

Mannum Kindergarten

2019

Quality Improvement Plan



Service details

Service name		Service approval number	
Mannum Kindergarten		SE-00010604	
		Assessment & Rating ID: AS-00013006	
Primary contacts at service			
Mary Langsford			
Physical location of service		Physical location contact details	
Street	Cnr Adelaide & Male Roads	Telephone	08 85691487
Suburb	Adelaide	Mobile	
State/territory	South Australia	Fax	08 852618
Postcode	5238	Email	dl.6550.leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Department for Education & Child Development	Name	Mary Langsford
Telephone	(08) 8226 3463	Telephone	08 85691487
Mobile		Mobile	
Fax	(08) 8226 0159	Fax	08 85692618
Email	DECD.NQFEnquiries@sa.gov.au	Email	: dl.6550.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	



Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	K – 09:00 RC- 08:00	K- 09:00 RC-08:00	K- 9.00 RC-08:00	K-09:00 RC-08:00	RC-08:00		
Closing time	15.00 RC- 18:00	K-15:00 RC-18:00	K- 15.00 RC-18:00	K-15:00 RC-18:00	RC-18:00		

K- Kindergarten

RC- Rural Care



Additional information about your service

Additional information about our service—parking, school holiday dates, pupil-free days, etc.

Parking available outside of kindergarten

Planned Pupil free days March 14th, June 25th, August 14th, Term 4 (to be determined)

School holiday dates- April Holidays 15th April to 26th April, July Holidays 8th July- 20th July, September Holidays 30th September-11th October, Summer holidays- 16th December- January 24th- Preschool only

Centre Closure- Rural Care (2 weeks over Xmas period- to be determined)

How are the children grouped at our service?

Kindergarten & Rural Care (Integrated Service)

The name and position of person responsible for submitting this Quality Improvement Plan

Mary Langsford, Nominated Supervisor



Our Philosophy

At Mannum Kindergarten & Rural Care, we aim to provide a high quality educational & care service for children, families, the community, staff & DECD and work in close partnership to complement & respond to needs.

For the Children

We believe:

- That each child is an unique individual and develops at their own pace driven by their own learning & interests
- Children learn most effectively through play & hands on experiences
- That working with families in partnership enhances children's learning & wellbeing

We aim to provide this:

- Ensuring children are safe, physically & emotionally
- By providing an environment that is safe, child orientated where children can explore with wonder & delight
- Providing a variety of learning experiences appropriate to their developmental needs which supports the holistic development of a child - social, emotional, physical, intellectual.
- Being respectful of each individual and the family they come from (social, physical, gender, religion, race)
- Encouraging caring relationships with staff, & other children

For the staff

We aim to create an environment that is positive & mutually supportive for staff by:

- Creating a safe working environment in accordance with Work, Health Safety requirements
- Support continued learning as professionals
- Providing appropriate resources which reflects our diverse world
- Fostering active involvement in management- a staff representative on the management committee
- Supporting award conditions
- Promoting open communication channels

To ensure the provision of quality children's services, our staff will work as a team to:

- Provide a friendly, caring, safe & secure environment
- Value the uniqueness of each child, parent/care provider & staff
- Display effective communication with children & adults
- Demonstrate skills & knowledge of child development
- Be a positive role model for children
- Share a commitment to the Centre goals & philosophy & be reflective in practice

Our Staff will be required to behave in a professional manner & at all times maintain confidentiality.



Our Philosophy continued...

For Parents and Families

We aim to support parents/guardians & families in their role as primary care givers & educators by:

- Warmly welcoming them into our centre, and providing a friendly, safe, caring environment in which parents can confidently leave their children
- Regularly sharing information with parents/guardians about their children
- Providing information about Family & Children's services.
- Informing parents & families through handbook, regular newsletters & policy folder
- Reflecting the values of the diverse family & cultural backgrounds of individual children
- We value involvement & participation and encourage open communication.
- Valuing privacy & confidentiality

For the Governing Council

The Governing Council's commitment to the Philosophy of the Centre shall be displayed through:

- Representation of families
- Meeting the legal requirements of an incorporated body
- Working within the constitutional limits'
- Responsible & effective management of funds & resource
- Providing opportunities for consultation

Members of the Management Committee will be required to maintain confidentiality at all times.

