

McArthur Park Kindergarten



Quality Improvement Plan 2016



Government of South Australia

Department for Education and
Child Development

Service details

Service name	Service approval number
McArthurPark Kindergarten	SE-00010619
Primary contact at service	
Nikki Kirkland (Preschool Director)	
Physical location of service	Physical location contact details
Street: McRostie Street Suburb: Millicent State/territory: South Australia Postcode: 5280	Telephone: 08 87332462 Mobile: Fax: 08 87332462 Email: Nikki.Kirkland630@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Telephone: Mobile: Fax: Email:	Name: Nikki Kirkland Telephone: 08 87332462 Mobile: 0428 057 240 Fax: 08 87332429 Email: Nikki.Kirkland630@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 687 Suburb: Millicent State/territory: South Australia Postcode: 5280	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:45	08:45	08:45			
Closing time		15:15	15:15	15:15			

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

3 car parking bay and roadside parking available

Term 1 holidays 16/4/2016 - 1/5/2016

Term 2 holidays 9/7/2016 – 24/7/2016

Term 3 holiday 1/10/2016 – 16/10/2016

Term 4 holidays 17/12/2016

Pupil Free days – dates to be finalised

How are the children grouped at your service?

Sessional Kindergarten for children in their eligible year and extended enrolment – Universal Access

Pre-Entry children integrated into sessional kindergarten

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor, Nikki Kirkland

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Vision

A high quality preschool program that provides early enrichment, with play and learning hand in hand, to build a strong foundation for lifelong learning and success for life.

Philosophy

We believe that every child learns best when engaged in a play based curriculum within a caring, safe and stimulating active learning environment where diversity is valued and respected.

As educators we strive to provide meaningful experiences that support the learning styles, needs and interests of individual children.

We endeavour to implement quality improvements to achieve the best learning outcomes for all children through reflective practise and by collaborating with our families.

By working in partnership with families to achieve quality learning outcomes we build trust, respect and confidence for all involved as well as develop a greater understanding of a child's sense of wellbeing and learning journey.

We value the early years as a critical time to foster a positive self-concept, lay the foundation for skills for lifelong learning and to promote the understanding and acceptance of others.

We believe that "It takes a village to raise a child" and that we are all learners and educators. We value and acknowledge the contribution made by parents, caregivers and members of our community.

Our commitment to quality is promoted through a belief in the following values: Care, Respect, Optimism, Learning, Discovery

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. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Improvement Plan for QA1 Summary of strengths for QA1

Strengths	<p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>The Early Years Learning framework '<i>Belonging, Being, Becoming</i>' guides educators in decision making and curriculum development, educator principles, practices, learning outcomes and information sharing with families. We have developed a planning cycle that meets our needs, incorporating elements from a variety of planning approaches from T&D opportunities attended. Each week staff work collaboratively to plan. There is much discussion and reflection on child initiated activities, ideas, interests and learning as well as teacher initiated activities (also documented and kept in planning folder). Educators gather child voice to incorporate children's ideas, culture or interests. An overview of the week's activities and reminders are displayed on the whiteboard for families to read while children sign-in each day.</p> <p>Our planning cycle identifies a 'big picture' focus for the week, questions, possible activities and reflection. Educators plan an intentional teaching focus for gathering time based on the small group's needs. Educators also incorporate and document spontaneous intentional teaching that occurs throughout the day/week. We display children's planning on our parent board, with brief statements about the learning. Child, parent and broader community feedback is an important element and educators approach a range of children or parents each week for comments, which are recorded in our learning journal. We utilise Facebook as a method of sharing information about the learning at McArthur Park Kindergarten and to capture comment from families and the wider community. The program, including predictable daily routines, is organised in ways that maximise opportunities for each child's learning, are relevant and respectful of background, recognise and builds on current interests and abilities and ensures smooth transitions. Educators plan specific activities to include the indoor and outdoor curriculum, active and restful experiences, social skills, self-help skills and life skills.</p> <p>Educators are focused, active and reflective in designing and delivering the program for each child through reflection and planning on a daily, weekly and term basis. Educator knowledge of individual children's strengths, capabilities, knowledge, ideas, culture and interests forms the foundation of the program. Staff are responsive to children and support their decision making and engagement through a constructivist approach. Staff scaffold learning, actively support children to develop skills of collaboration, problem solving and develop inquiry based learning projects.</p>
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Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child

An ongoing cycle of planning, documentation and evaluation exists for each child's learning and development through observation and interactions, anecdotes, learning stories, photographic records, work samples and parent / educator interviews. Educators plan for individuals, small and whole group activities. Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. Educators gather information about each child's interests from the parent questionnaire and record on overview chart. These interests form the basis of planning for the beginning of each year. Children are encouraged to document their interests or learning through the process of Talking, Thinking Floorbooks.

These processes have resulted in children becoming more curious and enthusiastic participants in their learning and use their own ideas to develop their play.

Educators notice each child's emerging interests, friendships, experiences and challenges. We document these observations daily/weekly and use them to guide our program. Educators make use of spontaneous 'teachable moments' to extend children's learning, development and understanding. Each child has a learning goal based on one of the five outcomes from EYLF. These are developed as part of each child's reflection of learning statement, are sent home to families and are displayed in the office for staff reference. Each session/day educators select focus children and make opportunities to observe, chat and extend the learning. Observations, Indicators and Learning stories are used to capture and document the significant learning that is evolving. Children with additional needs have an individual learning program based on goals from their assessment (ie speech or psychological assessment) and regular feedback is provided to families. Educators ensure learning outcomes are a priority for all children through principles of inclusivity and teaching practices that include a play-based, child focused curriculum and explicit teaching to meet individual and group needs.

