



# Bicheno Primary School

## Pre-Kinder Parents

Carrie Wallis - School Association Chairperson  
Rob Presswell - Principal



# LEARNING INTENTIONS:



## **Pre-Kinder parents gain:**

- an oversight of school improvement processes, school values, our School Association and a tour of Bicheno Primary School facilities
- Parents gain an understanding of Early Years National Quality Framework focus areas
- Parents have an opportunity to clarify opportunities or concerns they may have





# 2018–2021 Department of Education Strategic Plan

Learners First: Every Learner, Every Day

<b>Our Commitment</b>	Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers
<b>Our Values</b>	<p><b>Aspiration</b> – a culture of high expectations and high achievement</p> <p><b>Respect</b> – respecting ourselves, others, our past and our environment</p> <p><b>Courage</b> – accepting challenges and embracing opportunities</p> <p><b>Growth</b> – improving by always learning and finding better ways to do things</p>
<b>Our Goals</b>	<p><b>Participation and Engagement</b> – Everyone is participating and engaged in learning and able to pursue life opportunities</p> <p><b>Early Learning</b> – From birth to 8 years of age, children are confident, involved learners and effective communicators</p> <p><b>Wellbeing</b> – Learners are safe, feel supported and are able to flourish, so they can engage in learning</p> <p><b>Literacy and Numeracy</b> – Learners have the skills and confidence in Literacy and Numeracy to successfully participate in learning, life and work</p>
<b>Our Priorities</b>	All schools, services and business units will set their own priorities as part of this plan, by using <b>Inquiry Cycles</b> to identify 2-3 priorities for improvement that contribute to one or more of <b>Our Goals</b> to improve learner outcomes

## Our Improvement Strategy

### Inquiry Cycles

We will improve by implementing a **System Improvement Model** across all schools, services and business units, underpinned by an **Inquiry Cycle**



### Co-construction

Our improvement strategy will be **co-constructed** across the Department

### Support for improvement

We develop and enable our people to **focus on improvement** by realigning our system, prioritising our supports and addressing barriers to maintaining the focus on continuous improvement

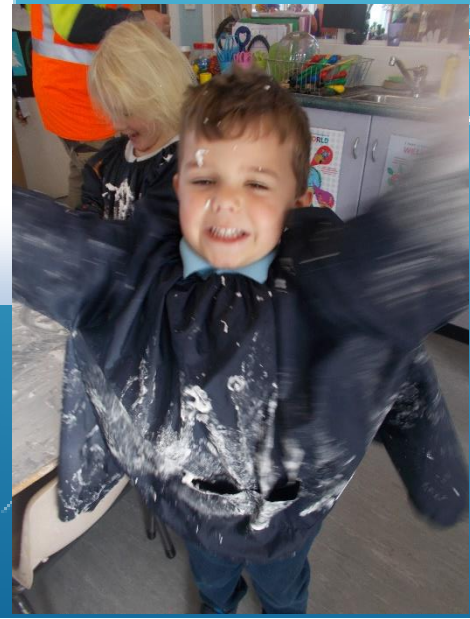
# Courageous?

