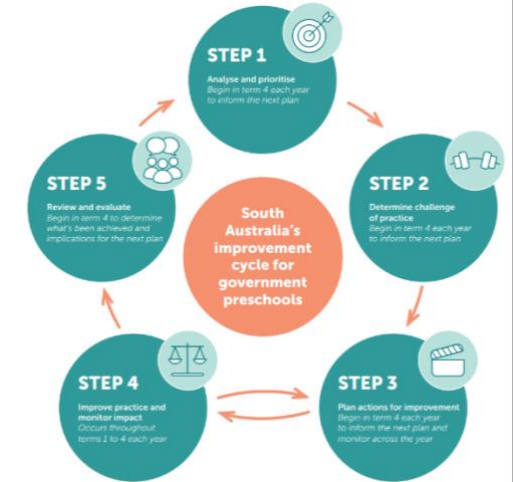


2024

Quality Improvement Plan for Elizabeth O'Grady Kindergarten

Site number:

5613



Service name

Elizabeth O'Grady Kindergarten

Service address

10 Charles Sturt Ave, Grange

Service approval number

SE-00010320

Acknowledgment of Country

We acknowledge the Kurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Elizabeth O'Grady Kindergarten has a well-established tradition of providing a caring, safe environment in which the children experience and enjoy learning within a play-based curriculum. Educators deliver quality learning opportunities to support the development of children's knowledge life skills and attitudes. We develop collaborative relationships with families and our community which are demonstrative of our core values of cooperation and respect for diversity.

Elizabeth O'Grady Kindergarten is a full-time stand-alone kindergarten located in Grange which offers 30 hours of preschool across a two-week timetable. Children attend two full days per week (8.45 - 3.30), Turtle Group: Monday and Tuesday and Dolphin Group: Wednesday and Thursday, with one half day on alternate Fridays (8.45 - 11.45). We have the capacity for 77 children.

Our educators include a director and two teachers, two early childhood educators, a preschool support educator and a finance officer.

We have a well-attended, self-funded playgroup on Friday afternoons, for children who will attend the kindergarten in the following year.

Our kindergarten is a member of the Flinders Park 3 Portfolio which comprises 32 sites (high schools, primary schools, and kindergartens) in the area from West Lakes Shore to Seacliff. When our children complete their kindergarten year they go on to several local primary schools.

Our yearly improvement goals are based on a rigorous evaluation process by all educators. We reflect on children's learning progression over the year and, use the Self-Assessment process to articulate our work against the National Quality Standards.

Statement of Philosophy

Our philosophy reflects what we value and believe about children and early childhood education.

We respectfully acknowledge the Kurna People of the Adelaide Plains as the custodians of the land on which we play and learn.

Our context:

Elizabeth O'Grady Kindergarten has a long and proud history as part of the Grange community. We strive to maintain our strong connections by promoting relationships that are based on respect and providing a high-quality education program delivered by dedicated educators.

For many of our children and families this is their first experience with an educational setting beyond the home. We create a happy, safe, and welcoming atmosphere which caters to the needs of the individual while fostering in children a sense of belonging to a community.

Our environment empowers children to explore, create, wonder, discover, problems solve, and learn how to interact with others. We encourage children to contribute to their world by engaging in sustainable practices through recycling, composting, and reusing. We provide opportunities for children to engage their senses, build positive pathways for learning, and to develop confidence and resilience to take risks.

Our beliefs:

We understand that family is the child's first educator, and we believe that by working in partnership with families, we can achieve the highest outcomes for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect. We recognise that to foster these relationships we need to develop common goals with open and respectful communication. We actively seek input from families and use this information to guide our program and broaden our understandings about children in our care.

As educators, we are informed by current research which shows, that developing positive learning dispositions is a vital factor for success in life. Our role as educators is to create an environment which provides opportunities for children to build on prior knowledge and understandings and, to foster the development of positive dispositions for learning.

Our play-based curriculum is guided by the Early Years Learning Framework 'Belonging, Being and Becoming' and allows children time to explore, make connections and develop their understandings about the world around them.

Children learn when they have a positive sense of self and when they feel valued and respected for who they are. We believe children to be capable of making decisions about their learning and we support children to develop goals for learning. Our cycle of planning and assessment is based on our observations and understandings of each child and, ensures that each child's voice is included in our program. All educators at our kindergarten model positive dispositions for lifelong learning.

Our aspirations:

At Elizabeth O'Grady Kindergarten we aspire for all children to continue growing into capable, confident citizens who contribute to creating a sustainable society, value lifelong learning and, strive towards reaching their full potential.

We engage in rigorous reflective practice which questions what we do and why, to achieve the highest outcomes for every child.

We support children to challenge themselves and take risks in learning to stretch their capacity physically, socially, and cognitively.