Educators strategically observe, assess, plan, monitor and record children's learning including literacy and numeracy skills through Indicators of Numeracy and Literacy. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning: responding to learning dispositions, capturing spontaneous teachable moments, extending critical thinking, facilitating active learning environments and children's engagement, co-constructing play, modelling and developing mathematical and scientific language and concepts.

Critical reflection processes reviewed and modified by educators led to improved planning, assessment and decision making about children's learning and educator practice. This was determined by all staff to be an area of importance due to its direct link to improved learning outcomes for children.

Key improvements sought for QA1/ Educational Program and practice

Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.			
Identified issue	<p>Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated. Children actively construct their own understandings and contribute to others' learning. (EYLF page 9)</p> <p>Educators have recognised the need to build on each child's capacity to notice elements within our environment (both inside and outside) and use these wonderings to form an inquiry based approach to learning.</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Children recognise their agency, capacity to initiate and lead learning and their rights to participate in decisions that affect them including their learning</p> <p>Priority (L/M/H)</p> <p>Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Develop talking thinking floor books/journal for both indoor and outdoor curriculum • Provide provocations to extend children's critical thinking skills. i.e. noticing table with an environment/science focus. • Encourage small groups of interested children to focus on connections to the natural world • Be responsive to all children's strengths, interests and abilities. • Build on children's existing knowledge and skills to enhance their learning • Notice and document Indicators of Numeracy and Literacy within children's play and learning 	<p>Children are curious and enthusiastic participants in their learning.</p> <p>Educators intentionally scaffold children's understanding and learning.</p> <p>Educators make use of spontaneous 'teachable moments' to extend children's learning.</p> <p>Further extend critical thinking skills through provocations</p> <p>Support children to apply their learning in new ways and build their understanding</p>	Term 1 2016	

Quality Improvement Plan for Q2 Summary of strengths for QA2

Strengths	<p>Standard 2.1 Each child’s health is promoted.</p> <p>Each child’s health needs are supported through obtaining information on children’s health and medical conditions and all staff are made aware of these, individual medical plans are obtained and there is a written process for administration of medication, photos of children with identified health needs are display in office and staff bathroom. The centre has developed policies and procedures for infectious diseases, Medical conditions - asthma and Anaphylaxis, First Aid, Medication, Toileting/Nappy change and Emergency procedures. First aid kits and asthma kits are regularly updated and maintained.</p> <p>Emergency procedures are practised each term and Director has recently undertaken Emergency Warden training. We are a nut aware centre and inform families and visitors through signage and through newsletters. We are an Asthma friendly centre and all staff have undertaken accredited asthma training, procedures for dealing with asthma are displayed and clearly visible. All staff have undertaken accredited Anaphylaxis training and procedures to administer an epipen/anapen are clearly display near office/kitchen. We also meet the requirements of a SunSmart centre and have policies and procedures to ensure children are protected from UVA/UVB rays (broad brimmed hats, sunscreen is available for parents upon arrival and staff reapply sunscreen at lunchtime). During Term 1 and 4 we display UV ratings and times when protection is needed on parent information board.</p> <p>Intentional teaching about hygiene is regularly planned and posters/visual are provided in bathroom- including hand washing procedures, coughing into elbow, PDI (Protect don’t Infect – youtube video is often played as well as Wiggles wash your hands song). Tissues and bars of soap are provided and educator’s model hand washing and hygiene practices. Accident/illness forms are completed by staff after any injury/sign of illness and are maintained in folder in office. Any major incident requiring notification on IRMS is entered promptly by staff.</p> <p>Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation. Daily curriculum including routines is adjusted to meet children’s needs for active play, rest and relaxation.</p> <p>Quiet time is scheduled with small group story time before lunch and short educational DVD after lunch. Our library is a dedicated quiet area with pillow pets for children to lie on while reading. We provide an egg chair/tents/cubbies/cubes for children to retreat to when tired or needing a quiet space. If children are feeling unwell we have purchased two easy-clean mats where they can lie until collected by parents.</p>
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Standard 2.2 Healthy eating and physical activity are embedded in the program for children.

McArthur Park Kindergarten was involved in a Healthy Eating and Physical Activity project and this has become embedded in the program. We have recently constructed raised vegetable gardens, maintain fruit trees in our orchard and planted additional apple trees. Healthy eating is promoted through newsletters and cooking activities and children are encouraged to bring two pieces of fruit and drinking water is readily available. Cooking activities are planned regularly with parental help, including healthy eating, multi-cultural and using organic produce from our garden. We have an annual café fundraiser selling homemade sauces, jams, pies made from fruit produced on site.

Through a successful grant application to our local council , we have purchases additional resources to extend the opportunities we provide for cooking and promoting healthy eating (Wok, food processor, blender, utensils etc). Educators purchase books and resources with a focus on healthy eating (i.e. Piranha's eat Bananas, Dragon's Love Tacos, Sushi making kit). We established a sensory table which includes smelling herbs and tasting different foods (changed each week).

Physical activity is planned for both within the indoor and outdoor curriculum including daily fun and fitness activities which focus on gross motor skills. We also run an additional fine motor/gross motor program. There are adequate resources to promote physical activity and further development of the outdoor environment is currently being reviewed and extended with support within the budget.