For the Wider Community

This Centre will promote quality children's services in the wider community through:

- A mutual support network with other community agencies & service groups (eg Child & Youth Health, Community Health, Council, Schools)
- Effective communication channels through various media & other means
- Opportunities for visits, excursions, & interactions with the wider community



Summary of Strengths for Quality Area 1: Educational Program and Practice

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

Strengths	<p>[Summarise strengths identified in the self-assessment process.]</p> <p>Program & planning incorporates using the Early Years Learning Framework including teachable moments & emergent curriculum, families sharing cultural diversity</p> <p>Profile Books – provides a learning record and developmental journey for each child throughout the year</p> <p>Learning Stories- documentation of an individual child's learning</p> <p>Displays- visual evidence of children's engagement in the curriculum for children, families & the community (includes interactive whiteboard displays & photos)</p> <p>Newsletters-Sharing the program, provide children's contributions</p> <p>'Share your Learning' Days- children confidently share their learning with families, profile books and current learning in the preschool</p> <p>Children's voice- emergent curriculum in program, using cameras, sharing own identity at group time</p> <p>Individual Learning Plans- ensuring children are confident & involved learners</p> <p>Staff use Observations as a tool to inform programming, Individual Learning Plans</p> <p>Strong relationships- with families, children is observable evidence</p> <p>Rural Care- Daily Profile records for each child, identity webs</p> <p>Budgeting to target resources to support learning</p> <p>Quality Improvement Plan- documentation for continuous site improvements</p> <p>Provision of quality resources to support a quality play based curriculum</p> <p>Daily Routines are evident, displayed in the site</p> <p>Staff reflection & review (staff meetings, daily curriculum)</p> <p>The daily routine enables children to spend uninterrupted periods of time investigating, exploring and challenging themselves through play creatively and imaginatively</p>
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Summary of Strengths for Quality Area 2: Children's Health & Safety

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

Strengths

Summarise strengths identified in the self-assessment process.

- **Healthy food is integral part of our programme, maximizing teachable moments especially during lunch time, providing displays and implementing teaching strategies reflecting our current policies. Healthy food is reinforced in our newsletters with articles, within enrolment packages which includes the centre information book for families**
- **Hygiene is promoted in our teaching and included in the programme. On a daily basis, appropriate practices modelled and encouraged. Procedures for toileting & nappy change are displayed and provided to staff in induction & information folders. Staffs demonstrate hygiene practices and safe food handling practices.**
- **The Parent library provides information for families on healthy foods.**
- **Staff at centre have been trained in Eat Right Start Right program and**
- **Staff implement Child Protection programme on an annual basis and is embedded in every day practice**
- **Preschool liaises with the Agency 'Child & Family Health for health checks for every child**
- **Daily Routines support children's wellbeing with stability, learning opportunities, rest & relaxation**
- **Rural Care record each child's individual routines in a 'Daily Profile' for monitoring and sharing information with families including food intake.**
- **Newsletters provide information to families with information about wellbeing, current information including health infection control alerts**
- **Children's health is paramount- individual health plans are current; staffs are well informed and alerted to each individual's health needs. First Aid implementation is recorded and families notified**
- **Staff are consistently modelling exemplary health and hygiene practices**
- **The environment both indoors and outdoors is programmed for children safely engaging in learning physically. Evidence is recorded through photos, observations and learning stories.**
- **The kindergarten/rural care learning environment is always effectively supervised. Staffs maintain the centre's roster arrangement; use handover procedures to maintain a continuation of care and learning.**
- **Safety and protection of children & staff are a priority with daily checks, regular playground checks, signs where potentially dangerous products are stored, always addressing hazards at staff & Governing Council meetings, and implementing regular emergency practices.**
- **Emergency contacts are regularly updated for children and staff, and are accessible for all staff and relief staff. Processes are in place for staff working in isolation for their safety and wellbeing.**
- **Immunization records held**
- **For the safety of all children, the centre is cleaned daily with resources and equipment cleaned each term.**
- **All staff regularly update their First Aid Training**
- **All staff are aware of their responsibilities and roles and aware of the current child protection policy and procedures**



