



***"Communities united
through play"***



**Government
of South Australia**

Department for Education
and Child Development

Strathalbyn Kindergarten and Outreach

Quality Improvement Plan 2017

Fleurieu Partnership

Strathalbyn Kindergarten and Outreach

Quality Improvement Plan 2017

Strathalbyn Kindergarten operates from two locations- our full time location is situated at 9 Coronation Road Strathalbyn. The part-time Outreach site is co-located with the Strathalbyn Child Care Centre at 1A Burkett Drive, Strathalbyn.

2016

Statement of Philosophy

Learning for life with families in communities through play

The child is at the core of our service – surrounding them are dispositions for life and learning which they will develop – responsibility, empowerment, persistence, problem solver, optimism, resilience, creativity, curiosity and compassion.

Service details

Service name	Service approval number
STRATHALBYN KINDERGARTEN	SE-00010997
Primary contact at service	
Cathy Frost	
Physical location of service	Physical location contact details
Street: 9 CORONATION ROAD Suburb: STRATHALBYN State/territory: SOUTH AUSTRALIA Postcode: 5255	Telephone: 85 36 20 78 Mobile: N/A Fax: 85 36 24 70 Email: dl.3688.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: MS ANN-MARIE HAYES DEPARTMENT of EDUCATION & CHILD DEVELOPMENT Telephone: Mobile: Fax: Email:	Name: Cathy Frost Telephone: 8536 2078 Mobile: 0427 800 886 Fax: Email: dl.3688.leaders@schools.sa.edu.au

Coronation Road	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30	08:30	08:30	CLOSED	CLOSED
Closing time	15:00	15:00	15:00	15:00	12:30	CLOSED	CLOSED
Opening time OCCASIONAL CARE		08:30 12.00	08:30 12.00		08:30		
Closing time OCCASIONAL CARE		11:30 3.00	11:30 3.00		11:30		

Outreach	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	CLOSED	CLOSED	08:30	08:30	08:30 (alternate weeks)	CLOSED	CLOSED
Closing time	CLOSED	CLOSED	15:00	15:00	12:30	CLOSED	CLOSED

Quality Area 1- Educational program & practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

Strengths:

- Over several years the site has developed and reviewed a cycle of planning which is inclusive of all stakeholders – children, families and educators. Our program is linked to initial information provided by parents about children's interests and abilities. Each fortnight we view focus children and plan for them based on their interests, strengths and needs as indicated by educator observations. Multiple perspectives allow for a broad understanding of children and a variety of experiences offered. Outcomes are evaluated and recorded.
- The fortnightly program is determined by goals for individuals, small groups and the whole group linked with EYLF outcomes. The curriculum planning process clearly reflects connections and continuity between observations including learning stories, parent feedback and educator evaluation.
- The program delivery is flexible to allow for visitors, children's interests and the availability of parents to share information. It is enriched by excursions and incursions, visits from the Outreach site to the Coronation Road site and community visitors.
- Parents consistently receive feedback e.g. learning journals, daily conversations, floor books and displays.
- Displays of children's work, including links to EYLF, ensure children's learning is visible.
- The children's learning journals are available for children and families to access. Children regularly view them and share their achievements.
- Play based learning is enhanced by few interruptions e.g. inside/outside play all day, children access fruit independently and community times are at the end of session. Children are able to revisit experiences and concepts, scaffolding their learning as suited to their learning disposition.
- Intentional teaching ensures all children receive information on 'Keeping Safe' and participate in a range of literacy and numeracy experiences.

- Educators work collaboratively with families, children and external service providers to provide support for children with special rights. All children are supported with individualised programs to enable them to access the program successfully.
- Statements of Learning are detailed and highlight the links with EYLF outcomes and comments by the children.
- Occasional Care is integrated into the kindergarten program. This provides an ongoing transition to kindergarten, great opportunities for children of a varied age group to learn together and support each other and staff collaboration across programs.

Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	Learning is holistic and within the program there is a focus on the development of a range of skills including literacy and numeracy	<p>Tracking and monitoring every learner's growth Use the Collaborative Planning Tool to track literacy/numeracy data and children's needs in Term 2 and 4. Include indicators in learning stories and observations. Report in more depth to indicators in Statement of Learning.</p> <p>Literacy/Numeracy Improvement cycle RRR - link Involvement scale with literacy/numeracy learning. Purchase more literacy/numeracy resources. Share information with parents on supporting children's literacy/numeracy development at home. Inform parents of literacy/numeracy learning through newsletters, handouts and displays.</p> <p>Changes in pedagogical practise</p>	All educators Cathy to lead	<p>Educators feel confident in reporting to parents using the indicators through learning stories, portfolios, discussions and teacher/parent interviews.</p> <p>A range of tools and resources support learning and children are confident in their use.</p> <p>Parent surveys indicate a high level of information sharing</p>	Term 4 Term 2 & 4 Term 3 Term 4 Term 4

		<p>Explicitly teach growth mindset and executive function to stretch learner's growth.</p> <p>Set up the environment to promote participation in literacy/numeracy experiences</p> <p>Build on children's skills through following their interests.</p> <p>Participate in related training and development and share at staff meetings.</p> <p>Consistently report on children's learning linked to the indicators and EYLF.</p> <p>Build on networks through the Fleurieu Partnerships Results Plus directions - Cathy to participate in Numeracy task group.</p> <p>Intervention processes</p> <p>Review of children with possible needs during transition in Term 4 by speech pathologist to ensure timely referral to support services.</p> <p>Use of visual cues for routines, timetables and learning experiences.</p> <p>Sharing of information in regards to early intervention for children with special rights between occasional care and kindergarten educators</p> <p>Fund Support leaders – Georgia/Carol to organise programs</p>		<p>Staff share and trial new initiatives</p> <p>Collaboration with other sites</p> <p>Improved development of skills and concepts in all children</p>	<p>Term 1</p> <p>Term 3</p> <p>Term 4</p> <p>Term 2</p>
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Quality Area 2- Children's health & safety

This quality area of the National Quality Standard focuses on safeguarding and promoting children's health and safety.

Strengths:

- Educators diligently adhere to hygiene, safety and food handling procedures. They are made aware of procedures including medication, illness, first aid and trauma on induction.
- A safety check is conducted each morning and reviewed during the day.
- Children are supervised at all times and supported in participating in 'safe play' and showing respect for resources and others. This is supported by the 'Say what you see' program.
- Within the program there is a balance of physical and quiet experiences. The outdoor environment provides a range of challenges for physical development. Relaxation experiences e.g. listening to music and stories, exercises, visualisations etc. after lunch support children to regulate their bodies.
- Children's health needs are supported in consultation with families, DECD support staff and other agencies.
- Individual medical plans are displayed for ready access and relief educators are made aware of these on induction. They are reviewed with families throughout the year.
- Sun smart practises are outlined in our policy, promoted by educators and parents are reminded of the requirements in newsletters.
- All educators hold current certificates in Reporting and Notification (RAN), First Aid training and have current Criminal History checks. The Human Resource department keeps electronic records to ensure these are current.
- The 'Keeping Safe' Child Protection Curriculum is embedded in the program to ensure children are familiar with core understandings of emotions and safe behaviours. Educators are trained in the implementation of the 'Keeping Safe' curriculum.

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Quality Area 3- Physical Environment

This quality area of the National Quality Standard focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Strengths:

- Outdoor/indoor environments are flexible and are regularly reorganised to encourage, stimulate and enhance learning linked with EYLF outcomes.
- The outdoor environments provide children with a range of play spaces and resources with many opportunities for gross motor experiences.
- Hazards are reported immediately and dealt with promptly.
- All resources, equipment and furniture are well maintained and a parent handyman attends to safety issues promptly when they arise.
- Working bees are organised regularly to address maintenance and aesthetic issues.
- Sustainability is an integral part of the program. We recycle scraps on a daily basis including giving them to families for their chickens, have established a wormery and children take joint responsibility with educators for recycling. Second hand items and natural resources are purchased instead of plastic to promote sustainability.

