## 2016 QIP Action Plan

<table>
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<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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| 1.1.1            | Ensure all educators have a deep knowledge and understanding of the EYLF document | - All staff to program plan using the EYLF  
- All staff to use EYLF to provide links to learning outcomes in learning stories  
- All displays of children’s work to show a link back to EYLF  
- Staff to refer to EYLF when writing “Statement of Learning” for each child | - All learning stories to contain links to EYLF  
- Staff to be able to articulate learning both formally and informally using the outcomes in EYLF  
- Parents will be able to talk to staff about the learning outcomes of their child, reflecting on EYLF  
- All Statements of Learning to reflect the EYLF, as well as the Literacy and Numeracy Indicators |
| 1.1.4            | A structured process for informing parents about the program and individual children’s learning to be developed | - Staff to review our current parent/teacher interview process.  
- Program to be displayed within centre and emailed to parents fortnightly.  
- Processes to be developed for obtaining information from parents through induction process as well as through ongoing practices. | - All families to have accessed one parent/teacher interview during 2016  
- Parent information will be visually displayed through children’s workbooks and visible within program.  
- 90% of parent feedback in Parent Opinion Survey will indicate satisfaction in parent inclusivity in our program. |
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| 6.3.4            | Establish broader and better connections with local community services | • Make contact with local community groups to establish what programs or support they can offer to our educational program ie local library for story telling sessions/ local tennis club for lessons etc  
• Begin to establish stronger links with local feeder schools to further develop a transition program for our children during their last term of kindy | • Local community services will appear more frequently on our group program  
• Staff will feel confident in directing families to local community organisations for support  
• Closer connection with Brighton Primary School, our main feeder school, including visits from staff and reception classes to familiarise children with school expectations and experiences.  
• Parents will report a smooth transition into the school environment |
| 7.2.2            | A performance development policy and procedure to be put into place to support the performance improvement of all staff | • Policy to be written and shared with staff and the Governing Council  
• A formal template to be developed for all staff to use.  
• Procedure to be written with initial performance development meeting to take place in week 5 of term one every year and follow up meetings to be held in week 5 of term 3. This is to be a formal process with the expectation that professional development be in line with the improvement process | • All staff to have undertaken performance development over the 2016 year.  
• Staff will be able to articulate their plan and provide strategies to move forward,  
• Staff will be able to self-evaluate their individual performance over the year.  
• Leadership to provide support in determining what Training and Development opportunities will be required and how the kindergarten can support this process such as by providing additional funding for T&D expenses. |