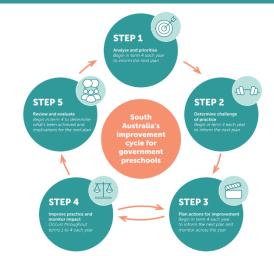
2023 Quality Improvement Plan for Happy Valley Kindergarten

Site number:

3640





Service name Happy Valley Kindergarten

Service address 12b Regency Road, Happy Valley, SA 5159

Service approval number SE-00010464

Acknowledgment of Country

We acknowledge the Kaurna 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

What to include:

- Brief history
- Demographic information about your preschool
- Staffing profile
- Additional programs on offer
- Overview of your improvement goals and priorities and the process you used

Statement of Philosophy

At Happy Valley Kindergarten, we believe all children are competent and capable learners who bring their own uniqueness and experiences into the kindergarten. We empower children to think of themselves in the same light.

We want children to feel safe, secure and respected while at kindy and socially supported to form friendships. We encourage children's curiosity, wonder and enthusiasm for learning through our curriculum. Our rich natural environment supports nature play exploration and wellbeing.

We fostering independence, persistence, resilience, cooperation, confidence, emotional regulation, creativity and imagination. Children are challenged within their limits to develop these.

We acknowledge and respect the Aboriginal and Torres Strait Islander culture and perspectives. We seek to collaborate with the children to deepen our understanding of Kaurna ways of knowing and being.

We build inclusive and trusting relationships with each child and their family through open communication, transparency and collaborative decision making.

This is the first draft developed by staff in the review of our philosophy in 2023. We will continue to review through consultation and critical reflection with our Governing Council, families and children. Items for future consideration include: Belonging. We are reflective practitioners. Partnerships. Culture of respect, equity and fairness reflected and communicated to families. Parents and child input. 18 May 2023

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

Exceeding Theme 1: Practice is Embedded in Service Operations

At Happy Valley Kindergarten we utilise the Early Years Learning Framework, Belonging, Being and Becoming, across all areas of our practice as a team, that is, in planning, observing, reflecting and analysing children's learning, which we then share with families. We also use the framework to inform and support our own teaching, and as a tool to design and implement a program that is tailor-made and inclusive of our current cohort of children. As a team of passionate and experienced educators, we strive to provide children with high quality care where children feel safe and supported, in an environment in which they feel they have autonomy over their learning. We encourage them to be responsible for their own play, be decision makers, and take risks, and we make sure this is embedded throughout routines and the program. **(Elements 1.1.1, 1.1.2, 1.1.3)**

We acknowledge the many varied and unique experiences, prior knowledge, cultural and socioeconomic backgrounds and beliefs children bring with them, which we believe enriches and elevates the learning program. As individuals, and a team, we have a deep respect for Indigenous culture, history, ways of being and knowing and strive to include as many Aboriginal voices, dreamtime stories, resources and provocations which we weave through all curriculum areas. (Elements 1.1.1, 1.1.2, 1.2.1)

Celebrations are a wonderful opportunity to learn about the various cultures of our families. They are a chance to embrace and learn about new celebrations in Australia (eg. Diwali, Halloween), learn words from languages other than English, try new food, and of course invite families to join with us. They are important for cultural inclusion and addressing anti-bias, celebrating diversity, and strengthening identity. (Elements 1.1.1, 1.1.2, 1.2.1) As a new team, we will be doing a full review of our *Statement of Philosophy* this year, as it was put together with only one member of the team's input. We would like to create a new statement to best reflect our current practice and pedagogy. In the interim, we make sure we come together collaboratively in decision making, to share our different viewpoints and to make sure our program and practice is always aligned with our shared vision and core beliefs. (Elements 1.1.1, 1.2.1)

A child's day at *Happy Valley Kindergarten* has child-directed play at the centre of the schedule. Sufficient time for play is allocated and makes up a large portion of the timetable, reflecting the value we place on their play. Explicit, intentional teaching occurs during large and small group times in which curriculum goals are met. These activities are flexible in duration and location, and sometimes swapped or rescheduled to another day, to maximise and prioritise children's learning and wellbeing. Focus children are allocated to each teacher in order to best observe and plan for both individual children, and the whole group's diverse needs and interests. Teachers split children into two focus groups for 2 reasons- 1) We believe children build secure attachments with educators who spend more time with them and actively follow and support their learning and 2) to ensure no child flies under the radar with observations. Our observations (photos with description of learning/analysis) are communicated on Seesaw to include families in their child's engagement and progress, and used to inform planning. **(Elements 1.1.1, 1.1.2, 1.1.3)**

Our planning cycle has been carefully considered to make sure the EYLF is very much embedded across all areas. It is reflected in our curriculum planning, our *Individual Learning Plans (ILP's)* and an end of term, (and then end of year) *Statement of Learning* that is collated for every child. After critical reflection on how much paper we were printing, and parents favouring digital communication; this year we moved away from 'a physical portfolio' in favour of a digital record on the *Seesaw app*. This is a chronological written and photographic record of a child's learning that families can connect with across the year

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as the learning unfolds, allowing them to feel a part of their child's kindergarten story. Children's physical work is expressed with the use of an Art Journal for every child. Paintings, making etc. are either displayed, or travel home. (Elements 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.3)

A true sense of belonging to *Happy Valley Kindergarten* comes from children being co-contributors of their individual learning journey. We do this by coconstructing a 'Learning Goal' (ILP) with every child by the end of Term 1. This promotes children's agency, enabling them to make decisions that influences their kindy year. Parent/teacher interviews are also scheduled to discuss and develop this goal. Observations and reflections guide the next steps of assessment, and the goal is refined, added to, or changed by the child in response to their progress. Educators review these goals and include the child's progress in each term's *Statement of Learning* for families to read, comment and engage with. **(Elements 1.1.1, 1.1.2, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3)** Every family is kept informed of their child's learning and development through the *Seesaw* app. They receive feedback from teachers here through private messages and observations, which are posted of their child, which are privately posted and are visible only to them. Each teacher has a group of focus children, and when the ILP's are developed, teachers will schedule a time to meet in person or have a phone call with parents/caregivers to discuss the goals being formulated. Any questions or concerns can also be ad dressed in this meeting. The best way for communication to move forward is also discussed, so that touching base is regular and easy to keep up for both parties. Every child's learning progress continues to be communicated all year on the *Seesaw* app, and in Term 4 families receive a completed *Statement of Learning* report that with parent/guardian consent, is also forwarded to the child's school. **(Elements 1.2.1, 1.3.1,1.3.3)**

In order to assess where our children's starting point is, have a focus area of teaching, and subsequently measure distance travelled, data collection takes place in Term 1, 4 and at various points throughout the year. We collect, analyse, and critically evaluate data on particular areas (eg Linear Measurement, Phonological Awareness), to ensure we are continually monitoring and improving learning outcomes. This year (2023) we have a particular *Preschool Quality Improvement Plan* goal (PQIP goal) around *Oral Language.* We have begun gathering evidence and data around reciprocal conversations, using pedagogical documents such as the 'Preschool Literacy and Numeracy Indicators,' the 'First Steps Speaking and Listening Map of Development,' 'TALK, PLAY READ,' (Department of Education), and 'Strive for 5.' to inform and guide our practice and methods of data collection and analysis. In Term 4, final data is collected, reflected upon and reported, celebrating every child's individual growth. **(Elements 1.1.1, 1.2.1, 1.3.1, 1.3.2) s**