Summary of Strengths for Quality Area 3: Physical Environment

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

Strengths	<p>[Summarise strengths identified in the self-assessment process.]</p> <ul style="list-style-type: none"> • Our environment fosters children's learning both in indoor & outdoor learning environments • The learning environment is regularly monitored to keep safe through playground checks, hazard identification, daily checks with any recommendations included in Action plan (WHS STAR) and then actioned to be rectified. • Our outdoor learning environment incorporates natural spaces, a garden growing vegetables, plants and trees for providing natural shade in play areas. • Equipment and resources are provided to enhance children's learning and provide opportunities to explore and investigate. • The program creates a flexible learning environment incorporating utilizing resources creatively in child orientated spaces both indoor & outdoor • Each child's participation and interactions are recorded in the program, children's profile books, photos, and displays • Sustainable practices are operational within our service such as compost and recycling food scraps and children engage within the natural environment- caring for our garden and searching for bugs and creatures. • The daily routine and the programmed learning environment enables children to spend uninterrupted periods of time investigating, exploring and challenging themselves through play • The kindergarten environment is maintained by daily cleaning, with equipment and resources cleaned on a regular basis. Staff monitor the environment and take action when necessary. • Relaxation and quiet times and appropriate spaces help children to balance their day as part of the daily routines. • The learning environment encourages children to be creative, create their own games and role playing scenarios. • The learning environment is arranged so that children make their own decisions to access both indoor or outdoor curriculum freely or as their interests take them. • uninterrupted periods of time investigating, exploring and challenging themselves through play creatively and imaginatively
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Summary of Strengths for Quality Area 4: Staffing Arrangements

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

Strengths	<p>[Summarise strengths identified in the self-assessment process.]</p> <ul style="list-style-type: none"> • The centre has a philosophy that promotes the beliefs, values and professionalism of the educators at our site. • Staff at centre adhere to staffing/child ratios so as to maintain a positive learning environment and build learning and caring relationships with children and their families • Staff rosters ensure that children are supervised at all times • Non contact time ensures that staff can complete programming, reporting, and administrative tasks associated with the education and care of children • Staff all have current first aid and criminal police checks to meet their professional commitments • Our centre has a positive and calm atmosphere that is reflective of our philosophy and promotes the development of positive relationships with children and their families. • Our centre reviews policies, processes and procedures on a regular basis. Our policies are available to families in our Centre Policy Folder. • A staff induction folder provides staff with access to current centre information, DECD policies, codes of practices, job requirements and information for staff well-being • At our centre use the Staff meeting process to collaborate, resolve, share, investigate, and take actions to provide a quality learning environment for children, families, staff and the community • The staff team uses the inquiry based processes for improving our practices, skills and knowledge in our centre improvement plans. • Staff use performance plans to further develop skills in relation to centre improvement directions and their own personal interests and needs.
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Summary of Strengths for Quality Area 5: Relationships with Children

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

Strengths	<p>[Summarise strengths identified in the self-assessment process.]</p> <ul style="list-style-type: none"> • Staff have developed positive relationships with children and their families. Children demonstrate a sense of belonging in our centre. • Emergent learning opportunities and interests of children provide shared learning experiences for the children and staff. These are incorporated in our program and evidenced in children's profile books, individual learning stories, in centre displays and daily interactions. • Children are encouraged to express their thoughts and ideas in conversations with staff members and build relationships of learning and enjoyment. • Staff value each individual child and the family that they belong to and develop respectful sharing relationships • Our centre philosophy represents the staff's beliefs, values and ethics • The centre routines provide children with regular support, time to learn, experience, practice, play and relax. Routines support learning and time to develop individually or as a member of a group • The centre ensures that positive interactions are paramount for all children and staff are guided by centre policies and our philosophy. Individual Learning Plans, OCOP Plans (Aboriginal, Disability, Children under the Guardianship) and Educational Plans are developed to support and ensure strategies are in place for every child to achieve positive outcomes. The centre accesses support through agencies to ensure the best outcomes for children • Sharing relationships are established with both kindergarten and rural care families through providing various methods of communication such as verbal regular updates, daily greetings, daily profiles, settling in reports, share your learning days, regular newsletters and summative reports • Community is supported within our centre including Playgroup, 'Learning Express, Mid Murray Family Connections, CAFHS, Murray Mallee Community Health, Mannum Community College, Men's Shed.
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Summary of Strengths for Quality Area 6: Collaborative Partnerships with Families & Community

