



Oaklands Estate Kindergarten

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Service Approval Number SE-00010740

Quality Improvement Plan 2018





Government
of South Australia

Department for Education
and Child Development

About Us

We are a standalone Department of Education and Children Development (DECD) kindergarten located in the Southern Adelaide suburb of Marion.

The kindergarten is located in a residential area known as Oaklands Estate. It is surrounded by houses, with many of our families living within easy walking distance of the kindergarten and in Pethick Terrace. Marion train station is located within walking distance to the kindergarten, as is the Oaklands Wetland.

The Kurna people are the traditional owners of the land on which the kindergarten resides. In 1943 a large parcel of land was purchased from the Crown and became known as "Oaklands". Over time and a number of different uses, the land was divided up and sold to a number of parties. There is a long history of community involvement at Oaklands Estate Kindergarten beginning with the Oaklands Estate Residents Association who, with much lobbying were fortunate in acquiring the land for the kindergarten and began raising funds for the building. In 1964 the kindergarten was incorporated. This history of strong community involvement continues today with community groups such as Council bands, groups from both Hamilton High , Brighton Secondary and Marion Primary school eager to participate in our programme. and strong family participation in kindergarten events throughout the year, and the casual visits from families' from over a long period of time.

The centre currently has a capacity of 33 children per session per session. Currently children attend two full days Monday to Thursday (8:45am – 3:30pm) and a number of additional Fridays and out of hours' sessions, for the equivalent of 15 hours per week. Our kindergarten provides flexibility with day choices, rather than grouping children into two set groups, we allow families where possible, to select their preferred days of attendance. This approach allows families to have flexibility with work arrangements and family time, it also fosters a sense of community as children get to know many of the other children attending kindergarten. A parent run playgroup operates on Friday mornings 9:00am to 11:00am during the school term, with the exception of the last week of each term.

Oaklands Estate Kindergarten is a multiculturally diverse community representing a number of different cultures each year in its enrolments, including Indigenous, African, The Americas, Asian, European and Middle Eastern.

Oaklands Estate Kindergarten is part of the Holdfast Partnership group of 8 kindergartens, 5 primary schools and 1 secondary school. While we are part of the Holdfast Partnership our children transition to a number of other schools within our local area and at times outside of our local area. In 2017 children were enrolled to attend 19 different schools at the beginning of the 2018 school year.

Staff



Director

Toni Turci
Nominated Supervisor

Diploma of Early
Childhood Education

Graduate Diploma of
Theology for Education



Teacher

Emma Kerr
Certified Supervisor

Bachelor of Early
Childhood Education



Teacher

Dannielle Pix
Certified Supervisor

Bachelor of Early
Childhood Education



Early Childhood Worker

Victoria Swallowe

Certificate III in Children's Services



Early Childhood Worker

Karen Dwyer

Bachelor of Teaching

Certificate III in Children's Services

Certificate IV in Educational
Support

A number of other staff also work at the kindergarten supporting the educational program and the operation of the kindergarten, these may include bilingual workers, preschool support workers, relief staff, administration officer and finance officer.

Our Philosophy

We acknowledge the many stakeholders in education; children, families, staff and the community, and acknowledge the importance of effective relationships in underpinning all else. We each have a responsibility to establish and maintain positive relationships and work in partnership in order to maximise outcomes for children.

We strongly support a play-based learning environment. We believe when children are actively engaged in their own learning they will develop a positive sense of self and wellbeing. Through the provision of a dynamic, challenging and open-ended curriculum, built upon the interests and prior experiences of each child, we will provide children with opportunities for exploration, discovery and consolidation of meaningful and deep learning. We will provide an environment where children feel safe and supported to take risks.

As educators at Oaklands Estate Kindergarten we will uphold the Early Childhood Australia Code of Ethics that focuses on the protection and wellbeing of children. We will promote contemporary perspectives of Early Childhood Education and advocate and practice play as a primary learning tool. As Early Childhood Educators we have high expectations of ourselves as reflective practitioners and recognise our responsibilities in continuous improvement.

All children have the right to access a high quality, play-based curriculum. We recognise that all children come to our kindergarten with a range of experiences, knowledge and diverse backgrounds and we celebrate this diversity. We acknowledge that all children require different levels of scaffolding at different points along their educational journey. Staff will provide learning experiences that are open-ended and allow children to experience success while being challenged. Our teachings will reflect the rich cultural diversity of our community, taking into consideration and celebrating our indigenous people, their customs and teachings.