Exceeding Theme 2: Practice is Informed by Critical Reflection

As a team we reflect formally and informally around how our children and the program is tracking to make sure we are continually improving and adjusting practice. We also check in to make sure the needs, interests and cultural backgrounds of our children are reflected in the program. We always strive to do this authentically by making sure we consult and chat with children, families, and if relevant, the *Governing Council* (made up of current kindergarten families), before we embark on particular times or celebrations in the year or ideas (eg. End of year celebrations, Naidoc Week, or a music focus). **(Elements 1.1.2, 1.3.1, 1.3.2)**

From past and ongoing critical reflection, and feedback from last year's families, educators have begun 2023 with a concentrated effort to communicate more often with families. From quick morning chats or texts using our kindy mobile phone, to private messages on *Seesaw*, to lengthier, parent meetings (eg ILP's), we will make ourselves approachable and available at all times to discuss the program and their child's progress. (Elements 1.3.2, 1.3.3) In 2022, our site's PQIP Goal focused on Linear Measurement, in the environment, play, and explicit teaching. To facilitate this, educators created an environment that encouraged children to explore and notice measurement, and taught numeracy concepts in small groups and play-based learning provocations. This resulted in children becoming more aware and able to use components of linear measure and comparative language in their world with increased confidence. When analysing children's learning progression, there was some measure of success for each child. This included the ability to notice, measure and compare objects, events and space; and to develop a range of skills such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. (Elements 1.1.1, 1.1.3, 1.2.1, 1.3.2)

Effective data collection, analysis and critical reflection throughout the year enabled staff to trial approaches to teaching that supported successful engagement in linear measurement. Staff identified how children's varied understandings of 'number' and oral language skills impacted their learning and ability to share their learning precisely. From last years realisations, this years PQIP goal was devised. We determined that we needed to focus on supporting children's oral language, including specific attention on children gaining the skills to engage in reciprocal conversations with peers and educators. By the end of the year, we want children to demonstrate the use of descriptive and elaborate vocabulary and well-developed and complete sentences that show sequenced thoughts. We will support them to become active listeners to understand what they are hearing, comprehend the meaning, and in turn, respond appropriately. (Elements 1.1.1, 1.1.3, 1.2.1, 1.3.1, 1.3.2)

On Closure days we critically reflect using the EYLF the NQF Standards, the Department and Partnership directives and initiatives, and this year, our chosen Oral Language pedagogy documents. This is valuable time spent discussing, reflecting and jotting down ideas and possible lines of development, which then drives planning and practice for the weeks and terms ahead. **(Elements 1.2.1, 1.3.2)**

Exceeding Theme 3 Practice is Shaped by Meaningful Engagement with Families and/or The Community

For meaningful connections to form between home and kindergarten, communication is key. Communication is an important priority for our site, as part of our improvement goal for 2023. After reflecting on feedback from 2022 families, we are particularly focused on ensuring parents/ caregivers have many opportunities to communicate and receive information, and that we establish and maintain meaningful communication. Morning drop-off and end of day pick up times allow for quick 'check-ins' to occur, but parents can always schedule times with us to have more in depth chats. Our director has an open door policy. **(Elements 1.3.2, 1.3.3)**

The Seesaw app. is our main mode of communication for the everyday happenings at kindy, more in-depth private messages to be sent, or group announcements to be posted. With most parents now online everyday, we believe Seesaw is an effective method to connect quickly and effectively. Seesaw acts as our digital newsletter, where we post everyday photos of learning, highlight special events, achievements of children, visitors, and any upcoming dates to remember or changes to the calendar, etc. Each child has their own folder where observations are posted on a newsfeed, linked with EYLF and the Literacy and Numeracy Indicators, and posted for families to comment on. **(Elements 1.3.3)**

To discover who our new families and children are, we begin the year with a questionnaire. This information forms the basis from which to build relationships, and together with initial visits, conversations and observations of the child in play, we begin to paint a picture of our new children and their family context. This week, (Term 1, Wk 5), we have sent home a task for families to make with their child- a family poster. This is an example of linking our kindergarten context with home, that has meaningful engagement. (Elements 1.2.1, 1.3.2, 1.3.3)

With the current political climate, (upcoming referendum, the Uluru Statement, and with it, an increasing awareness and motivation for inclusion of Aboriginal content in the curriculum, we have discussed and reflected as a team how we can authentically feature Indigenous perspective and voices in our program, meaningfully connecting with families. As we were wondering how we could best go about this in Term 1, we were fortunate to be approached by one of our caregivers of an Indigenous child, with a project to be involved in called 'Minya Voices.' It involves recording and submitting the child's voice. We will submit this, share with families involved, and continue to look for similar opportunities that are of benefit for our First Nations children. (Elements 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.3, 1.3.2, 1.3.2)

Later this term we will hold a 'Family Hot X Bun Breakfast,' where we invite families to kindy for a casual morning together. This will be the first community event for families to meet and chat, as well as the newly appointed chairperson and members of the new governing council. The Governing Council is made up of current parents who have expressed their willingness to hear opinions and suggestions for the kindergarten, and who wish to amplify the voice of families to promote an inclusive kindy community. Next term we plan to have a strong Community focus- connecting with local people, parks, businesses and potentially the local aged care facility. (Elements 1.1.1,1.1.3, 1.2.1, 1.3.3)

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 2: Children's Health and Safety

Exceeding theme 1: Practice is embedded in service operations

As part of the daily routine, all children are given the opportunity to have time for relaxation, consisting of a chance for children to lay and rest their bodies, listening to calm and relaxing music or engaging in a quiet or still activity. There are floor cushions and a couch in the reading area that are comfortable places to rest and relax for children at all times of the day **(Element 2.1.1)**

Children with asthma or allergies are identified upon enrolment at our site. At preschool each of these identified children have a named pouch in the hanging 'allergy buddy' in the kitchen area, which houses their Action Plan and medication. Each pouch is labelled with their name, photo, allergen, date of birth, medication name and expiry date. This is hung in the communal kitchen area where all staff are able to clearly access. During their induction, relief staff are shown the photos, medical information and medications, relating to children at the site with allergies. The expiration dates are recorded in the staff diary, so that staff are aware when the date is coming up and can address this with parents to ensure an updated medication is provided (**Element 2.1.2**)

Children are taught the importance of handwashing and hygiene practices, with staff modelling the correct way to wash hands and ensuring children are successfully doing so. This is embedded into the children's daily routine; after toilet use, before eating and after messy activities. There are visual aids posted next to each sink in the bathroom, detailing the 5 steps to clean hands (Element 2.1.2)