Standard 2.3 Each child is protected.

Each morning a yard inspection is conducted and recorded in safety checklist book located in kitchen. WHS issues are identified and recorded in book and on WHS action plan. Risk assessments for play equipment and excursions are conducted. Children are adequately supervised at all times. The learning environment is designed to ensure effective supervision through careful consideration and placement of equipment, furniture and resources. Educators are rostered to supervise children both indoors and outdoors including eating times and adjusting supervision levels according to higher risk activities, excursions, individual and group dynamics.

Rules are negotiated with children and families about allocating areas for particular play (eg superhero play on bark area near cubby). Strategies are devised for educator and child implementation (i.e. safe hands – safe feet).

Educators plan child protection learning experiences every term and inform parents through newsletter articles. All educators, co-ordinators and volunteers have undertaken child-related screening and an overview of current certificates is kept on WHS management folder in office. Educators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. Staff participate in required training and are observant and responsive to signs and indicators. Staff listen and converse with families about their home lives.

Key improvements sought for QA2 / Children's health and safety

Element 2.1.1	Each child's health needs are supported.			
Identified issue	Educators have identified the need to support the mental health and wellbeing of young children and their families.			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>that educators work support children and families to support the mental health and wellbeing of young children using a promotion, prevention and early intervention framework.</p> <p>Priority (L/M/H)</p> <p>High</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Work towards becoming an official KidsMatter Early Childhood setting • Attend a webinar – Getting started with KidsMatter workshop (February 24 2016) • Consider theory that underpins early childhood mental health and what we can do to support it • Explore how kidsMatter benefits children, families, educators and entire communities • Explore ways to leading the implementation of the KidsMatter framework • Develop strategies for using KidsMatter in ways that best suit our context <p><u>Four key areas</u></p> <ul style="list-style-type: none"> • Creating a sense of community • Developing children's social and emotional states • Working with parents and carers • Helping children who are experiencing mental health difficulties 	<p>By acknowledging each child's cultural and social identity and responding sensitively to their emotional states, educators build children's confidence, sense of wellbeing and willingness to engage in learning.</p> <p>Work collaboratively with families to create a setting which can better support children's social and emotional wellbeing.</p>	<p>Term 1 2016</p> <p>Term 4 2016</p>	

Key improvements sought for QA2 / Children's health and safety

Element 2.3.4	Educators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.			
Identified issue	Educators have identified the need to further engage the support of local services (i.e. police, health professionals etc) to engage children (and families) in developing a deeper awareness of and taking responsibility for their own health and safety.			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
that educators and co-ordinators work collaboratively with other authorities and/or professionals to support children	<p>Educators will:</p> <ul style="list-style-type: none"> • listen and respond to families' comments about their day-to-day observations of their child and the events occurring in their lives • work collaboratively with other authorities and/or professionals to support children who have specific protection needs • Invite local police to regularly visit and discuss issues of safety and child protection • Ensure a current list of local community resources that can provide information and support for children, families, educators and staff members in relation to children at risk of abuse and/or neglect. • 	<p>Children and families are provided with information and services to ensure health and safety of each individual.</p> <p>Through a widening network of secure relationships, children develop confidence and feel respected and valued.</p> <p>A strong sense of wellbeing promotes children's confidence and optimism, which maximises their learning and development</p>	Term 2 2016	
Priority (L/M/H) High				

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.

Quality Improvement Plan for QA 3 Summary of strengths for QA3

Strengths

Standard 3.1 The design and location of the premises is appropriate for the operation of a service.

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources allows for various types of play including role play, active, quiet and physical play, provides flexibility and fosters children's learning and development. The outdoor grounds are spacious and well-maintained and allow for open, active play as well as areas for peace and relaxation. Outdoor spaces include a variety of natural materials and adequate shelter and shade. The outdoor space incorporates a variety of levels and different textures, it includes spaces/props for play including a shop, fairy/dinosaur gardens, a boat, mud kitchen, areas for artistic/musical creativity, vegetable gardens, orchard, storage for play and garden equipment, an amphitheatre for outdoor eating and performances as well as resources and equipment for literacy and numeracy activities.

Centre facilities are designed and adapted to ensure access and participation by every child and promote flexibility and interaction between indoor and outdoor spaces including double entrance doors that open onto the enclosed veranda with adjacent pergola. Grounds have secure fencing and the indoor and outdoor learning environments are designed to assist effective supervision. Resources and materials enhance children's learning and development, support intentional teaching and are open ended to foster learning. Adequate space is available to work with both small and large groups of children, administrative functions, private conversations and consultations and work space for visiting support services.

Staff undertake daily yard inspections to ensure children's safety as well as quarterly playground checks on equipment. We have a staff daily cleaning roster, washing roster for families, weekly cleaning duties for our volunteer and at least once a year hold a working bee to complete major tasks in collaboration with families

Recent renovations include addition of display boards and soft coverings to improve acoustics, updating the bathroom, kitchen, library, veranda, painting the exterior and fencing for a utility area. During 2015 the flooring was replaced, interior walls painted a neutral colour, natural/wooden displays and signage added and removal of visual clutter to create a more natural and serene learning environment implementing principles from Reggio Emilia philosophy. A studio was created in the locker area to provide an additional space for investigation and creativity. A dining table was purchased to create a homely feel.

Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

Resources, materials and equipment are easily accessible to children to independently select for their play, resources are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and flexible to allow for multiple uses. Equipment and materials can be used flexibly to create inviting indoor and outdoor learning environments that provide additional interest, creativity, exploration and challenge to enhance children's learning outcomes across the curriculum.

We often utilise the nature reserve adjacent to kindy to extend learning opportunities and interest in the outdoor environment. During 2015 educators, children, families and the local community collaborated to develop a Gathering Space in the reserve. With guidance and support from a local Aboriginal Elder, Kathy Bell and indigenous students from Millicent High School we have created a space the whole community utilises as well as a space for children to regularly visit. Recently staff have been further developing the outdoor play spaces to be flexible to respond to children's individual needs and stages of development, encourage self-initiated play and exploration. For 2016, we have been successful in obtaining a grant from Wattle Range Council to further develop our mud kitchen and create a sensory walk.

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

During 2013 we incorporated a large vegetable garden in the centre of the yard to encourage observation and participation in growing vegetables. Educators assisted children to gain an understanding of the interdependence between people, plants, animals and the land by incorporating a worm farm and compost bin close to our vegetable garden. Children put scraps and vegetable cuttings in the worm farm or compost bin and then use the castings and compost to improve the soil in the garden beds.

In 2014 staff, children and families helped develop and then plant vegetables as part of the Millicent Community Garden (Green fingers). We visited the garden to check progress, weed and water or plant successive crops and encourage families to participate through our newsletter.

Children are supported to become environmentally responsible and show respect for the environment through caring for natural and constructed environments. Each year, we plant trees in the reserve with support from Heritage Society and our buddy class from Newbery Park Primary School. We participate in National Tree Day every year and plant trees/shrubs at Lake McIntyre with support from staff and students from St Anthony's Catholic Primary School. Both of these activities developed a sense of ownership and care with these areas of local significance. Children have opportunities to engage in caring for the orchard and garden areas including growing fruit, herbs and vegetables and incorporating these into cooking activities and healthy eating. Garden Gnome duties were incorporated in 2015 to provide each child with the opportunity to regularly engage in gardening experiences.

Educators work with children to develop consistent practices in recycling, reducing waste and reusing resources. We have less general waste and an increase in compost and recyclable materials. Many families and local businesses are recycling materials through the kindergarten practices.

Key improvements sought for QA3/ Physical Environment

Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural learning environments.			
Identified issue	We have been successful in obtaining a grant from Wattle Range Council to further develop our mud kitchen and develop a sensory walk to engage children in natural play spaces.			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Support the diverse interests, preferences and learning styles of all children in the service.</p> <p>Priority (L/M/H)</p> <p>Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Seek support from families, children and local community to gather ideas and resources to further develop our mud kitchen • Encourage families and children to investigate ideas to include in a sensory walk • Organise a working bee to remove and replace some structural elements which are becoming a hazard (i.e. boardwalk behind the shop area, creating a screen and flooring in mud kitchen) 	<p>Children have access to areas with natural features such as plants, trees, edible gardens, sand, rocks, mud and water.</p> <p>Families and children experience a sense of achievement in creating a natural play space.</p>	June 2016	

Key improvements sought for QA3/ Physical Environment

Element 3.2.1	Sustainable practices are embedded in service operations.			
Identified issue	<ul style="list-style-type: none"> Educators have identified the need to share information and provide children with access to information about the environment and the impact of human activities on environments. During 2016 we will attend a performance of Grug and we will focus on the character and stories which highlight environmental issues. We have several children with a strong interest in sheep and farming and will investigate 'George the Farmer' app, books and organise a performance. 			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Educators and children work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices.</p> <p>Priority (L/M/H) Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> Provide provocations to extend children's critical thinking skills. i.e. noticing table with an environment/science focus Encourage small groups of interested children to focus on connections to the natural world and document learning in talking thinking floor books Introduce the character and stories of 'Grug'. Provide a range of Grug experiences in the reserve to investigate the natural environment Investigate sheep and farming practices and discuss their impact on the environment using George the Farmer app and resources 	<p>Children develop positive attitudes and values by engaging in learning experiences, joining in discussions that explore solutions to the issues that we face, and watching adults around them model sustainable practices</p> <p>foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.</p> <p>Educators and children work together to show respect, care and appreciation for the natural environment</p>	<p>Term 2</p> <p>End of Term 1</p> <p>Term 3</p>	

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.

Quality Improvement Plan for QA4 Summary of strengths for QA4

Strengths

Standard 4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Educator-to-child ratios are maintained at all times throughout the day to ensure the required supervision, safety, welfare and well-being of children while attending Kindy. Ratios are adjusted to meet requirements for excursions. All educators have deemed Early Childhood qualifications which meet expectations of NQS. Educators regularly attend training and development to update knowledge and understanding of early childhood pedagogy. Additional financial resources have been added to the budget to enable staff to attend training opportunities and to purchase professional resources for staff use.

As part of our Performance Development process each educator identifies a focus area for professional learning and actively seeks opportunities to enhance their learning. Educators undertake professional reading, professional discussions, research online, reflect on their practice and purchase resources to further enhance their knowledge and pedagogy which contributes to a high quality learning and care environment for our children. Professional development is a budget priority and additional funds have been added to the site budget for the purchase of professional resources and/or training for staff.