We value the learning environment as a vital teacher. Our kindergarten will be welcoming and reflective of the diversity within our community. We acknowledge and value the natural elements of our kindergarten and aim to foster a sense of respect and connectedness with the world around us.

We believe sustainability is an essential part of our curriculum and that each member of our community has a responsibility to actively practice and promote sustainability. Through embedded every day practice and routines we support children's knowledge and understandings of their individual and shared impact and responsibility towards global sustainability.

We believe children are capable, competent and valued members of our community. We believe giving children opportunities to participate in tasks independently and interdependently develops their personal sense of self-worth and purpose as competent members of society.

We will provide children with opportunities to foster a positive sense of self by listening and valuing each child's voice; responding to each child in a positive and respectful manner; allowing each child to make choices about their learning and by supporting them to follow their ideas, interests and dreams.

Reviewed and updated March 2018

Our Strengths

2018 has seen a change in the staff team at Oaklands Estate Kindergarten, with a change of leadership and two new teachers there has been the bringing together of different perspectives in the delivery of the educational program. Together the staff team reflected upon their values, beliefs, current research and understandings of early childhood education, and the kindergarten community to review and redevelop the kindergarten's philosophy statement. With the support of the Governing Council staff reviewed and developed the seven philosophy statements that underpin and guide our daily practice. The seven philosophy statements reflect who we are as a kindergarten community and are central to our work. They inform our daily interactions and how we deliver the educational program.

As a staff team we will continue to follow the same strategic timeline as in previous years as for self-review focusing on the Reflective Questions from the Guide to the National Quality Standards. Using the reflective questions supported staff to think deeply and to engage in critically reflective dialogue as part of a dynamic and enthusiastic team. As part of our self-review cycle against the National Quality Standards will staff continue critically reflect upon each quality area over the course of the year. Term one Quality Area 2 Children's Health and Safety and Quality Area 3 Physical Environment will be reviewed; Quality Area 4 Staffing Arrangements and Quality Area 7 Leadership and Service Management in Term 2; Quality Area 5 Relationships with Children and Quality Area 6 Collaborative Partnerships with Families and Community in Term 3; and Quality Area 1 Educational Programs and Practices in Term 4. From the self-review process of 2017, a comprehensive action plan has been developed, this will be reviewed and adjusted to match the arising needs of 2018.

It is through a culture of rigorous open dialogue staff continue to engage in conversations that relate their work to the National Quality Standards and having received a rating of Exceeding in all 7 quality areas in 2017, we are now not only maintaining this standard but are working towards gaining a rating of 'Excellent' from the national body.

Our strengths have been identified through a continuous cycle of self-reflection and self-review and should be read in combination with our Annual Report. At the end of each year staff spend time reflecting upon the year's work, our achievements, challenges and future directions. The Annual Report summarises our achievements and future directions, it forms the basis for the next step in our planning cycle, the review and redevelopment of our Quality Improvement Plan.

Quality Area 1 Educational Program and Practice

At Oaklands Estate Kindergarten we are committed to the delivery of a high quality kindergarten program where children can grow, learn and be free to simply, be. Our play-based educational program is broad, varied and built upon children's strengths, ideas and interests, as well as being extended by staff's professional knowledge and interests; community events; and current research and theories. Our work is underpinned by the Early Years Learning Framework, *Belong, Being and Becoming*, where the practices and principles are lived out through our daily program and interactions with the children.

Staff are constantly engaged in critical reflection centring on the kindergarten's current curriculum planning, assessment and documentation processes, and the responsibilities of all staff in contributing to the cycle of observing, assessing, documenting, reporting and planning. The Early Years Learning Framework provided a support with staff reflection upon the principles and practices and their own pedagogies, helping to consolidate our understandings and work within a strengths-based curriculum. While some staff have been involved in the inquiry around developing children's sense of agency, the change of staff has meant that this line of inquiry will continue into 2018/19 to ensure that our approach to teaching and learning is constant.

With all children starting at the beginning of the academic year there has been the need to consider the developmental needs of our children. Our daily routine was established with the aim of transitioning children into the kindergarten day safely, and providing them with opportunities for teacher lead group experiences and time for uninterrupted play. The daily routine and educational program provides children with opportunities to make independent decisions about their learning; recognising the signs and signals their bodies are giving them in relation to eating and personal needs; extended periods of uninterrupted play; group experiences and shared meal times; time for quieter and active participation; and for safety at the beginning and end of the day. The daily routine is flexible in allowing staff and children to alter routines based on engagement levels, with staff communicating with the children and each other around routines on a regular basis throughout the day. The daily routine provides opportunities for children to follow their interests and provides flexibility in generating and following new ideas. The daily routine is reflected upon at the end of the year as children head off to school and again in the first few weeks of the year as new children enter the kindergarten with individual needs.