We aim for children to become reflective learners- to identify their own strengths; to strive towards their learning goals and to develop dispositions which enable them to be independent, creative, risk takers with a joy for learning.

(Reviewed 03/04/2023)

Strengths

Quality Area 1: Educational Program and Practice

Embedded in service operations

- The educational team at Elizabeth O'Grady Kindergarten (EOG) have demonstrated a strong focus on intentionally growing children's learning dispositions, identity, and wellbeing. This is reflected in our philosophy, visible in our program and children's Portfolios and, their individual Statement of Learning. There is a strong connection between program and practice which is evident across all areas of the learning program.
- Co-construction of learning between educators, children and families is an embedded practice at EOG. We plan long-term learning inquiries, together with the children and families, to deeply explore topics of interest and local significance with the children. Implementing this approach has led to deeper understandings for children and staff alike. Our families are also engaged and invited to share their expertise to extend the learning opportunities.

Informed by critical reflection

- Our whole staff team actively contribute towards reflective practices on children's learning through our daily reflection process, staff meetings, PD meetings and, through a site culture where all educators feel confident and valued to share their thoughts about individual children. Analysis of our observations and our pedagogical documentation affords us insights into each child's current learning and possible nudges to build on this knowledge.
- Educators use a range of strategies, including recognising and acting on teachable moments and open-ended questioning to extend children's thinking, both spontaneous or pre-planned.

Shaped by meaningful engagement with families and/or the community

- Active engagement of the EOG families in children's learning is something we intentionally plan for and develop from enrolment. Information is gathered from families prior to their child commencing the kindy year and we use this to inform the program in term 1. This includes parents' expectations for their child's experiences in kindergarten and each child's experiences and interests.
- Regular communication with families about the program and children's progress is evident in learning observations, emails, notices, displays, Day Books, and conversations with families at the start/end of the day. Parent teacher meetings provides opportunities to provide feedback as well as new information to educators.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 2: Children's Health and Safety

Embedded in service operations

- Child agency is promoted through the development of our daily routines which encourages and allows for children to make their own decisions. Children decide where to sit and when to eat, according to their own needs and are encouraged (supported by our nutrition policy) to make healthy eating choices to ensure they have energy for the day.
- Educators consistently supervise and encourage children to use effective health and hygiene practices including washing hands (in accordance with Covid safe guidelines), using sunscreen and drinking water.
- Risk assessments are documented for and with children, to ensure safety and wellbeing. Children are supported to take responsibility for their own safety and wellbeing. Educators and children conduct risk assessments for the safe use of loose parts at kindergarten, ladders, balance beams, sticks, rocks etc. for climbing trees, use of glue gun, care and safety of animals and, risk management of excursions.

Informed by critical reflection

- Each cohort of children is different, and educators respond to differing child needs each year, maximising child agency.
- Educators are aware of children's changing physical needs and respond to this by encouraging children to take ownership in setting up their own play spaces to meet those needs. We provide opportunities for quiet reading; quiet spaces for rest, relaxation, mindfulness as well as, engaging in activities to meet sensory needs.

Shaped by meaningful engagement with families and/or the community

- As part of the enrolment process, families are consulted about their child's health needs. Health care plans are completed collaboratively with families and processes are in place (including through induction of relieving educators) to ensure that all staff members are aware of child health requirements.
- Educators work collaboratively with families to promote health, well-being, and safety.
- We invite parents/carers with interests and skills to share their abilities with the children ie. yoga, dance, soccer, talking about being a Police or Ambulance Officer, Life Saver etc. We also invite families to participate in excursions.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 3: Physical Environment

Embedded in service operations

- Our outdoor equipment is both fixed and, flexible with access to a range of natural materials and 'loose parts' for play. The outdoor learning environment caters for a variety of interests, needs and abilities ie. active dramatic play in the sandpit and quiet play in the Elf Garden.
- Educators support environmental awareness in composting food for the worms and separating waste into recyclable and reusable containers as well as identifying landfill.
- Children are involved in caring for the worm farm and the bokashi system, helping and watering in the garden, and growing vegetables and plants.
- Indoor and outdoor environments are intentionally set up through the programming process to provide a range of possibilities for children to explore, take risks, work in groups, have quiet independent space, and access to a natural environment.

Informed by critical reflection

- Educators recognise each child's right to agency in their play.
- Reviewing of aspects of the physical environment forms part of weekly reflection meetings based on children's interactions in different spaces; changes are made reflectively as is evident through programming notes.
- The outdoor learning environment is based on theories around nature play which is also reflected in our site philosophy.
- Educators work with children to reflect on safe practice, as evidenced by risk/benefit analysis that are done with children in the play environment.

