



**Government
of South Australia**

Department for Education
and Child Development

Strathalbyn Kindergarten and Outreach

Quality Improvement Plan 2018

Fleurieu Partnership

Our Philosophy

Learning for life with families, in communities, through play.

Our vision - Children, educators, families and the community will work together to provide a dynamic and natural environment where all members of the kindergarten community feel valued, safe and happy. Children are provided with opportunities to reach their full potential, develop a passion for learning and acquire life skills that will prepare them for an ever-changing world.

Our values – Relationships, Well-being, Reflective practice, Communication, Respect, Inclusivity, Positive dispositions, Community, Environmental awareness.

Dispositions – Responsibility, Empowerment, Persistence, Problem solving, Optimism, Resilience, Creativity, Curiosity and Empathy



Service details

Service name	Service approval number
STRATHALBYN KINDERGARTEN	SE-00010997
Primary contact at service	
Director Kent	
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: Director Kent Telephone: 8536 2078 Mobile: Fax: Email: dl.3688.leaders@schools.sa.edu.au

Opening Hours

Coronation Road	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Kindergarten Opening time	08:30	08:30	08:30	08:30	08:30	CLOSED	CLOSED
Kindergarten Closing time	15:00	15:00	15:00	15:00	12:30	CLOSED	CLOSED
Occasional Care am Session	N/A	08:30 11:30	08:30 11:30	N/A	08:30 11:30	CLOSED	CLOSED
Occasional Care pm Session	N/A	12:00 3.00	12:00 3.00	N/A	N/A	CLOSED	CLOSED
Burkett Drive	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
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.							

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:

- Our program is linked to initial information provided by parents about children's interests and abilities. Each fortnight we plan for them based on their interests, strengths and needs as indicated by staff observations. Multiple perspectives allows 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 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.
- Parents consistently receive feedback e.g. learning journals, daily conversations, and displays.
- Displays of children's work make children's learning visible and links to EYLF outcomes.
- 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 at community time 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.

Improvement Priorities:

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
1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, planning, implementation and reflection.	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 ensuring focus on individual child's achievements. Ensure quality reflection, and recording of Possible Lines of Development/future learning outcomes for all children. Literacy/Numeracy Improvement cycle RRR - link Involvement scale with literacy/numeracy learning. Share information with parents on supporting children's literacy/numeracy development at home. Link with EFS Junior Primary staff in numeracy Reflective practices Inform parents of literacy/ numeracy learning through newsletters, handouts and displays. Investigate Story Park or Seesaw as medium Changes in pedagogical practise Explicitly teach growth mindset and executive function to stretch learner's growth. Set up the environment to promote participation in literacy/numeracy experiences Build on children's skills through following their interests.</p>	<p>All educators</p> <p>Director to lead</p> <p>All educators</p>	<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> <p>Staff share and trial new initiatives</p>	<p>Term 4</p> <p>Term 2 & 4</p> <p>Term 4</p> <p>Term 4</p> <p>Termly reviews</p>

		<p>Participate in related training and development and share at staff meetings. Consistently report on children's learning linked to the indicators and EYLF. Build on networks through the Fleurieu Partnerships Results Plus directions - Director to participate in Numeracy task group. Participate in the LDARP days (Carol, Georgia and Pauline) and share new learning with staff team</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. Use of visual cues for routines, timetables and learning experiences. Sharing of information in regards to early intervention for children with special rights between occasional care and kindergarten educators</p> <p>Support –Carol to organise programs</p>	Occasional Care and kindy staff, Director to liaise with Child care re their transition information.	<p>Collaboration with other sites</p> <p>Improved development of skills and concepts in all children</p>	<p>Termly</p> <p>Term 3</p>
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Future directions

Continue to build on literacy/numeracy resources, information sharing with families, use of growth mindset in program.

More release time for key support teachers.

Organise numeracy teacher exchange visits at the beginning of Term 1.