Educators work cohesively to ensure the daily routine runs smoothly, also allowing for spontaneous activities that may arise. We have a range of rosters clearly displayed for staff and relief staff designating responsibilities throughout the day. At all times there is one educator outside and another inside, when staffing allows there is also an additional educator who is able to flow between the two learning areas wherever the majority of children are engaged in learning. Staffing requirements are met for non-contact time which allows all educators to be involved in the planning process and release time is organised to work with support professionals as needed. Routines are organised to ensure children feel safe and have a strong sense of wellbeing within the predictability of the day.

Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical.

Staff utilise the National Professional standards for Teachers to guide our practice, interactions and relationships at the centre with all stakeholders including children, families, staff, colleagues, support professionals and the broader community. Staff demonstrate the services code of ethics in their relationships and interactions at all times. All staff take responsibility for implementing, reviewing and working towards improving all areas of the National Quality Standard and other legislative requirements.

Positive working relationships exist with an atmosphere of openness and commitment to ongoing improvement. Interactions between staff convey mutual respect, equity and recognition of each other's strengths and skills. Staff are receptive to change and embrace new opportunities and possibilities which will enhance the learning for all children. Individual strengths are recognised through each staff member taking responsibility for particular projects, this becomes the major component of the Performance Development plan. Staff members work collaboratively, supporting each other by the offering ideas or assistance and sharing of responsibilities to ensure the success of the project. Staff address any grievances or conflicts that may arise with respect and work towards a positive resolution.

Key improvements sought for QA4 /Improvement plan

Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.			
Identified issue	<p>A lively culture of professional inquiry is established when educators and those with whom they work are all involved in an ongoing cycle of review through which current practices are examined, outcomes reviewed and new ideas generated. In such a climate, issues relating to program quality, environment design, equity and children's wellbeing can be raised and debated.</p> <p>Continue to utilize the ECA Learning Hub and local opportunities to develop our understanding on a range of professional interests.</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Educators challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</p> <p>Priority (L/M/H) Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Use the (online) ECA Learning Hub professional learning modules to further develop expertise in early childhood education /pedagogy. • Choose a topic of interest/need to investigate deeply - Mathematics • Share our expertise with families, peers and the wider educational community through a range of initiatives including newsletters, Facebook, parent workshops, hub groups, early years forum) • Participate in local hub group • Participate in 'Going Deeper with Powerful Learning project" • Develop a professional learning community with early years educators (birth to 8) to investigate bookmaking as a process to nurture writers in the early years. 	Educators demonstrating a strong drive to learn more regardless of their experience and current knowledge and skills.	term 4	

Quality Area 5: Relationships with children

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

Quality Improvement Plan for QA5 Summary of strengths for QA5

Strengths

5.1 Respectful and equitable relationships are developed and maintained with each child.

Educators promote interactions with each child that build warm, responsive and trusting relationships through practices that create a relaxed and happy atmosphere with a holistic approach. Each child and their family is greeted upon arrival and educators ensure they are available to chat with parents or support children who may experience separation anxiety. Experiences and routines are organised to maximise opportunities for meaningful conversations with children in small groups and longer sustained one to one conversation. Educators are available at the conclusion of the day to chat with families about the day and significant learning or experiences their child was involved in. Daily reflections (What I did at kindy today) provide families with opportunities to discuss learning with their child.

Educators are aware that learning occurs in social contexts. Educators utilise planned and spontaneous experiences to support children's play and interactions to scaffold learning including participating in children's play and using cues to guide and build their level of involvement. Educators reflect on observations and interactions to extend children's thinking and educators model wonder, investigation, reasoning, predicting and reflective processes and language. Educators use supportive techniques including visual strategies, music, smart board and iPads as a tool to engage all children and especially to support the inclusion of children with additional needs.

Each child is supported to feel secure, confident and included by building positive relationships with educators including building a secure attachment to one or more familiar educators and facilitating positive relationships with peers to build a sense of security and belonging. We talk with families about their children to respectfully gain an insight into their family culture, expectations, parenting and lifestyles and the strengths, capabilities and interests of their child(ren) including an information morning, parent questionnaire and informal and formal discussions.

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Educators engage children in planned and spontaneous collaborative learning opportunities including socio-dramatic play, gardening projects, small group work and larger collaborative projects that promote team work. Educators provide leadership roles within the service such as 'Star of the Day', where children are supported to take on the teacher role during circle time by reminding others of group listening behaviours (5 L's) and going through the daily routine as well as taking on leadership roles through spontaneous play and learning opportunities that arise.

Through the close observation of children and their interactions, Educators are able to identify opportunities to develop and promote interpersonal relationships and skills. Educators draw from a range of program depending on the needs at the time. To develop organisation, confidence, the ability to get along or resilience we use the puppets and strategies suggested in 'You can do it' program. We model and support children's social skills through implementing strategies and intentional teaching using strategies from "What's

the Buzz” social skills program. We implement strategies from “A box full of feelings” and children use the emotions/feelings charts and visuals when issues arise to discuss their own feelings and we support them to identify other people’s feelings to develop a sense of empathy.

Since 2013 we have modelled, discussed and developed children’s understanding of empathy through a story and song on the topic of “Fill your bucket”. People who are bucket fillers help others, are kind and caring, bucket dippers are the opposite. To introduce the concept, educators notice children displaying these positive behaviours and put a ball in the bucket. At the end of each day we count how many balls are in the bucket and discuss the positive effects. Parents have been encouraged and supported to implement the same language and strategies at home through articles in our newsletter, having a copy of the book and song available for borrowing and discussing strategies when parents/carers raise issues or concerns with educators.