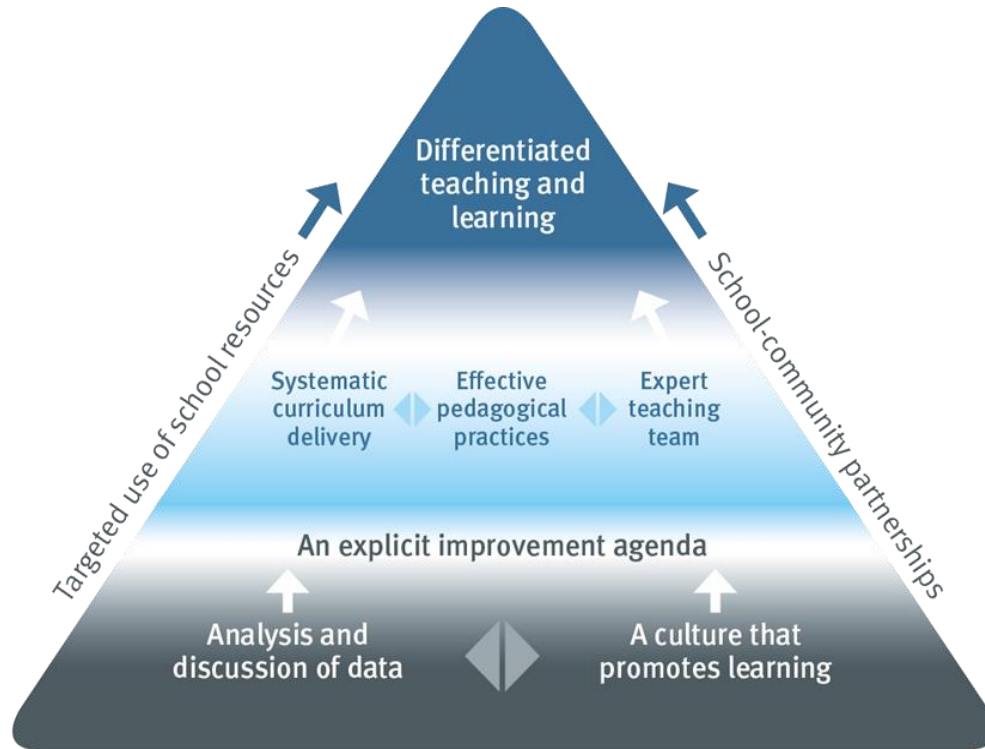


## Bicheno Primary School

Friendly    Respectful    Learning

OUR 2017 SCHOOL VALUES





# School improvement heirarchy

# What are our Underlying Beliefs?

which inform our Planning

- High expectations of student learning
- Learning Intentions and Success Criteria
- Differentiation ensures all learners are successful
- Professional Learning
- Assessment capable learners
- Communicating with families establishes a shared language

making  
**learning**  
**visible**



SHARED VISION

CLEAR  
PROCESSES



ACCURATE  
POLICIES

COMMON UNDERSTANDING OF  
RELEVANT FRAMEWORKS

# SCHOOL ASSOCIATION ROLE

- Working together – strategic planning, community events, meet and greets, facilities improvements, projects
- Parents on the School Association, coming along to meetings
- Fundraising e.g. Trivia Night raised \$12 000
- TASSO - support



# Communicating & Working Together!

TASSO has been working with the Department of Education to establish a clear set of guidelines for you to follow in order to deal with any problems that may arise while your children are at school.

*Remember to:*

**Stay calm** - it is often upsetting when there are issues at school involving our children, but for speedy resolution, try to keep emotions out of the picture.

**Talk to the teachers** - they have your child's best interests at heart. Sometimes misunderstandings occur and it helps to voice any concerns as early as possible.

**Take notes** - it is important to keep a record of when you have contacted your school about a problem and what the response was. If you need to escalate the procedure, you will need to be clear about what has happened.

**Contact us** - our organisation is here to help you. If you have followed the procedures in this brochure and your grievance still has not been resolved, please let us know. We will do our best to help you.

You have every right to ask questions and expect a response within a reasonable timeframe.

Don't be afraid to raise your concerns with your school. The education of children works best when there is a strong partnership between home and school. If you have a problem, let your

TASSO is an independent community based apolitical organisation which was founded in 1947, to provide a key support network and independent voice for parents of students in our state schools.



**TASSO**

*Promote and protect  
interests of parents  
in Tasmanian State  
Schools and Colleges.*

Tasmanian Association of State School Organisations Inc.

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SUPPORTED BY



## Solving the Problems



















*How to effectively deal with  
concerns about your child  
in our state school system*