Provide small group work for literacy/numeracy experiences

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:

- Staff 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 need are supported in consultation with families, DECD support staff and other agencies
- Individual medical plans are displayed in the kitchen for ready access and relief staff are made aware of these on induction.
- Sun smart practises are outlined in our policy and parents are reminded of the requirements in newsletters.
- All staff members are up to date in Reporting and Notification (RAN) and First Aid training and 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.
- Parents are informed of accidents and illnesses promptly and reports are completed and filed. The IRMS system for reporting critical incidents is used and reports to the Regulatory Authority are included in this system.
- Site safety is ensured through regular completion of tasks on the Business Manager System, discussing WH&S at staff meetings and by addressing issues immediately as they arise. A DPTI preventative maintenance schedule ensures regular checks of the facility.
- Evacuations and Lock-ins are practised, evaluated and documented each term. They are updated when required.
- Risk assessments are formulated for excursions, purchase of equipment and curriculum experiences.
- Good nutrition is an integral part of the program and is promoted through our Nutrition policy for families, meal time discussions, and healthy cooking experiences. Allergies and family preferences e.g. vegan determine ingredients used.

Improvement Priorities:

[illegible]

Future directions

Try to source another fruit supplier for parents. Invite parents to provide healthy cooking experiences. More information re nutrition in newsletters.
Work through Kylie Marlow, Community Development Officer Alexandrina Council towards healthy lunchbox promotion.
Create visuals for balanced diet lunch boxes with 'nude food' as a core.
Invite Colleen Sweetman to support healthy eating, and food preparation techniques.

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 in line with EYLF outcomes.
- The outdoor environments provide children with a range of play spaces and resources with many opportunities for gross motor experiences.
- 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
- Sustainability is an integral part of the program. We recycle scraps on a daily basis. Second hand items and natural resources are purchased instead of plastic to promote sustainability

Improvement Priorities:

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
3.2.3 The service cares for the environment and supports children to become environmentally responsible.	Children become aware of the impact of human action on the environment	Continue with recycling initiatives i.e. worm farm, vegetable garden, compost, rubbish free lunchboxes Organise a visit from the Alexandrina Council recycling facility. Promote 'nude food' to families in conjunction with Kylie Participate in the STEM @ Fleurieu project and develop an inquiry question about recycling with the encouragement of Messy Tessa.	All educators Pauline	Children develop an awareness of and demonstrate understanding of sustainability	Term 4 Term 1 Term 2 Term 4

Future directions

Continue 'waste education' sessions and Fleurieu STEM projects. Promote sustainable lunch boxes and reducing waste. Use recyclable materials predominantly for collage. Consider incursions e.g. Professor Planet. Children to be responsible for taking waste to compost bins and wormery.

Quality Area 4- Staffing Arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Strengths:

- Educators communicate consistently and openly to ensure all children's needs are being met.
- Where possible we staff above warranted staffing levels to meet children's needs.
- 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 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.
- One ECW has Diploma Children's Services and experience as a Team Leader in a day care setting which adds a strength to our background knowledge in programing, planning, relationship building with families, maintaining safe conditions, communication with children.

Improvement Priorities:

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
4.2.1 Professional collaboration Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	To increase all educator's capacity to question, comment and stretch children's thinking.	LDAM Formative Feedback and Assessment Focus inquiry and discussions.	All staff	Staff can articulate the strengths of formative assessment and feedback giving examples of their recently improved practices.	Term 4
	To improve educator play-based numeracy confidence.	Collaboration with EFS on Back – to Front Maths and the Numeracy Indicators.	All staff	Each educator can articulate how to stretch a child's learning in one area of the Numeracy Indicators.	Term 4
	To build stronger continuity of learning for the children at Outreach	Collaboration with Strathalbyn Children's Centre teachers	Outreach staff and Director	Staff will have a stronger understanding of learning outcomes for children within the site	Term 3
4.2.2 Professional standards Professional standards guide practice, interactions and relationships.	Teacher practices move towards Highly Accomplished	Regular and frequent Professional Development conversations are held with the Director. Utilisation of Australian Professional Standards for Teachers and the RRR are used as a basis for Reflective Practices.	Individual staff liaise with the Director	Teacher's self-reflection using the AITSL Teacher SAT indicate all areas at Proficient or above.	Term 4
	ECWs move their practices towards "exceeding" in NQS	Regular and frequent Professional Development conversations are held with the Director. Utilisation of the NQS reflection guide and the RRR are used as a basis for Reflective Practices	Individual staff liaise with the Director	ECW self-reflection using the NQS review tool indicate practices at "exceeding",	Term 4

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 staff 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 ensure practices are aligned and we are working collaboratively towards shared goals for children
- Educators work closely with Department for Education Support Services through a CRT meeting each term and the development of individual programs for children with special rights to ensure their range of needs are met
- Educators adhere to the site 'Behaviour Guidance Policy'. The 'Say what you see' practices enable 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' at community time
- Visual and sensory resources are used to support children with additional needs i.e. separation, behaviour.
- 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 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 will provide consistency between the centre and home.

Improvement Priorities:

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
5.2.1 Children are supported to collaborate, learn from and help each other.	Children will positively collaborate with each other to deepen knowledge and further learning outcomes.	Support children to work collaboratively, guide learning in small groups and encourage children to be responsive to the ideas of peers.	All educators	Educators will see children engaging in self-directed and peer initiated learning.	Term 2

Future directions - Begin interviews earlier at Coronation Rd. Trial 2 per day; one before kindy and one immediately after kindy. Trial during the day with Director releasing staff to participate.

[illegible]

Future directions - Increased use of visual cues, all educators support children with additional needs to be involved at community time. Increase number of social stories for particular children.

Quality Area 6- Collaborative partnerships with families & communities

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 progress is 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, learning journals, website, mobile phone reminders, invitations etc. Whiteboard notices and questionnaires are used to provide and gain information from 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.
- The 'Dads and Kids' diners run by Community Development co-ordinator, David Hammond, are held at our Coronation Rd. site and families are actively encouraged to participate.
- The Governing Council strongly supports fundraising to ensure facilities and resources are upgraded. Our main fundraiser provides a food stall at a Community Event.
- Educators source resources and services locally when possible.

Improvement Priorities:

[illegible]

Future directions

Further develop information booklet for families for transition in conjunction with EFS.

More information on curriculum to families in newsletters and hand-outs,

'Parents at Play' calendar earlier in the year; encouraging families to come for incursions / volunteer at kindy.

Numeracy visits – 3 days relief funding provided by the Partnership to be organised early Term 1. Reception teachers will visit kindergarten.

Continue to build on transition program – visits by classes to kindergarten could be earlier in the year.

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 and strengths are utilised to ensure efficient operation and positive outcomes.
- Staff meetings are weekly and minutes are emailed to staff for follow up on actions.
- Through reflective practise, sharing of understandings and continuous communication service delivery is constantly evolving and improving.
- Performance Development Reviews for regular educators are scheduled for a minimum of twice per year.
- A schedule is used to review and update the kindergarten's philosophy and policies on a regular cycle. Updates are shared and reviewed by governing council and parents.
- Our Philosophy has been updated and reflects our practise and commitment to children and families.
- The Department for Education Grievance Policy is explained to families and the Governing Council. Parents receive a pamphlet outlining steps to take in the transition package. Issues are dealt with immediately to avoid concern for families.
- 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.
- Volunteers are encouraged to visit the service and we have a regular volunteer at the Outreach site

Improvement Priorities:

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
7.1.3 Roles and responsibilities are clearly defined and understood and support effective decision making and operation of service.	Permanent appointment of leadership. Effective communication and shared decision making.	Support from Department in recruitment. On appointment of Director, discussion needs to occur to ensure clarity of roles and responsibilities.	ED (Ann Prime) Director and r Educators	Effective leadership with staff and leaders being heard and respected. All educators work towards shared goals, feel appreciated and recognised for their efforts	Term 4
7.2.3 Educators, coordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development.	All staff have an understanding and awareness of process of continuous improvement, and have a voice in personal goal setting and career planning.	Performance Development reviews to occur a minimum of twice yearly. New and/or probationary staff to be regularly assisted in ensuring continual learning and improvement in line with job descriptions.	Director	Staff will be confident that they are achieving personal goals and will be satisfied with their own input in this process. Staff will show continuous learning and improvement in practice.	

Future directions

Review philosophy Term 4 2018.
Have first PDR session in Term1 or 2.

Progress

- Staff had two PDR sessions this year which were recorded on the HR system. Written feedback from the Director was given in Term 4
- Staff development supported goals e.g. SMART workshop and Re-imaging Childhood conference