	<p>Christie/Nick</p>	<p>By the end of 2016</p>

Issue: Currently the preschool program is integrated into the early years of school classroom, with limited opportunities for play based learning. The preschool building is in need of redevelopment to provide access to a quality play-based program.

<p>Goal <i>What is your priority for improvement?</i></p>	<p>Success Measures <i>How will you know that your goal has been achieved? What will be different? What will you see in practice?</i></p>	<p>Strategies and actions <i>What do you need to do to achieve your goal?</i></p>	<p>Who? <i>Who will be responsible for the implementation of the actions?</i></p>	<p>By when? <i>What is the timeframe? When will this be embedded in practice?</i></p>
<p>By the end of 2016 the facilities at Kenmore Park CPC will be redesigned to ensure access and participation by all students to allow interaction between indoor and outdoor learning spaces with a focus on play based learning driven by student interest.</p>	<p>The visual changes to the learning environment will be evident through clear access between indoor and outdoor spaces. There will be a focus on redesigning the outdoor play area to include sensory activities (sandpits and water features).</p>	<p>Action: Works to commence on an outdoor play space conducive to supporting play based learning.</p> <p>Action: Develop deeper student connections to Kenmore Park orchid.</p> <p>Action: Install sandpit and water play area.</p> <p>Action: Teacher and AEW to visit Fregon Preschool.</p> <p>Action: Early Years Principal Manger to offer advice on redesigning area.</p>	<p>Christie/Nick/Penny Cook/Various contractors</p>	<p>By the end of 2016</p>

ISSUE: Anangu children come to preschool speaking a home language and begin learning English as a second, third or fourth language. Research indicates the importance of maintaining the home language and an informed approach to second language acquisition is critical to children’s oral language development. Currently there is no agreed approach as to how to best support the maintenance of the home language and the acquisition of English for young Anangu children, and the Anangu Schools partnership and PYEC have prioritised developing agreed principles and pedagogical practices to best support children’s oral language development in the early years.

<p>Goal</p> <p><i>What is your priority for improvement?</i></p>	<p>Success Measures</p> <p><i>How will you know that your goal has been achieved?</i></p> <p><i>What will be different?</i></p> <p><i>What will you see in practice?</i></p>	<p>Strategies and actions</p> <p><i>What do you need to do to achieve your goal?</i></p>	<p>Who?</p> <p><i>Who will be responsible for the implementation of the actions?</i></p>	<p>By when?</p> <p><i>What is the timeframe?</i></p> <p><i>When will this be embedded in practice?</i></p>
<p>Agreed principles and pedagogical practices that best support children’s oral language development will be identified and implemented through a collective practitioner inquiry.</p>	<p>Opportunities for structured oral language practice in both English and Pitjantjatjara will be provided to all Preschool students on a daily basis.</p> <p>An oral language profile for each child (in Home Language and in English) will be undertaken and will inform SDP for each child using Yakka Tracker.</p>	<p>Action: Create daily opportunities for Preschool students to engage in verbal sharing/storytelling.</p> <p>Action: Engage in practitioner inquiry approach (supported through Polycom sessions, professional reading, site visits of Principal Coordinator (Early Years) and ECL).</p> <p>Action: Collect initial & ongoing data about children’s use of home language and English at the preschool using Yakka Tracker (preschool teacher and AEW)</p>	<p>Christie/Marianne</p>	<p>By the end of term 2, 2016</p>