Shaped by meaningful engagement with families and/or the community

- Educators, Governing Council, children, and the community are included, informed, and consulted about major outdoor development and maintenance to meet the need for quality outdoor learning areas.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 4: Staffing Arrangements

Embedded in service operations

- At EOG there is a strong sense of a moral purpose that is shared by all educators, this is evident through our philosophy, our interactions with each other, children, and families.
- Educators are acknowledged and supported through educator meetings and celebrations to be inclusive of all educators.
- Professional development is based on QIP, educator needs, interests and emerging needs of children and, within the Portfolio Scaffold of Continuous Improvement.

Informed by critical reflection

- Each educator at EOG is valued for the diverse range of skills and interests they bring to the Preschool. This is evident in the positive atmosphere at EOG which has a direct benefit on development of relationships with families and children. It is also evident in the depth of educator reflective practice, engagement, and commitment.
- At EOG we value and work together towards goals that will benefit the whole site and achieve real change. This is evidenced through our site focus on numeracy, inquiry, creative learning/thinking, oral language, and phonological awareness.
- Educator surveys include the DfE Perspectives Survey and site psychological health survey used to assess the effectiveness of communication procedures, collegiality, educator roles and to ensure educators feel valued in the workplace.

Shaped by meaningful engagement with families and/or the community

- Families are kept informed of our Professional Learning and how this will inform our practice ie. writing workshops, reading conferences, numeracy workshops.
- Our playgroup provides an opportunity for families and children to familiarise themselves with the educators and the kindergarten environment.
- Parents are actively encouraged to talk to the director or educators for a concern.
- We offer both incidental and, more formal parent, teacher meetings every year.
- Families are informed about events affecting their child during the day (accidents, change of clothes etc.) via a note in the child's mail file and/or Incident Record form, with a reference to an educator for further information.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 5: Relationships with Children

Embedded in service operations

- Educators foster children's dispositions for learning including independence and confidence as well as a sense of belonging and community. This is evidenced through our daily welcome, our well-being and child protection programs. We model 'getting along' language to children constantly to reinforce the concept of working as a team.
- Children are taught and encouraged to value diversity through respect for each other as evidenced in our wellbeing and child protection program.
- We use strategies of restorative justice in conflict resolution to ensure voice, rights and dignity of children are always respected.

Informed by critical reflection

- Educators reflect on children's play and use our observations to plan forward, extend and foster inquiry.
- Each child is represented in our program, ensuring that their learning needs are recognised and catered for. This is evident through our observations of each child, our TWEETs and our weekly program.

Shaped by meaningful engagement with families and/or the community

- We are involved in the Regional Early Speech and Language Screening Program to identify children, prior to their kindergarten enrolment, who may need referrals and additional support. Parents are involved in the process and referrals made directly as needed.
- Our active playgroup helps us develop strong bonds with children and families prior to enrolment.
- We seek input from families for programming and supporting child needs.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Embedded in service operations

- Families are encouraged to discuss child events with educators or requesting a meeting time when needed.
- EOG has a very effective system in place for communicating with families which includes weekly emails, notice files, daily notices next to the sign on sheet and a community notice board which is kept updated.
- The EOG website is current to inform prospective families about our service and provide them with an understanding of our context and culture.

Informed by critical reflection

- Information collected from families as part of the enrolment process is used to inform our program at the beginning of the year as educators begin to get to know the children.

Shaped by meaningful engagement with families and/or the community

- Families are invited to a meeting within the enrolment process and, a new family meeting held at the beginning of each kindergarten intake.
- At any time, families are encouraged to talk to educators about concerns or specific needs their child may have.
- Families are invited to open mornings to showcase a particular curriculum focus on kindergarten such as our maths mornings and, a shared meal at the beginning of the year.
- Families are encouraged to make connections at kindergarten through a variety of ways including membership of the Governing Council, volunteering, cutting fruit on Fridays, cooking activities, and attending excursions.
- Our active playgroup helps us develop strong bonds with children and families prior to enrolment.

(Reviewed 03/04/2023 next review date term 2 2024)

Strengths

Quality Area 7: Governance and Leadership

Embedded in service operations

- EOG has a strong culture of educators working together with a high level of engagement and commitment to improve learning for all children at our site. This is evident through our shared professional development as well as our collegiate approach to staff meetings and student free Closure days which include all educators.
- Our culture is also one where educators model being lifelong learners, as evidenced through our philosophy statement and through our constant striving to improve our practice.
- Information is collected from educators, children, and families to provide feedback on site performance.
- Educators reflect on their own practice within the regular performance development processes.

Informed by critical reflection

- The EOG statement of philosophy has been formulated cooperatively by all educators, is reviewed yearly and, and is based on our beliefs for the provision of a quality early childhood education environment.
- Educators use reflective practice to meet our high-performance standards.