**TASSO**

*Working to promote & protect the  
interests of parents and students in*

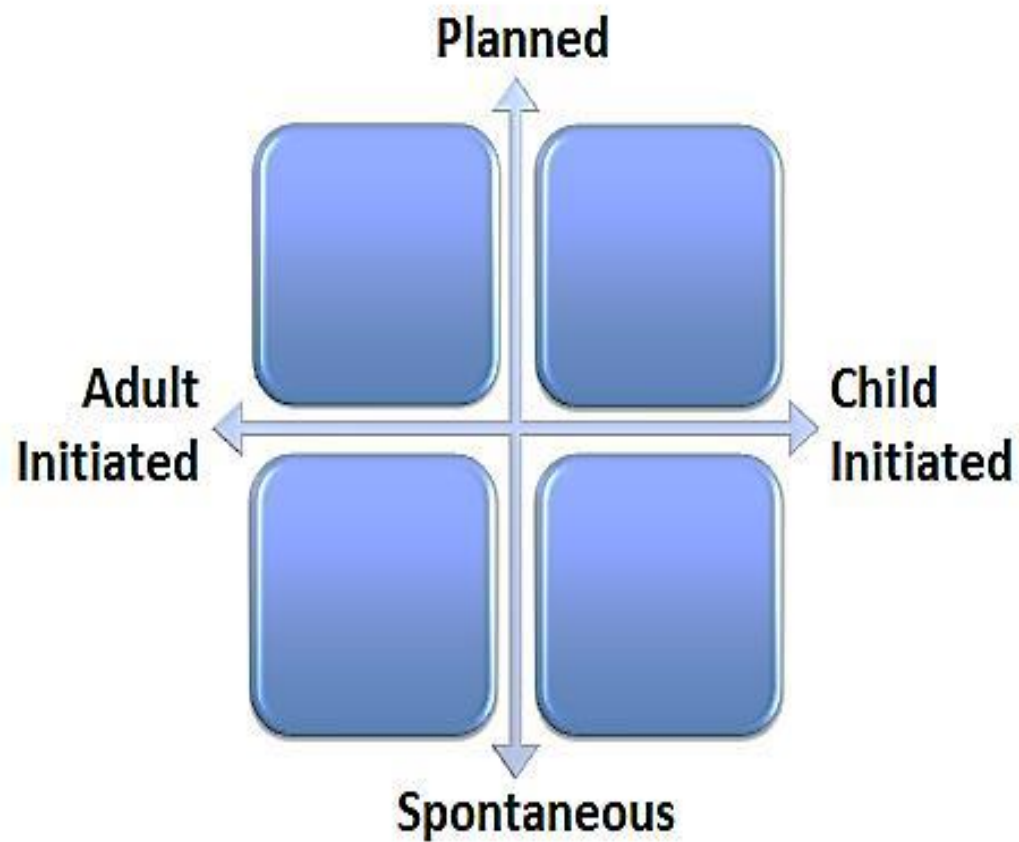
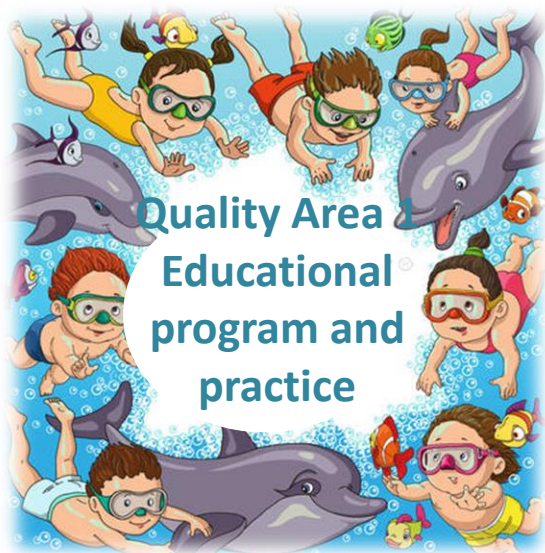
# Our Kinder behaviour framework

	Before and After School	Moving around the school	Inside our classroom	Toilet	Playground
<b>Respect</b>	<p>I let my parents open the gate I walk into the classroom and get my things out I say "goodbye" to my family and be ready to start learning at 8:45am</p> 	<p>I line up at the door quietly and wait for instructions I stay in a line I walk quietly with my hands to myself I look ahead</p> 	<p>I take turns and share I listen to the person talking by looking at them I use an inside voice I sit on my bottom to eat my food I eat with my mouth closed</p> 	<p>I wait my turn I let an adult know if there has been an accident I go to the toilet by myself and pull up my own pants I flush the toilet I wash and dry my hands I walk down the corridor quietly</p> 	<p>I play by the rules I take turns I go down the slide I swing on my bottom I follow the arrows on the bike track When the music starts I walk to the line I share I let other people join in</p>
<b>Learning</b>	<p>I wait outside the classroom until 8:30am My family waits outside at the end of the day I wear my school uniform I listen to instructions I work with adults in the classroom I carry my own bag to school and after school I wait with my teacher until I am dismissed from class</p>	<p>I walk in a line I listen and follow instructions I follow the person in front of me</p>  	<p>I listen and follow directions I sit on the mat with my legs crossed I keep my hands to myself I have a go and try my best I wait my turn to talk to an adult I wait my turn to play with equipment I pack away when an adult asks me to</p>  	<p>I aim carefully I flush the toilet I pick up toilet paper on the floor I wash and dry my hands I turn off the tap I use a quiet voice in the toilet</p> 	<p>I am safe on the playground equipment I play by the rules I wait for the duty teacher before I ride a bike</p> 
<b>Friendship</b>	<p>I say "hello" to people I meet I play safely with my friends</p> 	<p>I keep my hands to myself I keep my feet to myself</p> 	<p>I take turns I am honest I use friendly language I share I let other people join in I am helpful and kind to others I celebrate achievements</p>	<p>I close the door I wait my turn I flush the toilet I keep my eyes to myself</p>  	<p>I let other people join in I take turns I share I use my words to solve problems</p> 

# Early Years National Quality Standards

The National Quality Standard sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to outcomes for children.

BY 2020





**Effective leadership promotes a positive organisational culture and builds a professional learning community.**

**There is a commitment to continuous improvement**

Quality Area 7  
Leadership and service management



## Quality Area 5 - Relationships with children

*To provide quality teaching and learning experiences, with an emphasis on play-based learning, as an introduction to school education, which meets the needs of students and their families in a safe, welcoming and stimulating learning environment.*






## Quality Area 2

### Children's health and safety




- Developing new required policies
- Updating policies to meeting guidelines
- Including families and staff in policy review and development
- Creating processes through which adherence to policies is monitored





## Quality Area 6

### Collaborative partnerships with families and communities

- 
- Establish 'child centered' and 'family friendly' enrolment processes
  - Gain family feedback through surveys
  - Trial electronic communications



## Quality Area 4

### Staffing arrangements



- Develop processes for responses to conflict or concerns
- Audit staff qualifications and determine a process for ongoing monitoring
- Further enhance our awesome Kinder/Child Care relationships



### **Quality Area 3**

Physical environment





STRONG LEADERSHIP



SHARED VISION



COHESIVE TEAM



TARGETED USE OF RESOURCES



PLAY BASED WITH INTENTIONAL TEACHING





QUESTIONS?

# Previously raised issues:

- Reason for the change of kinder days and staggered start?
- Gardening – plans to expand or include more in programs?
- Sun shade over the play area in Early Childhood and the fencing of this area to child safety standards?
- Canteen – how could this be a more regular and healthier option?
- Do we have forward commitment to all Early Years programs – Coles Bay outreach/baby café/Hub4Health (Tanya)
- Little Penguins priority access for Kinder kids for staggered start?

# Things to Consider

- The 3 consecutive days. SMDS and SHDHS do not have 3 consecutive days. Monday, Tuesday and Thursday (SA approved) Observations Wednesday students are too exhausted.
- Staggered start at beginning of year. Seven half days for the first few weeks. Afternoon to be used for planning and conversations with families.

## **Ideas:**

- Thursday 8<sup>th</sup> February is Kinder first day – finish at 12:30pm
- Monday 12<sup>th</sup> February, Tuesday 13<sup>th</sup> February and Thursday 15<sup>th</sup> February are all half days (12:30pm)
- Monday 19<sup>th</sup> February – full day/ Tuesday 20<sup>th</sup> February – 12:30pm and Thursday 22<sup>nd</sup> February – 12:30pm
- Monday 26<sup>th</sup> February – full day/ Tuesday 27<sup>th</sup> February – full day/ Thursday 1<sup>st</sup> March – 12:30pm
- March onwards – full days (children may be collected at 12:30pm depending on their tiredness)