- Rosters across two sites are prepared to ensure continuity for children and families.
- A regular pool of relief staff ensures familiarity with the program and continuity for children and families.
- The Director works across both sites to build relationships with staff, families and children and provide continuity and leadership.
- Educators are caring and considerate of each individual family's needs, expectations and concerns.
- Educators attend professional development relevant to their interests with a view to improving outcomes for children and meeting QIP goals. Information gained at professional development is shared at staff meetings.
- Educators strongly support each other in managing workload. Support leaders are released for extra duties e.g. preparing programs and reviewing children.
- Educators appreciate the diverse skills and talents within the team and take on responsibilities that reflect their strengths and interests.
- Educators share their knowledge and understandings at weekly staff meetings, throughout each day and with families. Reflection on successes and challenges enables us to change practise to meet the needs of the current group of children.
- A regular pool of relief staff ensures continuity for children and families.

Quality Area 5- Relationships with children

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Strengths:

- A comprehensive transition program gives educators the opportunity to build relationships with children and families.
- Relationships are built with families via the Occasional Care program and for many children this means strong links with the curriculum and educators prior to starting kindergarten. They demonstrate a strong sense of belonging from an early age.
- Educators nurture secure and respectful attachments with children and respond to children's needs with care and empathy.
- Continuity of staffing ensures practices are aligned and we are working collaboratively towards shared goals for children.

- Programming through the 'focus child' routine based on parent/child information, observations and learning stories ensures programs meet individual needs.
- Educators work closely with DECD support staff through a CRT meeting each term and build on the development of individual programs for children with special rights to ensure their needs are met.
- Educators adhere to the site 'Behaviour Guidance Policy'. 'Say what you see' practices enables children to feel secure and supported and gives them strategies to identify and express their feelings.
- Children assist to formulate boundaries and guidelines for 'safe play'.
- Visual and sensory resources are used to support children with additional needs i.e. separation, behaviour.
- Primary caring is offered for children who find it difficult to separate fro family members or engage in the program.
- Through the 'Keeping Safe' Child Protection Curriculum children learn to regulate their emotions, respond appropriately to others and resolve conflict. Educators support children who have difficulty taking responsibility for their behaviour in a clear, respectful and supportive manner.
- Children's privacy is respected e.g. for toileting issues.
- Children are supported to respect, acknowledge and care for others throughout the curriculum including exploring diversity.
- Ongoing consultation with families supports children who are having difficulty with separating, managing routines and emotional regulation. Strategies are determined that provide consistency between the service and home.

Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
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5.1.3 Each child is consistently included and involved in the program and displays confidence and security	High level of engagement of all children	Use RRR for baseline information of involvement in and review each term. Build on Focus children cycle of programming to ensure individual needs are met. Encourage all families to participate in interviews. Follow children's interests through a 'Wondering Tree'.	All educators	All children are actively engaged in the program and have a strong sense of wellbeing	Term 2 Term 2
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Standard/Element and identified issue	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
Priority-low/medium/high					

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Strengths:

- Warm relationships with families are evident in interactions. Educators converse with families at the beginning and end of the day. Bus children receive information to take home and any issues are discussed on the phone.
- The diversity of family beliefs and child-rearing practices are respected and supported.
- Communication with parents is ongoing and includes newsletters, displays, learning journals, website, mobile phone reminders, invitations etc. Questionnaires are used to gain and provide information to families.
- Parents as children's prime educators are actively encouraged to participate in the program. A welcome barbecue is held at the beginning of each year.
- There is a comprehensive transition program for families and children when they enter and exit kindergarten.
- Families initially receive information on the kindergarten through our website, meetings, transition package, visits and conversations.
- Educators refer families to community services e.g. playgroup and specialist services when required.
- The kindergarten offers a transition program in Term 4.
- Local services visit the kindergarten such as the CFS and Ambulance. We have strong links with the OPAL program - Alexandrina Council who provide healthy eating sessions for the children.
- The 'Dads and Kids' dinners run by Community Development co-ordinator, David Hammond, are held at our Coronation Rd. site and families are actively encouraged to participate.
- We work collaboratively with DECD support professionals and external providers e.g. Community Health including Speech pathologists and Occupational therapists. Child Youth and Family Health Service provides health checks which educators schedule.
- The Governing Council strongly supports fundraising to ensure facilities and resources are upgraded. Our main fundraiser – the Antique Fair - is community based.
- Educators source resources and services locally when possible.