Shaped by meaningful engagement with families and/or the community

- At EOG we have a strong representation of families on our Governing Council. Council meets twice per term and is involved in the financial overview, policy and curriculum review, parent opinion and information collection, sessional decisions, and fundraising. Governing Council members are valued for the wealth of individual experience they bring to our kindergarten.
- The EOG grievance policy and procedures are readily available on our website and families are encouraged to see the director if they have any concerns. All grievances are acted on to achieve resolution in a timely manner and are entered into IRMS as required.
- Policies are reviewed and updated regularly per DfE National Standards and site requirements.
- The annual parent survey is used to gather information for site review processes.

(Reviewed 03/04/2023 next review date term 2 2024)

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name:

Elizabeth O'Grady Kindergarten

Goal 1: To extend children's ability to share and communicate their ideas, thinking and knowledge.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators plan for, model and support children to express themselves then we will strengthen children's ability to use language meaningfully, for a range of purposes.

Success Criteria

(what children know, do, and understand):


Through ongoing analysis of our pedagogical documentation we will see children regularly:




- Communicating their thinking with others
- Giving cues that they are listening to peers
- Interacting with others in purposeful play
- Engaging verbally and non-verbally in group times
- Demonstrating self-regulating and settling behaviours

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators will listen, acknowledge, and clarify children's approximations of words, gestures, and behaviours</p>				<ul style="list-style-type: none"> • Preschool Quality Improvement Planning Handbook 2024 • Belonging, Being and Becoming • Self-Regulation Team consultation, PD and coaching 2024 • Teamwork with Special Educator in Term 1: planning and supporting the planning for children with additional needs • Literacy Preschool Improvement Planning
<p>Educators will plan for verbal and non-verbal language opportunities within play and group times</p>				<ul style="list-style-type: none"> • Preschool Quality Improvement Planning Handbook 2024 • Belonging, Being and Becoming • Self-Regulation Team consultation, PD and coaching 2024 • Literacy Preschool Improvement Planning
<p>Educators will notice, plan for and document, the development of individual child self-regulation and settling behaviours</p>				<ul style="list-style-type: none"> • Belonging, Being and Becoming • Self-Regulation Team consultation, PD and coaching 2024

Goal 1: If educators plan for, model and support children to express themselves then we will strengthen children’s ability to use language meaningfully, for a range of purposes.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
<p>Educators will listen, acknowledge, and clarify children’s approximations of words, gestures, and behaviours</p>	 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Educators will plan for verbal and non-verbal language opportunities within play and group times</p>			
<p>Educators will notice, plan for and document, the development of individual child self-regulation and settling behaviours</p>			

Goal 1: If educators plan for, model and support children to express themselves then we will strengthen children's ability to use language meaningfully, for a range of purposes.



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<p>Assessment and Planning Cycle process (Review identified for 2024 with new educator team)</p>	<p>QA:1 1.3.1</p>	<p>Use of the planning and improvement cycle across curriculum</p>	<p>Term 1 2024</p>	<ul style="list-style-type: none"> Partnership and Portfolio Preschool Quality Improvement Planning 2024 National Quality Standards Literacy Preschool Quality Improvement Planning Literacy Indicators 	<p>All educators</p>
<p>Supervision of children at identified times in the timetable (Identified from cycle of Improvement 2023)</p>	<p>QA:2 Children's Health and Safety 2.2.1 Sunscreen, hand washing and 'line of sight' educator awareness</p>	<p>Review Risk Awareness process. Review risks and procedures identified in 2023 with all educators.</p>	<p>Term 1 2024</p>	<ul style="list-style-type: none"> National Quality Standards Preschool Quality Improvement Planning 2024 Belonging, Being and Becoming 	<p>All educators</p>
<p>Families are supported with information. (Identified as an area of improvement with the 2024 process of a single, stable, and consistent educator team)</p>	<p>QA:6 Collaborative partnerships with families</p>	<p>Family information to enter kindergarten. Family information about their own child. Educator planning for individual child needs.</p>	<p>2024</p>	<ul style="list-style-type: none"> National Quality Standards Preschool Quality Improvement Planning 2024 Belonging, Being and Becoming 	<p>All educators</p>

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
Date your notes to ensure you track and monitor adjustments and progress of your plan				
Children increasingly involved in environmental responsibility				
Supervision of children at identified times in the timetable (Identified from cycle of Improvement 2023)				
Families are supported with information. (Identified as an area of improvement with the 2024 process of a single, stable,				

and consistent educator team)			
Children to become increasingly involved with site environmental responsibility. (To continue with and, embed further, the work in 2023)			

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Endorsements

Endorsed by director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: