

Dalkeith Primary School Strategic Plan – Early Years

The Vision: To develop a shared vision and approach to quality early childhood education at Dalkeith Primary School involving play-based practice and educators engaging in in depth reflection.

Business Plan Broad Strategies

Reflect on the NQS and develop a quality improvement plan to ensure outstanding early childhood environments and appropriate play based programs by 2017

Raise awareness and implementation of EYLF document with early childhood staff by 2016

Community Partnerships

Outcome 1 EYLF – Children have a strong sense of identity

Quality Area 6 (NQS) – Collaborative partnerships with families and communities

Develop Cultural Awareness outline for whole school; indigenous partnerships, NAIDOC week, Harmony Day celebration (March 21st 2016)

Pedagogy

- At point of child's development
- Social and cultural contexts emphasise the important role of the family in children's learning
- Play and experience based learning is central
- Explicit, guided, incidental and explorative play all have their place and are used in appropriate contexts

	Key Objectives Together, we will seek to...	Actions To achieve this we will...	Monitoring We will demonstrate success by...
2016	<ul style="list-style-type: none"> • Raise awareness and implementation of Early Years Learning Framework (EYLF) • Reflect on and create a Quality Improvement Plan (QIP) for NQS Quality Area 1 – Program and Practice • Develop a philosophy to early years education at Dalkeith PS 	<ul style="list-style-type: none"> • Use PLC session/s to familiarise and raise awareness of EYLF • Trade off session to develop philosophy statement of EY's education at DPS • Reflection on NQS QA1 during collaborative time by all staff • Evidence collection forms part of professional growth process and peer observations 	<ul style="list-style-type: none"> • Develop EYLF overview for DPS by end of 2016 • Philosophy statement of EY's education at DPS developed by end of 2016 • Early years staff regularly collect and share evidence on how they are meeting QA1
Review	<ul style="list-style-type: none"> • Term 1 collab reflections on areas still for improvement from 2015. • EYLF workshops held in terms 2 and 3 focusing on the EYLF five broad outcomes. K-2 staff made links with how their current teaching practice met each of the broad outcomes and this was recorded in an 'EYLF at DPS' planner. • A workshop was also held for K-2 staff to highlight links between the EYLF and AC. Teachers matched the five EYLF outcomes with: <ul style="list-style-type: none"> ○ Key components of each outcome ○ Key component descriptors ○ AC general capabilities ○ AC Learning Areas • Whole school PL on QA1 term 3 school development day. • Staff reflected on play based learning and what this looked like across each phase of learning. Staff set themselves a task to incorporate play based learning into their teaching. Their experiences were shared in a SWOT session at a PLC. • Sub committee formed to develop an EY's philosophy statement for DPS. Invited students, EY'S staff and community input. • Finalised and shared with staff and community week 4 2017. 		

<p>2017</p>	<ul style="list-style-type: none"> • Continue to reflect on and aim to improve the standards which have been identified as not yet met in QIP's • Address storage issues with regards to creative play resources for Year 1-6 classrooms • Review QIP for QA7 for whole staff • Share QIP's with EY's staff in a simplified format • Continually review QA's 1, 3 and 5 to ensure these are upheld. • Possible inclusion of another QA TBA. 	<ul style="list-style-type: none"> • Term 1 EY's staff reflect on areas of QIP's not yet met. • Liaise with Aoife to assess storage solutions in the school. What spaces are currently available? How could this work for everyone? • Visit REmada for open ended outdoor play resources. • Whole staff reflection on QA7 in PLC (early term 2). • Create weekly outline of NQS standards to focus on in collab meetings. • EY's afternoon teas late each term to review QA focus and share evidence. • Celeste liaise with other schools (Liz Beament – Karrinyup, Freshwater Bay – Courtney Woodward) to find out about their QIP process. How is this shared with staff? Could this be modified for DPS? 	<ul style="list-style-type: none"> • Staff plan for use 5 minutes of collab time weekly to reflect and plan for NQS • Early years staff regularly collect and share evidence on how they are meeting the QA's that are being focused on • QIP'S are visible to staff, reflected and acted upon consistently • DES Review feedback
<p>2018</p>	<ul style="list-style-type: none"> • Complete QIP's for all NQS Quality Areas <ul style="list-style-type: none"> ○ QA2 – Children's Health and Safety, QA4 – Staffing Arrangements and QA6 – Collaborative Partnerships with Families and Communities 	<ul style="list-style-type: none"> • Provide PL and continue to engage in professional discussions and reflect on QA2 and QA6 in collab time. • Continue to collect evidence in collab teams. 	<ul style="list-style-type: none"> • QIP's for all QA's developed, are visible to all staff and regularly reflected upon