To ensure cleanliness and the control of infectious diseases the site is professionally cleaned each day. Staff are responsible for cleaning during the day as required. Tables are cleaned and sanitised after lunch and messy activities, as well as at the end of the session. All toys/resources are cleaned on a rotational basis, after use and before being packed away. **(Element. 2.1.2)**

If children are feeling unwell at our site, staff will encourage the child to find a comfortable place to rest and will continue to monitor them. If a child attends the site with a required medication to be administered by staff, a Medication Agreement must be completed by the parent/guardian and registered health professional. When administering medications, staff are required to complete the Medication Log (kept in the kitchen area, close to the medications), and have another staff member double check the dosage on the label, dosage being administered and the expiry date. This is to ensure that the correct dosage is administered, according to the pharmacy label on the medication **(Element 2.1.2)**

If a child becomes injured at the site, staff will administer first aid using items from the kit located in the kitchen area. The first aid kit is updated as required, every 6 months. After first aid is administered, staff are required to fill in an injury/incident form that details the injury/incident, the first aid steps that were administered and any additional relevant information. The parent is required to read and sign this form. If a child requires additional medical attention, the Director will also log the incident on the Department for Education SA Incident Record Monitoring System (IRMS). All staff are required to have a current First Aid Certificate (**Element 2.1.2**)

Food is fully provided by families at our site, in the form of lunchboxes, which are stored in the 'Lunch Room' each day. During mealtimes staff engage children in conversations regarding healthy food choices and the importance of providing our bodies with healthy food. Children are seated in a group/groups when eating so staff can monitor what they are eating and identify any potential hazards, as well as encouraging children to make healthy food choices from their lunchboxes. According to the Healthy Food Supply and Nutrition Policy we are a Nut Aware site, and any food containing nuts will be removed and returned to the child as they leave at the end of the session. Children are regularly reminded to drink from their water bottles during the day, and they are required to bring them to meal times as well. Recently educators have been introducing children to the idea of a 'drinking challenge' to encourage children to drink water to maintain good hydration.(Element 2.1.3)

Evacuation and invacuation procedures are explicitly taught to children, and practiced every three months, to ensure they are effective and well known (Element 2.2.2)

All staff have completed the Responding to Risks of Harm, Abuse and Neglect- Education and Care training, and are aware of their responsibilities regarding mandatory notification.

Exceeding theme 2: Practice is informed by critical reflection

After practicing evacuation and invacuation procedures as a whole site, it is recorded on the 'Record of Emergency Invacuation/Evacuation Drill- 2023' sheet that is displayed on the wall of the staff room. This records the date, which drill was undertaken and some basic comments regarding how it went. This is then further discussed and reflected upon at the next staff meeting, noting any difficulties, changes or things to be aware of (Element 2.2.2) The evacuation and invacuation procedures were developed in consultation with a private company to ensure compliance (Element 2.2.2) Lunches are provided by families, in the form of lunchboxes. Currently they are stored during the day in the Studio, adjacent to the main building, which is airconditioned which helps keep the lunches at a safe temperature (Element2.1.2, 2.2.1)

All staff are involved in critically reflecting on current site policies and procedures, and reviewing these where necessary (Element 2.1.2)

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or community

When enrolling at Happy Valley Kindergarten, staff and educators families discuss important information regarding their child's health and safety while attending our site; such as allergies, other health issues, medications, cultural needs or dietary requirements. Parents are required to provide a copy of the child's immunisation records upon enrolment (Element 2.1.2)

Children with asthma or allergies also have a Health Support Agreement for education and care, detailing individualised risk management strategies, management, and treatment of the child to support inclusion and participation in the curriculum at the site. Each child also has a Safety and Risk Management Plan as an attachment to the Health Support Agreement. This details strategies to prevent or reduce the occurrence of an allergic reaction or asthma attack at the site. Both plans are developed in consultation with the parent/guardian of the child. (Element 2.1.2)

If children are feeling unwell at our site, staff will encourage the child to find a comfortable place to rest, will continue to monitor and check in with them, and call the child's parent/guardian/emergency contact to notify them and discuss whether picking up the child may be necessary (Element 2.1.2)

At our site we have a Healthy Food Supply and Nutrition Policy that is provided to all families in the enrolment pack. It details foods that are to be avoided at our site. It also lets parents know some good options to pack in lunchboxes according to the Right Bite strategy.

Some of the families and children at our site access childcare at the Happy Valley Community Childcare Centre, located next door. We have a relationship with the centre whereby a staff member from childcare brings the children to Kindy in the mornings, and Kindy staff walk the children back at the end of the session. Families are required to fill in a permission form for this to occur (Element 2.2.1)

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Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Exceeding Theme 1: Practice is embedded in service operations

We have a varied and exciting inside and outside environment that is an asset to our site, where we provide areas for both noisy active play and quiet relaxation. Our outdoor environment provides many opportunities to connect with nature, (eg Growing vegetables), contemplate our Indigenous history, and learn to respect the many trees, plants, flowers and animals we share our learning space with (eg. lizards, tawny frog mouths, koala's). Observing the childcare next door, and the creek beside us through the seasons, is additionally beneficial to children's well-being and sense of belonging to their Happy Valley environment and community. On their 'half day' Friday's, the kindergarten session is run entirely outside for the children to be immersed in nature play. **(Elements 3.1.1, 3.1.2, 3.2.1)**

Our kindergarten has three main large open plan spaces which are surrounded by large windows and natural light. These are flexible and adapted to reflect the program, curriculum and planned play experiences, enabling small and big group time, table top activities, art easels, block building, socio dramatic play, reading and relaxation areas, and more. The spaces support children's agency and easy access to and exploration of resources and play experiences. Natural timber throughout creates a relaxed ambience and furniture and carefully chosen resources are plentiful and varied. They are well maintained and critically reflected upon for their appropriateness. **(Elements: 3.1.1, 3.1.2, 3.2.1, 3.2.2)**

Our functional office and staff room are multipurpose spaces allowing for meetings, administration, collation of educator resources and documentation. Available for use are computers, ipads for each staff member, some newly purchased for the purpose of supporting our new cycle of observation, documentation and reporting, and digital communications with families. **(Elements: 3.1.1, 3.1.2)**

Our separate outdoor studio is quiet, calm and filled with natural light, and lends itself to special purpose experiences such as design and art studio, small group learning, and support work by our visiting speech therapists, occupational therapists and developmental educators. (Elements: 3.1.1, 3.1.2)

Our art easels move location about the kindy for variety and purpose, to enhance and refresh the painting experience for the children. The large easels may be placed under the verandah to take in the summer or winter weather vibes or under the trees in the yard to inspire visual art in the changing seasons. Table easels are located indoors for observational art or self portraits or in the studio to provide the environment of a design studio when we were designing our obstacles for our challenge-a-thon. (Elements: 3.2.1, 3.2.2)