Educators support children to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. This is supported by developing children’s sense of well-being including awareness of emotions, developing emotional resilience, promoting and modelling positive ways to relate to others and positive conflict resolution strategies. A consistent approach is promoted by working with families and support services, Educators Communicate regularly with families on issues and strategies we can both implement to support their child while at kindy (or home if requested) Educators have developed social stories in conjunction with families and support personnel to assist children through a range of issues (separation anxiety, anger issues and transition to kindy or school). We have a calming tent available at all times and offer a sensory table to provide a safe, familiar place for children to retreat to if feeling anxious. Educators encourage children to listen to other children’s ideas, consider alternative behaviours and solve problems together, we talk with children about the outcomes of their actions, and the rules and reasons for these. Educators prompt and support children to remove themselves from situations where they are experiencing frustration, anger or fear. We support children to negotiate their rights in relation to the rights of others and intervene sensitively when children experience difficulty in resolving a disagreement

Educators work with children on the concept of personal safety by implementing a strategy called - safe hands/safe feet. Visual cards were made for both educators and children to use. This provided children with the language to use and empowered them to become more assertive if someone was being unsafe. A display was also made with photos of children modelling safe hands/feet practices.

Educators work to ensure the dignity and the rights of every child are at all times. Educators respect the Rights of the child and practices ensure children’s physical and mental well-being is upheld. Strategies include educators using positive language, guiding children’s behaviour, working with families, allowing children to have a say and make choices and reflecting on practices at the centre to minimise stress to children.

Staff work collaboratively with other professionals and support agencies including regularly reviewing and reflecting on our school transition program to best support the needs of children. With the implementation of the ‘same first day’ policy educators worked collaboratively with staff from our local child care centre to implement a transition program to support working parents who were unable to bring their child to pre-entry visit prior to starting kindergarten. We regularly meet with staff from Learning Together, Child care and our feeder schools to share practices, discuss the needs of children, review transition processes or work on collaborative projects.

Key improvements sought for QA5 /Relationships with children

Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.			
Identified issue	<p>When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently and make informed choices about their behaviours. Educators assist all children to develop the skills, dispositions and understandings they need to interact positively with others.</p> <p>Educators have identified the need to develop a sense of resilience within children and engage children in ongoing and collaborative projects which develop over time and involve research, planning, problem solving and shared decision making.</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>Priority (L/M/H) High</p>	<p><u>Educators will develop a sense of resilience</u></p> <ul style="list-style-type: none"> Pete the Cat stories - use these to initiate discussions and develop a range of experiences to build resilience Utilise Pete as a transition buddy with our two feeder schools <p><u>Educators will engage children in collaborative projects by:</u></p> <ul style="list-style-type: none"> Identifying children's shared interests and use this knowledge to plan collaborative learning opportunities. Document their ideas, knowledge, interests and learning using Floor books Identify children who have difficulty working collaboratively and support them to ensure they have the skills to participate in and contribute to group play and projects. (implement What's the Buzz – social skills program) Model language that children can use to express ideas, negotiate and collaborate to achieve goals Plan opportunities for children to participate in meaningful ways to group discussions and decision making 	<p>Children interact in relation to others with care, empathy and respect.</p> <p>Children engage in enjoyable interactions with their peers, contributing to shared play experiences and responding positively to ideas and suggestions from others</p>	<p>Term 2</p> <p>Term 4</p>	

Key improvements sought for QA5 /Relationships with children

Element 5.1.3	Each child is supported to feel secure, confident and included.			
Identified issue	<p>All children need to know that others care about them, know them well and are interested in what they do, think and feel. Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security. Educators and co-ordinators support children as they begin to empathise with others, to appreciate their connectedness and interdependence as learners and to value collaboration and teamwork.</p> <p>During pre-entry visits educators noticed that a significant number of children required comfort toys as a support from separating from their family. Educators have identified the need to provide further opportunities for feedback to children.</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Each child is supported to feel secure, confident and included.</p> <p>Priority (L/M/H) High</p>	<p>Educators will:</p> <ul style="list-style-type: none"> request support from our local community in knitting transition teddies for each child's use provide each child with a transition teddy to use as a comfort and during visits to local sites Encourage child care and learning together staff to implement a similar process for children within their site Extend invitations to other sites to join together for teddy bear picnic or bear hunt <p>Educators will:</p> <ul style="list-style-type: none"> Create a letterbox system where educators (initially) can post notes, affirmations or observations for children Encourage other children to draw pictures or write notes to friends 	<p>Children develop a sense of belonging when they feel accepted, develop attachments and trust those who care for them. When children feel safe, secure and supported they grow in confidence to explore and learn</p>	<p>term 1 2016</p> <p>term 1 2016</p>	

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Improvement Plan for QA6 Summary of strengths for QA6

Strengths

6.1 Respectful supportive relationships are developed and maintained.

There is an effective enrolment and orientation process for families. To advertise enrolments throughout the year we display posters in local supermarkets, library, child care centre, learning together and feeder schools inviting families to visit. As part of our enrolment process we collect projected enrolment information, post out enrolment packages, invite families to visit and become familiar with the centre prior to their child starting, including an invitation to join our playgroup, and we hold an information sharing morning. To inform families of our processes we provide a parent booklet, have a web-site with links to information on policies/newsletters and a site Facebook page. Parents are invited to stay for pre-entry visits as long as needed and we provide feedback on each child's participation and interests displayed throughout their pre-entry visits and all educators provide ongoing informal discussions with families on a regular basis.