- Communication is ongoing through newsletters, notes, displays and whiteboard notices and questionnaires are used to provide and gain information from families.

Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
6.1.3 Comprehensive and current information about the service is provided to families in an accessible format	Up to date information is available in paper and electronic form	Individualise policy documents from previous parent information format and review. Use the mobile phone for notifications and reminders. Update the website and use as a promotion tool. Review the transition package.	Cathy	Parents feel well informed by clear information as indicated in the parent survey	Term 4 Term 2 Term 3

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Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
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<p>6.3.2 Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.</p>	<p>Build on links with the Eastern Fleurieu School as our main feeder school to ensure improved transition throughout the year</p>	<p>Build on information sharing with Occasional Care – view learning journals, information on literacy/numeracy. Collaborate with school staff at partnership meetings. Involvement in the Transition Learning Community for the Fleurieu partnership Build on connections with EFS - organise visits to school – full or half day. Be involved in school performances. Collaborate with relevant stakeholders re extended transition for children with special rights</p>	<p>All educators Cathy</p>	<p>Links with the eastern Fleurieu School are built upon</p>	<p>Term 4</p>
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Quality Area 7- Leadership and Service Management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Strengths:

- All educators contribute to the program effectively and strengths are utilised to ensure efficient operation and positive outcomes.
- Staff meetings are weekly and minutes are emailed to all educators.
- Through reflective practise, sharing of understandings and continuous communication service delivery is constantly evolving and improving.
- Performance Development Reviews for regular educators are completed annually.
- A schedule is used to review and update the kindergarten's philosophy and policies on a regular cycle. Updates are shared and reviewed by educators, governing council and parents.
- Our Philosophy has been updated and reflects our practise and commitment to children and families.
- The DECD Grievance Policy is explained to families and the Governing Council. Parents receive a pamphlet outlining steps to take in the transition package
- The induction folder has been updated and new educators are provided with site procedures.
- Educators reflect on practice regularly and the QIP is developed collaboratively with educators and Governing Council.
- The Governing Council meet twice per term and consider the ongoing planning for the kindergarten. They receive detailed Reports – Director, Finance, QIP progress.
- All discussions including those about confidential and complex issues are handled with respect and confidentiality.
- Incidents of concern regarding children are reported to the Education Director and on the Incident and Reporting Maintenance system.

Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
7.1.2 The induction of educators, is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development	A pool of enthusiastic relief staff have a strong sense of our pedagogy and contribute to service delivery	Update induction folder and ensure it meets NQS and DECD standards. Review induction folder once per annum. Provide regular relief educators who can build on relationships and provide continuity for children. Include relief educators in professional development opportunities and staff meetings if possible. Recruit relief educators who can work across sites and services. Encourage regular relief educators to record children's learning.	Cathy	Relief staff have a strong sense of belonging to the service and contribute to the curriculum	Term 1 Term 2

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Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
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7.2.1 A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations	Our philosophy reflects the vision and goals for current staff and families	Review values with staff at Planning Day. Seek input from the GC and families for values and priorities for children's learning – questionnaire. Design a philosophy that encompasses all that we do and strive for in an easily readable format that includes children's input.	Cathy/Julie	Our updated Philosophy is easy to read and promotes our values to the local community	Term 3
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Standard/Element and identified issue Priority-low/medium/high	What outcome do we seek?	Strategies to achieve this outcome	Responsible person	Success measure	Target Date
7.2.2 Regular evaluation of the performance of educators leads to individual development plans that provide a focus for continuous improvement		Performance Development Reviews in Term 2, reviewed Term 4 Link PDRs to our QIP Refer educators to relevant training and development Build on team strengths through sharing at staff meetings	Cathy	All educators work Towards shared goals, Feel appreciated and recognised for their efforts	Term 4

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