Our large collection of loose parts of multi-sized tyres and crates are housed undercover on a bark chip area close to the lawn and small hill. This lends itself to cubby making, experimental tyre rolling, road and path construction and when supplemented by blocks, balls and blankets, the creative engineering and socio dramatic play is unfurled. (Elements: 3.1.1, 3.2.1., 3.2.2)

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Our natural environment supports exploration and play-based learning. It is a generous established space shaded by established trees, native garden beds, complemented by natural bark chip areas. It is supplemented with raised garden beds for planting flowers, herbs and vegetables and bush tucker planting is planned. Natural winding pathways create smaller play areas and lead to the mud kitchen, swings, a large covered sand pit, slide, covered obstacle course area, lawn area, vine covered pergola, all of which is set next to a creek and park with native trees. Our outdoor space allows for big or small play, quiet or loud activities. An outdoor verandah is used for easy access to children's bags and is an additional undercover play space for used for art easels, making bench, writing and drawing table, etc. **(Elements: 3.2.1, 3.2.2, 3.2.3)**

Children are encouraged to observe and listen to our natural environment.. the trees, garden, plants, creatures and weather. And in doing so become aware of the need to care for creatures, not kill bugs, provide water to a visiting koala and wonder about our resident blue tongue lizard, and visiting magpies. To complement this, children are provided with experiences like observing and learning about creatures brought into the kindy and their lifecycles, like chicks, butterflies, silk worms, and the independence of all living things. We collect from our yard and use sticks, leaves, bark and rocks in our play and visual art.

Growing and caring for our gardens, enables children to be involved in planting, worm farming and water awareness. When emptying the play water trough, we use buckets to water the garden. We cut up fruit scraps for our worm farms. We talk about the careful use of paper, learning resources, paper and water, and use recycled materials for construction. We supplement this with conversations from educators and in council workshops, about sustainability, recycling, litter. Our mantra is respect yourself, others, the kindy environment and the planet (Element: 3.2.1, 3.2.3)

Long standing relationship with the HVCCC where some children are dropped off to us in the mornings and taken back at the end of their session. (Elements: 3.1.1, 3.2.1)

Exceeding Theme 2: Practice is Informed by Critical Reflection

Critical reflection has informed our practice around sustainability and caring for our kindy environment and care for the planet. We introduced the idea of sustainability through workshops presented by the local council on rubbish, litter and its effect on our environment and the marine creatures. Caring for our kindy environment and wisely use resources was a follow-on. We reflect on and encourage careful use of paper, resources and water. And talk about using an alternative, like when the children were asked to draw country in autumn, they chose to use chalk on the pavers instead of drawing on paper. Our planning and learning experiences have seen us growing and caring for our gardens, learning about soil, and plants that are better in our climate, use of water. We feed fruit scraps to our worm farms.

Critical reflection about the use of sustainable resources, has seen conversations around the purchase of sustainable products, from art resources to coffee pods.

Children's interests and ideas are observed and noted and accommodated immediately in real time or included in future programming of the environment by way of equipment, resources, materials. This practice of timely observation and critical reflection enables our indoor and outdoor spaces to be flexible, adapted and changed to re-engage the children. Experiences are open ended to encourage free choice and agency and to support curiosity, creativity and experimenting.

Our outdoor space is fenced with a self locking gate which is accessed by families in the morning, then physically locked during session time for added safety. This routine was established following critical reflection on ways to ensure added security and safety of children with particular behaviours.

An audit of outdoor play area and reflecting on our direction is seeing the upgrade of some features and refreshing of others.

Exceeding Theme 3: Practice is Shaped by Meaningful Engagement with Families and/or The Community

We have a strong relationship with the next door Happy Valley Children's Centre which enables us to partner with them in caring for children who attend both sites and to tend our shared physical environment. The families arrive each morning into a car park shared with the Children's Centre. It is bordered by trees and shrubs which both directors oversee and collaborate to ensure it is regularly maintained by the local city Council. Its maintenance was overlooked for a long period and through joint efforts of the directors, the Council and local member were alerted. As a result of these joint efforts, Council maintenance is now scheduled on a regular cycle. In addition both sites share information and alerts regarding our adjoined outdoor areas. During recent storms, high winds damaged gum trees along the shared fence line. By sharing information an arborist was called in to trim the trees to make them safe again.

There have been many comments by parents about the attractiveness of our outdoor space, its design and features. A parent commented that she chose to send her child to the kindergarten after seeing the outdoor area. Another that it is one of the nicest yards they had seen. Based on this feedback, it is readily apparent that families value the space, the design and the opportunities it affords their children. We keep this feedback in mind when reflecting on any changes and that they should always encompass the aspects of design, layout, natural areas contrasted with constructed features.

Our morning routine allows for families to engage with children in play experiences in the outdoor and indoor environments. It provides an opportunity for families to meet, for parents and children to enjoy the environment and for families and staff to engage. It is our way of welcoming and including families into our kindergarten environment.

Our indoor area promotes a sense of belonging of each child. Self portraits, name cards and pockets show their ownership in this space. There is also a family communication diary for noting daily relevant information that educators need to know.

Our excursions and explorations of local parks and neighbourhood like our picnic in park, walk to ducks and walk through the neighbourhood to the post office promotes an understanding of belonging and a meaningful connection to a wider community.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Exceeding Theme 1: Practice is embedded in service operations

Children are allocated as focus children and while all educators support children, specific educators and support staff pay particular attention to the programming, reporting and well being of those children. Similarly our support educator has developed a close relationship with a child over the past 3 years and is giving specific support to another this year. This embedded practice of focussed staffing giving attention to specific children means meaningful observations and updates can be provided to parents on their children's wellbeing and learning.

Educators' work patterns mean they consistently work with the same group of children, providing continuity and strong relationship building. In this way their observations and resulting planned opportunities for growth and stretch are well informed. (Element: 4.1.1, 4.1.2)

The same relieving educators are employed to maintain continuity, familiarity and child wellbeing. (Element: 4.1.1, 4.1.2)

Each relieving educator and visiting support professional is inducted into the kindergarten, relevant documents are copied and ID sighted. (Element: 4.1.2)

A staff roster for all educators is used to provide efficient supervision inside and outside. One educator follows the majority of children to ensure there is sufficient support and supervision, maintaining child to educator ratios across the kindergarten. Rosters and daily routine timetable are displayed for use by educators and relief staff. (Element: 4.1.1, 4.1.2, 4.2.1)

A staff photo gallery is displayed, which is visible for families and kindergarten community.

We have a team of passionate and experienced educators who bring strengths and skills and in working together we support and learn from each other for the benefit of the children and the kindergarten community. All teachers and support staff have relevant and current qualifications and training. Teachers are approved to work in Early Childhood and registered with the Teachers Registration Board of SA. Support staff have an approved Certificate III or Diploma and have an authority to work from the Department for Education SA. All staff have required training/qualification in first aid, CPR, asthma, anaphylaxis management, responding to abuse and neglect and a working with children's check. (Element: 4.2.1, 4.2.2)

A staff communication diary is used to schedule and communicate important information. A whole term diary is displayed on the white board in the staff room and updated with important staffing and events information. This embedded practice is an excellent tool for planning programming and staffing and supports shared information. (Element: 4.1.1, 4.1.2, 4.2.1)

Educators reflect and actively share information throughout the day, keeping each other informed. In addition, meetings are held weekly by all educators, on a rolling three week schedule for a staff general meeting, planning meeting and PQIP discussions. This time is valued as contributes to our shared

understanding of children, programming and whole of kindy future planning through reflection, improved understanding and collaboration. (Element: 4.1.1, 4.2.1, 4.2.2)

Generous staffing is in place to allow for additional ECW support, specialised support for speech therapy and non contact time. (Element: 4.1.2, 4.2.2)

Exceeding Theme 2: Practice is Informed by Critical Reflection

Informed by critical reflection on the speech needs of a significant number of children this year, the site is planning to engage the skills of a teacher with trained speech therapy skills to support our children and their parents on a weekly basis. The child and parent would be present during the session, so that the parent would be informed and upskilled about how to practice the session at home before the next appointment times, thereby greatly enhancing potential learning and progress. Critical reflection about the extensive need of children at the site, the availability and long wait list of department speech support lead to this practice being developed.

It is also anticipated that educators at the site would also be given professional development relating to the process of a child's speech development to better inform the PQIP goal of strengthening and stretching children's oral language. (Element: 4.2.1, 4.2.2)

Additional elements were added to our sign- in sheet for relieving staff, visitors and contractors. When reflecting on our process of inducting relieving staff and having visitors on site, it became apparent that in the event of a medical emergency, quick access to a personal emergency contact could be critical, so our sign-in was adjusted to reflect this. (Element: 4.1.2)

The DfE SA alerts individual staff and the site leader when an expiry date of staff qualifications is imminent. After reflection it was decided that for individual and site planning it would be useful to make this information visible and available on an ongoing basis. As a result staff can also access their information and monitor upcoming expiry dates through a training spreadsheet which is displayed in the staff room. **(Element: 4.1.2)**

Our critical reflection on relevant and current information and advice on best practice has meant there are ongoing conversations about professional development to support staff personally and professionally to better fulfil their current role and personal and professional aspirations going forward. This is happening in our staff-Director listening meetings, PDP meetings, staff meetings, planning and PQIP conversations. Our enquiry and research into best practices based on current research, is informing our work in our PQIP goal of strengthening and stretching children's oral language, supporting children's social and emotional development, developing individualised behaviour strategies, restorative practices and trauma based teaching and relationship building. Critical reflection has also made available valuable training opportunities, most recently, in music and numeracy. **(Element: 4.2.1, 4.2.2)**

Our new career teacher is being supported into her teaching career by all other staff as well as being provided with an onsite mentor, who together have been given additional time and resources. This has provided a mutual opportunity for personal and professional growth for each within their respective careers. (Element: 4.2.1, 4.2.2)

Exceeding Theme 3: Practice is Shaped by Meaningful Engagement with Families and/or The Community

There has been strong advocacy with families for speech therapy support for children. This critical reflection and conversations with families has lead to the development of staff and professional development strategies to support their children's needs.. This is seen in specific child support during sessions; specialised language and support on site; the backing of private professionals to come onsite to provide their support to children.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Exceeding theme 1: Practice is embedded in service operations

All educators build strong and trusting relationships with children by understanding their interests, prior knowledge and areas of development to scaffold children, helping them gain confidence and the ability to further develop these skills and interests. We develop these strong and trusting relationships through actively engaging with the children during their play, spending time with them to get to know them through conversation at eating times and throughout the day. (Elements 5.1, 5.1.1, 5.2)

Teachers have focus groups of children, further assisting in the construction of strong and trusting relationships with children as we take observations on the same children throughout the year, to observe their learning and then analyse this learning in depth. Children are given the opportunity to choose a name for their group by voting. This encourages inclusion of children's ideas, agency and decision-making. This year in 2023, we've named our groups, inspired by the names of animals in Kaurna Language. (Elements 5.1.1, 5.1.2)

We use a continuous 3 weekly observation cycle that documents the initial observation, analyses this learning, and then plans for future development, learning and activities to expand the child's knowledge continuously observe and analyse the childrens learning, to assist in developing future learning that will help the child grow. (Elements 5.1.1)

Our indoor and outdoor spaces are large and diverse, offering a range of activities that cater to the individual needs and interests of all children, allowing for meaningful, purposeful play to occur between peers (Elements 5.2.1, 5.2.2).

We encourage peer to peer learning among the children, and often allow children to demonstrate and pass on their knowledge to their peers (Elements 5.2.1, 5.2.2) The children engage in collaborative learning during our big group times in the morning and last afternoon group time. We also engage the children in small group learning before lunch, this involves the teacher working with their focus group children to complete activities linked to our program (Elements 5.1.1, 5.2.1). We engage in restorative practices with the children, we often talk with the children about these restorative practices during play and group times for relevance so they are meaningful and within context (Elements 5.1.2, 5.2.1, 5.2.2).

We model to children the responsibilities they have to ensure our preschool is a safe place for all and what that behaviour looks like such as respecting boundaries as well as people's space and feelings (Elements 5.1.2, 5.2.2)

We encourage children to develop empathy for their peers but guiding them through conflict during play. We offer solutions to fix issues that arise, but also allow children to make decisions, building their autonomy and intrinsic motivation to make morally right decisions (**Elements 5.1.2, 5.2.1, 5.2.2**). We provide an environment that ensures the children feel safe, secure and supported to create new friendships with their peers by supporting and modelling their language and play and invite children with similar interests in play. (**Elements 5.2.1, 5.2.2**)

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We help children to build on their social and emotional skills, by guiding them through self-regulation and giving them self-regulation tools and strategies they can use without adult interference. Such as talking with peers through conflict, stating their feelings out loud and seeking help from an adult when required. (Elements 5.1.2, 5.2.1, 5.2.2)

We have consistent and regular staff which assists educators to build strong, trusting and meaningful relationships with the children. Where possible, we use regular TRT's to cover when teachers are away. (Element 5.1.1)

Dignity and rights of the child is maintained through privacy is maintained for children in bathrooms by doors being on toilets and reminding children to change and go to the bathroom with the door close. (Element 5.1.2)

We ensure to gain verbal consent from the child before any form first aid is given, this includes looking at the injury, placing a bandaid on, giving an icepack etc. We also gain consent before assisting the child with changing of clothes or toileting (**Elements 5.1.2**)

We promote a sense of belonging at our kindy and do this through each child having their own art portfolio, name card with photo, named information pocket and various work samples on display throughout the Preschool year (Elements 5.1.2)

Exceeding theme 2: Practice is informed by critical reflection

We use Individual Learning Plans (ILP) that are co constructed with the child at the end of each term. We ask the children what their goals are for the term and throughout our observation cycle, we implement these individual learning goals to help the children reach and achieve these goals. (Elements 5.1.1, 5.1.2) We highlight the child's voice throughout our program planning to ensure their voice and individual interests are valued and implemented into the environment, giving them a sense of belonging (Elements 5.1.1, 5.1.2)

We implement the Keeping Safe Child Protection Curriculum into our daily practice at our site. It is planned for as part of our 3 weekly planning cycle, and reflected upon after it is delivered. It is a crucial part of ensuring that the rights of each child attending our site are upheld, and provides dignity to each child. Using the KPCPC as the framework, our educators help provide every child strategies to keep themselves safe, as well as recognising abuse and reporting unsafe behaviours to trusted adults. With mid-year intake beginning again in Term 3, staff are currently critically thinking about the best way to deliver the KPCPC in a way that is effective for our current students, and providing a good basis for our new learners.

Happy Valley Kindy supports the use of positive redirection behaviour strategies and follow our behaviour, interactions and guidance code policy. Within this policy we promote the need for children to emotionally express themselves and we offer emotional regulation strategies that are catered to individual contexts and needs. We also support children through problem solving and finding resolutions through restorative practices. This response from us as educators, strengthens the relationship with the child as their needs are being met. **(Elements 5.1.1, 5.1.2, 5.2.1, 5.2.2)**

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

We use a 'getting to know you' form and parent survey in their child's enrolment pack to discover initial information about the child such as interests and family background. (Elements 5.1.1, 5.1.2)

We respect the varied cultures of our children and incorporate meaningful and respectful elements into the program where possible, such as celebrations, preparing foods and listening to music. (Elements 5.1.1, 5.1.2)

Educators are always available to assist children in transition at drop off time. We assist the child with emotional regulation as well as the families with the separation (Elements 5.1.1, 5.1.2)

We participate in ongoing communication with families for understanding of the child's wellbeing and rights, we check in with families when required and where possible have conversations at drop off and pick up. We also have interviews with parents early in the year to set goals for their children in their ILP (Individual Learning Plan). (Elements: 5.1.1, 5.1.2)

For children who present with ongoing difficulties with settling into kindy, we have open communication with families through meetings and discussions while establishing goals and implementing tools and strategies to ensure the child is successful during their transition into kindy (**Elements: 5.1.1, 5.1.2**)

We have a strong relationship with the childcare centre next door and communicate with the staff about the children's day that attend after sessions. This ensures the child is safe and supported across both kindy and childcare. (Elements 5.1.2)

Children attend 2-3 stay and play sessions to become familiar with Educators, peers and the routine. Families are also asked to choose a group (Group A or Group B) for their child before commencing (Elements 5.1.1)

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

Exceeding Theme 1: Practice is embedded in service operations

Our enrolment and orientation process is supportive of children, parents and families. The process begins with parents and caregivers being informed to complete a 'Preschool Registration of Interest Form', in accordance with the DfE Enrolment Procedure, ensuring local families are a priority. This form is available to pick up from us on site, or download from our website. High priority for a vacancy goes to children who reside in the local catchment area. (Elements 6.1.1, 6.1.3, 6.2.1, 6.2.2)

We have a strong relationship with the next door Happy Valley Children's Centre which enables us to partner with them in caring for children who attend both sites. Children who attend the Children's Centre before kindy are walked over, settled into their arrival routine and any relevant information is shared about their morning routine, their health, wellbeing, any family comments or concerns (like he didn't sleep well last night so is a bit sensitive, she had a big weekend, etc.) This timely shared communication works to enhance our support of and engagement with the children. When children leave the kindy session at the end of the day to attend an after kindy session at the Children's Centre, this process is reversed. Kindy staff walk the children to the centre and are able to share information about the children's day, which helps with their care and can also be passed onto the parents at pickup. This long standing, embedded relationship works to the benefit of the care for children, relationships with families and a valuable working relationship between two community based sites.

Happy Valley Kindergarten has an 'open door policy' where we welcome the wider community and prospective families, to pop past anytime during the year to chat with the director and staff, or come by with an a registration of interest or enrolment form. If parents call during the year wanting to drop by for a tour, the Director meets with them to show them through the kindergarten. This provides an opportunity to share information about the child and family and to answer questions families may have. We also let them know of upcoming 'open days' in which the Director can meet with a few parents at a time to show them through the kindy and answer any questions. On our preschool website- at preschools.sa.gov.au, we include our Philosophy Statement, Parent Handbook with policies, and details about opening times, fees and all relevant information regarding enrolment, including updated information for 2023's mid-year intake. We have information on what a Governing Council does, and a photo gallery to showcase our unique and special outdoor environment, as well as noting our Exceeding National Quality Standard rating, and a map of our location and catchment area with contact details. **(Elements 6.1.1, 6.1.3, 6.2.3)**

If we can offer a place, we contact families with an offer letter. Once accepted and families have provided their enrolment documents they receive an enrolment pack. We ask that they choose the most convenient group times which suits their family needs and schedule, either Group A Mon/Tues or Group B Wed/Thurs, and let them know that we offer alternative half day Friday's. We inform them of our 'Stay and Play' transition visit dates, which occur the term before their child commences kindergarten. They are also invited to an 'Information session' where we clarify any further questions and offer relevant community services and resources to support parenting and family wellbeing, (eg info on Woodcroft Medical Centre for closest CAFHS visits), and we invite them to join the *Governing Council* is a committee made up of parents who wish to be actively involved in the decisions that affect their child's kindergarten year. It is an excellent opportunity to affect change, influence the future of the site and be a voice for families in the kindergarten community. This year we have a committed and involved cohort who have volunteered and who are keen to promote communication. They are keen to be a point of contact with other parents who may wish

to share their ideas, opinion and suggestions. In this way the wider kindy community voice is being heard and shared with the Governing Council and by staff. And once again our relationship with the Happy Valley Children's Centre is reinforced by having a representative of the Centre on our Governing Council. This is yet another way of promoting meaningful connections and enhancing our partnership between the two sites for the benefit of the children, families, staff and community. (Elements 6.1.1, 6.1.3, 6.2.1, 6.2.2)

Enrolments for children with special rights are contacted to arrange a meeting with the director to further discuss and gather information and intervention strategies for the child. We collaborate to make sure families feel supported and provide input to the decision making process. We advocate for every child to reach their full potential, and in partnership with families, referrals at the Department of Education (DfE) Special Services are made to support children with special rights (eg. Speech pathologists, Psychologists). Individual Learning Plans or 'One Plans' are created, and additional resources are put in place to support these children, and initiated to support the child's full inclusion, wellbeing and participation in the program. Children who have special rights, are under the Child in Care, or identify as Aboriginal or Torres Strait Islander (ATSI) or from other cultural backgrounds, are supported by educators including Preschool Support Workers. Children who identify as Indigenous or Child in Care are invited to apply for *early entry*, from their third birthday. We currently have 3 ATSI children enrolled, one of whom is also Child in Care. **(Elements 6.1.1, 6.1.2, 6.2.2, 6.2.3)**

Included in the Enrolment Pack is a "Getting to Know You" form where we ask questions about the child and their families in order to give us "a heads up" on our new children's strengths and interests. This helps in the initial 'stay and play' visits to connect and find common ground, and in our planning for the first 3 weeks. We continue to communicate often and through many different channels to build relationships and keep our families up to date throughout the year. *Seesaw* is used every day to post to the group as a whole or directly to individual parents, about the program, upcoming dates and relevant community services, or resources about parenting etc. We also make phone calls, send texts, email, and of course chat with families at pick up and drop off times. *Seesaw* allows 2-way communication and encourages educators and families to collaborate. When we post observations they can provide their comments, which fosters a collaborative partnership between kindy and home. Toward the end of term one, we plan meetings to speak at length with children about what they see as their goals by asking what would they like to learn. After these are completed we also plan meetings to speak to parents about what they would like as their goals for their children. At this time it is an opportunity to further discuss the initial comment they made in the 'getting to know you" form which asks what they see as the role of kindy for their child. and we also make a point during this Term 1 or early Term 2 meeting, to ask what each family's preferred method of communication is, whether they would prefer to have the meeting face to face, by zoom or a phone conversation. These child and parent conversations inform planning for the child for the year and is reported on in each termly report. **(Elements 6.1.1, 6.1.2, 6.1.3, 6.2.3)**

Our four transition visits are intentional and carefully planned to begin building strong relationships with children and their families. The first in which parents are welcome to attend, and the following three in which children attend independently. We believe 'Stay and Play's' is of vital importance for children's access, inclusion and participation and success for their future kindy year. We go above and beyond to ensure these are extremely positive and memorable visits for children and families, by offering exciting learning experiences, and making ourselves wholly available for children, particularly those experiencing separation anxiety, and for the all important initial chats with families to begin building strong relationships. **(Elements 6.1.1, 6.1.3, 6.2.1, 6.2.2)**

Exceeding Theme 2: Practice is Informed by Critical Reflection

Educators engage in reflective practice individually, as a team, and where relevant, with the Governing Council and families, to ensure all stakeholders have the chance to contribute equally in the direction of the service. We keep communication open and come up with solutions to problems we identify as they arise. We discuss ways we can engage more family participation throughout the program, and always invite families and the wider community to be involved in our curriculum (eg. Families have recently been invited in a Seesaw post to come in and play a musical instrument for us if they can, as we launch into a music curriculum focus). Last year's feedback from families in regards to more regular communication, has ensured we have begun 2023 with this at the forefront of our interactions

with parents and caregivers. We critically reflected on the lasting affect Covid has had on our engagement with families, children and the community as well. Now that things have changed for the better, we are looking to branch out and have a real community minded focus.

This reflection on past year's comments has seen encouragement of the new Governing Council to be more widely involved with kindy families, to engage and communicate broadly with them, so as to bring forward the views and opinions of the wider parent community. This will contribute enormously to programming and for wider family involvement and connection throughout the kindy community. (Elements 6.2.1, 6.2.2, 6.2.3)

In 2022, we had a visiting pre-service teaching student visit to conduct a project on Sustainability, revamping our mud kitchen and involving children, families and the community. This pre-service teacher then became employed at our site, and on reflection of the success of the project, and the positive response from all stakeholders, it was decided that we would extend and expand on the theme of sustainability in our programming for Term 1, 2023. Next door at *Happy Valley Community Childcare,* Sustainability is an ongoing and important aspect at their site, with community initiatives such as recycling aluminium coffee pods and sharing a 'Grow Cart' of produce for families to give and take. We hope to reach out to partner with our neighbours this year to be a part of their great work in Sustainability too. (Elements 6.2.1, 6.2.2, 6.2.3)

Exceeding Theme 3 Practice is Shaped by Meaningful Engagement with Families and/or The Community

A real asset to our site and of real value to our families and the community is our neighbours, the *Happy Valley Community Children's Centre* (HVCCC). Many of our children have attended this service in the years before joining us, and continue to do so for before and after kindy care. Many have siblings who are in the baby room that they can see through the fence when they are playing outside. Everyday children who are at 'before kindy care' are walked over by an educator from next door and supported to settle in. And everyday after kindy, for 'after kindy care' often the same children are then walked over by us to HVCCC. There we help them hang their bags and settle in, and sign them into the service. We handover any relevant info to staff about the children's day, for example, whether they had a challenging time with peers, or if they're feeling tired or upset. We also have a first aid form that specifically goes to childcare if they've had an accident. We also call HVCCC at any point in the day if we need to exchange information. This communication between sites is vital to ensure a smooth transition for children and staff. **(Elements 6.2.1, 6.2.2. 6.2.3)**

We strive to include families in the program all year, inviting them to contribute and participate where they can. We know there is a wealth of experience and skills in every cohort of parents, and we encourage them to share in gardening, cooking, craft, playing instruments, or juggling? Belly dancing! Singing opera! This inclusion has such obvious benefits to the child who's special talented adult visits, but also the learning outcomes for the group at large. We invite families to all special events throughout the year eg. Grandparents/ Special Person's Day, Mother's Day, Diwali celebrations, Easter Hat Parade, and Book Week. Our end of year picnic in a local reserve is well attended. **(Elements 6.1.1, 6.1.2, 6.2.2. 6.2.3)**

From past experience, we know that often these days, in which their family members can take part, are the days that are lodged firmly in the child's happiest memories of kindergarten. We invite parents and family members to volunteer to join us on excursions, and preparing for and setting up our special family days. We celebrate children's birthday's at kindy and share a photo of this celebration on *Seesaw*. We chat with families about important days in their family that they would like acknowledged in the program, and respectfully do our best to include all significant cultural days/ months of our family cohort (eg. St. Patrick's Day, Chinese New Year, Diwali, Ramadan). We plan for and celebrate Harmony Week to draw attention to diversity of our children and the world at large. **(Elements 6.1.1, 6.1.2, 6.2.2. 6.2.3)**

Everyday we celebrate and acknowledge our rich and ancient Aboriginal culture, and pay our respects to Kaurna land on which we meet, and the Kaurna people who originally lived and cared for the land. With Indigenous children in our cohort, we make a point of sharing ideas and information with parents and caregivers to

best support children's growing understanding of their identity and to help in strengthening their cultural ties. This term we will be carrying out a project brought to our attention by the caregiver of one of our ATSI children, respecting their initiative to be involved in the program. We strive to amplify Indigenous voices, link with local elders, include First Nations perspectives, and plan relevant incursions. We aim for all children to develop a deep and lasting connection with their environment, and see themselves as caretakers of Kaurna land for the next group of kindy children. **(Elements 6.1.1, 6.1.2, 6.2.2, 6.2.3)**

Educators work hand in hand with families and department and community agencies, to support children and families with identified/ special needs. We advocate for our families and liaise with Special Educators such as speech pathologists and child psychologists, to support children's learning. Families are actively involved in the process of referral and Individual Learning Plans (One Plans), and meetings arranged to ensure the best learning outcomes for children are achieved

We know the importance of getting transition right, both before kindergarten starting, and preparing our kindy children to move on to school, so it is an essential part of our programming. With mid-year intake beginning this year, this change will also be a consideration for us as a team in July. For our Term 4 'stay and play' visits, we support and encourage parents to stay for their child's first visit, because we want both children and parents to feel safe, secure and supported at this crucial stage. At the other end of their kindy experience, when they are getting ready to make the leap over to their new school setting, we have a number of strategies we use to make it a success for all children, beginning with starting the process with all parties in a timely manner. We group children with their new school friends to play games etc. to foster new friendships, read them information or books about starting school to help them imagine the differences and prepare them for this change. We encourage families to visit their new school playground during the long summer holidays to support familiarity. **(Elements 6.1.3, 6.2.1, 6.2.2.6.2.3)**

Our local schools plan several open days t we align our 'stay and play' visits. We coordinate with our local feeder schools, particularly Braeview Primary School where the biggest cohort of children tend to enrol, and begin conversations with the principals and reception teachers from Braeview and various schools, to schedule dates with us where they can personally visit and meet children. Last year I remember how happy, exciting and memorable these visits were within the context and emphasis in the program on starting school. We make a significant effort for transition to be successful, and see the positive impact it has for children, families and teachers. **(Elements 6.1.3, 6.2.1, 6.2.2. 6.2.3)**

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Happy Valley Kindergarten

Goal 1: Children will develop their oral language through shared reciprocal conversations.

A STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide opportunities to develop oral language then children will engage in shared sustained conversations.

Success Criteria (what children know, do, and understand):

Children's reciprocal conversations will increase in frequency.

Children will verbally contribute ideas and experiences in play, small and large groups.

Children will use language to problem solve and resolve conflicts.

- 1. Use Richer Vocabulary
- 2. Listening
- 3. Comprehension
- 4. Confidence in oral language
- 5. Participation
- 6. Sentence formation
- 7. Conversation

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Children with their families to create a family poster. Children to speak about poster at group time to their peers. Educators to video and later analyse presentation of a cross section of children for base line data.	1.1.1. 1.1.3. 1.2.1. 1.3.1	By end of term 1	Educators to collect base line data on a sample of children by analysing the video of the children's presentation for use of vocabulary, sentence structure.	Children's posters, ipad, dedicated group time.

	1	1	1	1
Data Collection 1. Vocabulary		By week 5 term 2 By week 9 term 2	ECW to develop data collection tool. ECW & educators to review and refine tool. By week 5 term 2 Administer screener to all children & analyse & document By week 9 term 2	Speech screener. Focus text. EWC & educator time. Data spreadsheet
Intentionally program to draw out vocabulary: Tier 1, 2 then 3 words through books, learning focus, story tables, multi exposure and detail of definitions & synonyms 2. Listening 5 L's + listening posture & respect Songs, games Music listening, beat, discernment	1.1.1. 1.1.3. 1.2.1. 1.3.1	Establish & embed in Term 2 then to end of year	All educators to plan & implement intentional practice; focus their language, vocabulary & conversations with children	Texts, educator planning, educator sharing best practice, critical reflection time
3. Comprehension: To intentionally ask questions, to go deeper into understanding. Use levels of questioning. Revisit, repeat texts to encourage deeper learning, observation & recording. Not move on too quickly.	1.1.1. 1.1.3. 1.2.1. 1.3.1	Establish & embed in Term 2 then to end of year	All educators to plan & implement intentional practice; focus their language, vocabulary & conversations with children	Texts, educator planning, educator sharing best practice, critical reflection time
4. Confidence in Oral Language Allow time for thought processes and responses. Program for this through buddy activities, in games, routines	1.1.1. 1.1.3. 1.2.1. 1.3.1	Establish & embed in Term 2 then to end of year	All educators to plan & implement intentional practice	Texts, educator planning, educator sharing best practice, critical reflection time
5. Participation Plan for intentional time with children to provide for equity in education Buddy exercises *Buddy up mid year children	1.1.1. 1.1.3. 1.2.1. 1.3.1	Establish & embed in Term 3 then to end of year	All educators to plan & implement intentional practice	Educator planning, critical reflection time
Data Collection		Mid term 3	Administer screener to all children & analyse & document By week 5 term 3	Speech screener. Focus text. EWC & educator time. Data spreadsheet

6.Sentence formation Program for & intentionally teach, model sentence formation using colour semantics Practicing individual children's speech programs for speech & articulation Modelling error language back eg "my want shovel?"	1.1.1. 1.1.3. 1.2.1. 1.3.1 1.3.2. 1.2.2.	Term 3 then to end of year	All educators to plan & implement intentional practice	Educator PD in colour semantics; scripts, educator planning, educator sharing best practice, critical reflection
7.Conversation Ask open ended questions Model elaborate responses & sentences	1.1.1. 1.1.3. 1.2.1. 1.3.1	Term 3 then to end of year	All educators to plan & implement intentional practice; focus their language, vocabulary & conversations with children	Educator planning, educator sharing best practice, critical reflection time
Data Collection		Mid term 4	Administer screener to all children & analyse & document By week 4 term 4	Speech screener. Focus text. EWC & educator time. Data spreadsheet

Goal 1:

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?

Actions	 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 	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Data Collection	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
 Data Collection 1. Vocabulary Intentionally program to draw out vocabulary: Tier 1, 2 then 3 words through books, learning focus, story tables, multi exposure and detail of definitions & synonyms 2. Listening 5 L's + listening posture & respect Songs, games Music listening, beat, discernment 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. Comprehension: To intentionally ask questions, to go deeper into understanding. Use levels of questioning. Revisit, repeat texts to encourage deeper learning, observation & recording. Not move on too quickly.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4. Confidence in Oral Language Allow time for thought processes and responses. Program for this through buddy activities, in games, routines			
5. Participation Plan for intentional time with children to provide for equity in education Buddy exercises *Buddy up mid year children	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Data Collection			
6.Sentence formation Program for & intentionally teach, model sentence formation using colour semantics Practicing individual children's speech programs for speech & articulation Modelling error language back eg "my want shovel?"			
7.Conversation Ask open ended questions Model elaborate responses & sentences			
Data Collection			

Happy Valley Kindergarten

Goal 1: Children will develop their oral language through shared reciprocal conversations.

See 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? Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2

STEP 1 Analyse and Prioriti Goal 2: Click or tap here to enter text.	se		Site name Kindergai	e: Happy Valley ten
I STEP 2 Determine chall	enge of practice			
Challenge of Practice: Click or tap here to enter text.				
Success Criteria (what children know, do, Click or tap here to enter text.	and understand):			
STEP 3 Plan actions for im	provement NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

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?

Actions	 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 	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

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? Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

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. On track Needs attention/work in progress Not on track	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	
Click or tap here to enter text.	Date your notes to ensure you track and monitor adjustments and progress of your plan Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Happy Valley Kindergarten

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?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

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

lame
lick or tap here to enter text.
ate
lick or tap to enter a date.
li Ja

Signature:

Happy Valley Kindergarten



Government of South Australia
Department for Education