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

Strengths

[Summarise strengths identified in the self-assessment process.

- **Communicating to families include providing informative information about our site through Enrolment Packs both for Kindergarten and Rural Care. Staff always take time to talk and share information on a daily basis with families. Daily Profiles are used by staff to record and share information with families of children in care.**
- **'Share your Learning' days provide children, families and staff to share, provide feedback & engage in reflecting on the learning the is occurring at our site**
- **The Governing Council provides families an opportunity to contribute to our service and provide perspectives**
- **Accessing Playgroup, Rural Care, and Orientation visits provide children with different avenues of becoming familiar for transitioning and building relationships with the centre and centre staff**
- **Families are encouraged to be involved in our centre through a variety of ways such as being a Governing Council member, attending special events, sharing their own culture and interests, just spending time in the centre, volunteering, visiting their children on 'Share your Learning Days' and supporting any learning experiences**
- **Newsletters provide regular updates of information about learning and experiences at our site**
- **'Settling in' learning stories and photos provide families with communication about their children development of trust and security in our site**
- **The centre has reviewed it's process, policies and procedures on a regular basis as part of self-assessment, previous y through Accreditation, Diaf Validation and now through the National Quality Standards**
- **Centre surveys, 'Share your Learning Days, daily sharing' and reviewing of policies and procedures have provided families with opportunities to contribute to their children's learning**
- **A Grievance procedure provides guidelines to responding to families concerns, questions or requests**
- **In the event of any incidents that occur to children, staff document and inform families promptly**
- **The centre program is exploring children's voice and each child sharing of their own interests and culture**
- **Information about other organisations that support children are on the information stand displayed and from the staff team. Our centre works closely and collaboratively with other organisations by coordinating a community based site which allows services such as Community Health, Child and Youth Health, Austism SA, Inclusive Directions, to utilize our site and connect with families through their programs. Our centre works in partnership with families and Specialized Professionals such as Bilingual experts, Aboriginal Coordinators, Speech Pathologists, Occupational Therapists, Physiotherapists, and Psychologists to develop and deliver inclusive programs for children with additional needs. The OCOP Plan, Individual Learning Plans and Education Learning Plans are used for documentation.**
- **The parent library provides families with a wide range of information regarding raising children.**
- **All information regarding children and their families is confidential and documentation is stored in accordance with DECD guidelines.**
- **Resources such as books, posters, puzzles, equipment reflect the diverse world we live in.**
- **Our service builds relationships with local community, inviting local members to share information (eg doctor, fire station, ambulance), to join in events such as book week parade at the school, to seek support from local businesses to raise funds to improve our centre, to seek support from local clubs such as the Lions, and Apex.**
- **Continuity of learning- transitions to local schools provide children support children & families to confidently move to the next educational setting.**



Summary of Strengths for Quality Area 7: Governance & Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Strengths

[Summarise strengths identified in the self-assessment process.]