Educators promote open communication, family involvement and decision making through creating a welcoming atmosphere, being accessible, communicating respectfully, responding in a prompt and respectful manner and sharing information about their children's progress formally and informally. With the introduction of DECD reflection of learning each term, we have informal conversations with families each term to discuss progress and individual goals for the following term. Educators gather feedback from children on a regular basis including "What I did at kindy today..." sheet which is sent home fortnightly. Children's progress folders are readily accessible and families are encouraged to share them with their child at any time. In 2014 we created a parent and community display board and book where we display events and happenings at kindy to make learning visible. Also in 2014 we developed a site facebook page to inform families and the wider community of learning activities, ideas and information. This has proved valuable for extended family members and for working families who don't get the opportunity to visit regularly and as a great tool for feedback as families comment on the posts.

Families have opportunities to be involved in governing council, reviewing the site philosophy, policies and participating in the Quality Improvement process. In 2014 we instigated a curriculum representative on Governing Council to promote early childhood pedagogy and practices amongst the families. Current information is readily available to support the partnership between families and the preschool including regular newsletters, communication books, power point presentations, photo stories, website, parent board, Facebook page. We display the areas of improvement in our Quality Improvement Plan within the centre as our QIP in action 'tree'. This includes the goals and brief information and photos on progress against the seven areas of the NQS. As part of Governing Council meeting we provide a Director's report which updates the progress in each area of our QIP and also share the information through our newsletters.

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Educators acknowledge families are the most significant influence on children's lives and support their parenting role including exchanging information with families on arrival and departure, sharing information and decision making to support children's learning and well-being. Information about community services and resources is available and families are supported to access those relevant to their needs. We also post links to parent workshops or resources via our facebook page and through site newsletter.

6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Educators work collaboratively within the community to enhance the learning opportunities for children. We have developed close links with Millicent Community Garden (Green Fingers), Men's shed, Wattle Range Council, Learning together program, Gladys Smith Early Learning Centre and Millicent Public Library. The service builds relationships and engages with the local community including reflecting the culture of children and families within the preschool, including raising awareness of Aboriginal culture, within the curriculum and learning environment. Building connections with community groups including Health Professionals, Police, Senior Citizens (Banksia House and Sheoak lodge) and Lioness club to develop community partnerships and to provide children with opportunities to learn about and contribute to their community.

Educators promote equity and facilitate inclusion by working with children, families and support services to ensure all children achieve success. Educators accept and actively work to build their capacity to respond to children with specific needs including engaging in professional learning and regular information with families, other professionals and support agencies. We work closely with support agencies for children with additional needs including speech pathologists, psychologist, occupational therapists, Child Development Unit, Paediatricians, Autism SA and Disabilities SA

We are continually reflecting on our transition process and utilise the DECD transition rubric to plan, monitor and assess progress. In 2014 we collaborated with families and feeder educational sites to develop a transition to preschool and school policy. Procedures are in place to ensure continuity for children's learning and well-being including within the daily routine, moving between settings and with advice from support services. We have developed strong relationships with staff from child care, learning together and two local feeder schools to ensure that children and families experience a successful transition and develop a sense of belonging within the new setting. We meet on a regular basis to plan and monitor our transition process and discuss how we can best support the continuity of learning and development for children and their families. In 2015 we have been working closely to align early years pedagogy, principles and practices in order to achieve a smooth transition and optimise learning potential for children.

Key improvements sought for QA6 /Collaborative partnerships with families and communities

Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.			
Identified issue	<p>Educators recognise that families are children's first and most influential teachers. They honour the histories, cultures, languages, traditions and child-rearing practices of families so they can better support children in their care.</p> <p>During staff reflection on the assessment and reporting process -reflections of learning each term. Educators have identified the need to work together with families to establish a learning goal for their child.</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Facilitate shared decision making with families and to honour families' requests regarding children's education and care</p> <p>Priority (L/M/H) Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> Document observations about each child's learning. Identifying strengths and possible areas for development (i.e. physical, social, emotional, personal, spiritual, creative, cognitive and linguistic) Arrange a time (towards the end of Term 1,2 and 3) to meet with families to discuss observations and establish a learning goal based on the EYLF outcomes Provide opportunities for each child to further develop the knowledge, skills or understandings related to their individual goal Provide feedback to families in the form of observations, learning stories and reflections of learning 	Educators and families discussing children's individual needs and developing goals to further their learning	Term 1 2016	

Key improvements sought for QA6 /Collaborative partnerships with families and communities

Element 6.1.3	Current information about the service is available to families			
Identified issue	<p>Readily available information supports the partnership between families and the service and assists in developing a shared understanding of the detail of service operation. Partnerships are based on effective communication, which builds the foundations of understanding about each other's expectations and attitudes, and builds on the strength of each other's knowledge.</p> <p>Within our SECAV partnership we have a strong focus on dispositions as part of Results Plus. An important element of this is developing a common understanding of the dispositions which are most relevant to different levels of schooling within each site as well as with children/students and families. The Early Years Learning Framework identifies the following dispositions as a focus within the preschool setting (curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity)</p>			
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Children and families have a greater understanding of dispositions and ways to further improve dispositions to support their child's development</p> <p>Priority (L/M/H) High</p>	<p>Educators will:</p> <ul style="list-style-type: none"> Inform families of the SECAV partnership goal of developing an understanding of dispositions, from birth to 18,through our newsletter, displays and site Facebook page Identify examples of dispositions (1 or 2 each term) within the kindy setting and create a display for families, with examples of strategies or language to use to develop dispositions at home 	<p>Children and families recognise a range of dispositions.</p> <p>Adults are aware of strategies to foster these dispositions within their child to support them to become an effective learner</p>	End of Term 4	

Key improvements sought for QA6 /Collaborative partnerships with families and communities

Element 6.3.4	The service builds relationships and engages with the local community.				
Identified issue	<p>Engaging with the community strengthens children's interest and skills in being and becoming active contributors to their world (<i>Early Years Learning Framework</i>, page 25).</p> <p>Educators have identified the need to continue to build children's understanding of services within the community</p>				
What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes	
<p>Experiences of relationships and participation in communities contribute to children's 'belonging, being and becoming'.</p> <p>Priority (L/M/H) Medium</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Invite community members or groups to visit and share information about their service • Encourage local community members to contribute to the program on a regular basis (i.e. gardening, local artists, craft, woodwork, sculpture) • 	<p>strengthen children's connection with and understanding of their community</p> <p>children have opportunities to learn about and contribute to the community in which they live.</p>	End of Term 4		

Quality Area 7: Leadership and service management

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

Quality Improvement Plan for QA7 Summary of Strengths

Strengths

7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community

Appropriate governance arrangements are in place to manage the service and information is available about relevant structures including Philosophy, Governing Council and preschool constitution. Parents are personally invited to join governing council and meetings are scheduled to encourage attendance. Information is provided to families on the role of the Governing council and councillor responsibilities at the beginning of each new year. The Governing Council meets twice per term and all parents are informed of decisions and actions by displaying minutes and through our newsletter.

A review of our staff and volunteer induction process was undertaken in 2015 and updated information has been compiled to provide a comprehensive induction process. This ensures each staff member or volunteer has a clear understanding of their role and the expectations for their performance. All volunteers are provided with information about the benefits of volunteering and complete the required responding to abuse and neglect training.

Staffing arrangements are organised to promote continuity at the service to ensure continuity for children's learning and well-being including support for children with additional needs. In 2014 a long time contract teaching position was converted to permanent to realize this requirement.

An effective curriculum with clear goals and learning outcomes is developed each week in collaboration with all educators. As part of our shared leadership approach the early childhood teacher has led the curriculum development process to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework. We continually reflect on the effectiveness of our planning cycle on a daily, weekly and term basis.

Educators at the service are fit and proper to fulfil their roles and responsibilities.

7.2 There is a commitment to continuous improvement

Our statement of philosophy is regularly reviewed to ensure that it reflects a shared understanding of the role of the service with children, families and the community. The statement of philosophy underpins everyday practice and decision making and informs the practices undertaken and decisions made by educators. Families are encouraged to be meaningfully involved in the review of the statement of philosophy. The statement of philosophy is readily available near the sign in table and is included in the induction process for all staff members and in the enrolment and orientation process for families.

An effective self-assessment and quality improvement process is in place, including a site self-review process. Educators reflect on progress towards elements of the QIP during staff meetings at the end of each term and progress notes are recorded. All educators have worked on reviewing and updating the summary of strengths for each area of the QIP throughout 2014. The aim of this was to personalise the information and provide a comprehensive overview of our centre's strengths. Governing Council are provided with a Directors report at each meeting which highlights progress towards each area of QIP. The Directors report is displayed for all families to view. Families and Governing Council members are encouraged to provide feedback at any time as well as formally through DECD parent survey. During Term 4 all staff and families are encouraged to be involved in a review of the QIP. Goals for the following year are documented along with strategies.

7.3 Administrative systems enable the effective management of a quality service

A management plan has been developed to provide a weekly and term overview of processes and administrative requirements. The management plan is reviewed and updated regularly to ensure effective management of the service. Systems are in place to effectively maintain and store records and information to ensure confidentiality and accessibility when needed, and in accordance with legislative requirements. Staff participate in training opportunities provided on administrative, human resources or financial procedures as needed. Administrative systems are established and maintained to ensure the effective operation of the service including Human Resource Management, Early Years System, WHS.

Key improvements sought for QA7 /Leadership and service management

Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.					
Identified issue	<p>The statement of philosophy reflects a shared understanding of the role of the service with children, families and the community. and is used to set directions, build commitment and align actions with the service's goals and outcomes.</p> <p>To what extent does our statement of philosophy</p> <ul style="list-style-type: none"> • reflect a commitment to continuous improvement? • reflect families understanding of the role of kindergarten in their child's educational journey? • recognise and value Australia's Aboriginal and Torres Strait Islander cultures? • The rights of the child are paramount. • Children are successful, competent and capable learners. • Equity, inclusion and diversity underpin the framework. • The role of parents and families is respected and supported. • Best practice is expected in the provision of education and care services. 					
Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1.	Review our statement of philosophy, involving children, families and staff.	Medium	Educators will: <ul style="list-style-type: none"> • Investigate creative ways to involve families in reviewing our statement of philosophy • Involve Governing Council members in undertaking review 	Families are meaningfully involved in the review of the service's statement of philosophy	End of Term 2 2016	
	Review the site's values to determine whether they reflect the values of the current families	Medium	Educators will: <ul style="list-style-type: none"> • Investigate creative ways to involve families in reviewing our values • Involve Governing Council members in undertaking review 	Families are meaningfully involved in the review of the service's values	End of Term 2 2016	