- The Governing Council meets on a regular basis to contribute to the management of site to enhance all children's learning.
- Our improvement plans have included inquiry based approach to whole site learning
- **Quality education and care is provided by educators at our site. This is evidenced by children's involvement levels (as reflected in the Respect Reflect Relate research in previous years), children's profile books, displayed work, and learning stories.**
- Shared leadership roles are undertaken by staff as to maintain a well-managed site and develop capacity and skills of staff members
- **Records are confidentially managed and stored according to legislative regulations**
- **Staff induction processes occur so new staff and relief staff members have clear guidelines and understanding of their roles within our site & DECD including our centre philosophy and work responsibilities**
- **Performance development is undertaken by all staff to continually learn and develop their skills & knowledge through professional development as educators of children, & their roles & responsibilities as a member of a team & working towards site improvement goals**
- Staff rosters and staffing arrangements are organised
- **Staff meeting agendas the National Quality Framework and then a action planned then incorporated into our improvement plan.**
- **Management systems are in place to manage risk & general operations such as Work Health Safety (STAR), EYS, Human Resources**
- **Our service practice is based on policies that are regularly reviewed, with procedures in place for health & safety, authorisations, dealing with medical situations and the health, care and safety of all children**



Priority 1- Responsive Relationships

Children improve oral language through an explicit focus on vocabulary development and oral narrative

Links to NQS: 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 5.1.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3

What targets are we working towards?	How will we achieve these targets ?	Success Measure	Review & Progress Notes
<ul style="list-style-type: none"> ♦ 70% of children will have Increased back & forward exchanges in conversations ♦ 70% of children show improvement in Oral Language from Term 1 to Term 4 ♦ 70% of children use increased vocabulary & Oral Narrative from Term 1 to Term 3 using 'Tell a Story' 	<p>initial conversation data for further strategies</p> <p>Use Strive for Five Strategy</p> <p>Play a story. Tell a story, Write a story</p> <p>Read it again-foundation Q program</p> <p>Use SPRINT techniques to determine strategies</p> <p>Educators use Marte Mao strategies effectively in practice</p> <p>Speech Project resources to identify & improve Wave 2 & 3 Learners Oral language</p> <p>Upskill new staff with EPOP knowledge and speech and language project so they have the skills and capacity to improve children's oral language development.</p> <p>Attend T & D—Marte Meo Practitioner</p> <p>Murraylands Early Years Teacher's and ECW Network PLC's</p> <p>Murraylands Early Childhood Leaders PLC</p>	<p>Tell a story documentation in Term 1 & Term 3</p> <p>Strive for 5— back & forth conversations will be evident in play & interactions</p> <p>EPOP data collection</p> <p>Range of documentation demonstrates children's increased vocabulary i.e.photo's, learning stories, observations</p> <p>Video evidence</p>	

Priority 2– Collaborative Critical Reflection

Children are able to articulate their learning and critically reflect on the what, how, why and when of their intent

Links to NQS: 1.1.2, 1.1.3, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 7.2.1

What targets are we working towards?	How will we achieve these targets?	Success Measure	Review & Progress Notes
60% of children will be able to articulate their concepts, ideas & opinions to influence curriculum decisions	<p>Explicitly teach children strategies and processes to enable them to articulate the how, the what and why of their learning experiences enables the children's voice to inform the program and guide our practice</p> <p>Educators attend Professional Learning– STEM 'Building Powerful & Playful Learners'</p>	<p>Children's voice visible in centre displays</p> <p>Learning Stories incorporate children's voice</p> <p>Children's voice evident in documentation</p> <p>Program , daily reflections & children's voice have clear connections</p>	



Ongoing Improvements, interests areas or review findings

NQS Links	What targets are we working towards?	How will we achieve these targets?	Success Measure	By Whom?	Review & Progress notes
QA3: Physical Environment 3.1.1 Fit for Purpose 3.1.2 Upkeep	Improved Outdoor Learning Environment.-the outdoor learning is suitable & safe for learning	Kids safe Audit 2019 Budget - \$10,000 has been allocated to replace broken or worn out equipment and to upgrade to outdoor learning environment Fundraising during the year	Completed audit Identified Improvements completed	Governing Council, Staff, families & community	
QA1 Educational program & Practice 1.3.3 Information for families Collaborative Relationships with Families 6.1.1 Engagement with the Service	To increase family involvement in decision making about their child's learning	Communication system (electronic) Educators share learning with families	Parent survey responses Verbal feedback Family involvement at centre events Families are more engaged with the Kindergarten and are actively being involved in decision making e.g by becoming a Governing Council Member, volunteering .	Governing Council Families, Staff	