Communication with families about the program and children's learning is an essential element of the family-kindergarten partnership. At the first point of contact with the kindergarten families are provided with a small brochure about our kindergarten and the education program. When the child is enrolled families also receive information about the educational programs through our enrolment pack and a parent information session. These pieces of information are the beginning of developing an ongoing relationship with the families who access the kindergarten. We offer a number of "come and play" sessions prior to starting full time kindergarten which allows staff to begin to get to know children and their families, and for them to get to know us. Parents are also encouraged, where ever possible to bring their child to play group to support their child's transition into the kindergarten setting. They also provide an opportunity to engage in dialogue about children's interests and to answer any questions families may have.

In the first week of starting full time kindergarten families are offered the opportunity to participate in a short informal conversation about their child, their strengths and interests, as well as raising any concerns and sharing their hopes for the kindergarten year. Families who were unable to attend a conversation meeting in the first week are encouraged to make an appointment at another time. The information provided by families about their child during this conversation, or during other conversations is documented and along with staff observations of children go towards developing an individual learning plan for each child at the end of term one. Families receive a copy of their child's individual learning plan and are invited to provide additional feedback for continued development. Throughout the kindergarten year families are encouraged to make contact with staff to discuss their child's development and learning.

Children's time at kindergarten is presented in their own individual folder, which include their individual learning plan, samples of their work, often selected by the child, photographs, photo stories and a general snap shot of their time at kindergarten. These folders are a treasured item at kindergarten with children frequently taking them off the shelf and sharing them with their friends or family, developing a sense of pride and belonging to the kindergarten. Staff track and monitor the photo stories in children's folders against the learning outcomes. This tracking gives staff data to critically reflect on, identifying areas not noticed or provided for in the curriculum, and ensuring each child's learning and development is monitored and planned for. At the end of the kindergarten year children are presented with their kindergarten folder along with a Statement of Learning, which is also transferred to the child's intended school to provide information to assist in the transition to school.

From staff interactions with, and observations of children, along with knowledge shared by the family, learning experiences are planned to extend children's strengths, ideas and interests. Staff bring documented observations and anecdotal observations of children to fortnightly curriculum meetings where they reflect and plan for the next stage of learning. The flexibility of the routine and of staff, often allows for extension of children's ideas and interests as they occur throughout the day.

Staff undertake a multi-layered approach to informing the kindergarten community about the program, using newsletters, posters and displays around the kindergarten, notes alongside the daily sign in book, email, display folders, posters and Facebook.

Quality Area 2 Children's Health and Safety

We have a strong focus on healthy lifestyles at our kindergarten, particularly on healthy eating. Over a number of years we have implemented The Eat a Rainbow (EaR) program, which was initially supported by our participation in the OPAL (Obesity Prevention and Lifestyle) program. The EaR has been well supported by our families and each year we receive positive comment about the program in our parent opinion survey. Staff notice after implementing the program, which focuses on increasing children's daily fruit and vegetable intake, the quality and quantity of healthy foods provided at kindergarten increases. While the EaR program runs over a short period of time, staff continue to engage children and families in conversation around healthy lifestyle choices throughout the year, and healthy lifestyle choices are imbedded into the kindergarten program. Upon enrolment at the kindergarten families receive information about the EaR and the daily healthy eating guidelines, as well as suggestions for what to pack for the kindergarten day. This information continues to be provided throughout the year via our regular communication channels.

As part of our educational program children are actively encouraged and supported to take increasing responsibility for their own health and safety. Health and hygiene is discussed on a daily basis and children are supported in basic hygiene practices such as nose blowing, hand washing, toileting and cleaning through explicit teaching and incidental interactions. Information about health and hygiene is included in the kindergarten's information booklet to families, and families are actively encouraged to support children in becoming independent in managing their own personal hygiene. The kindergarten is cleaned each night by a cleaner and cleaning procedures are in place for the cleaning of incidental spills and toys and equipment.

In the event of an outbreak of an infectious illness, families are notified via a note in the daily sign in book, along with information about the specific illness. In cases of more serious illnesses, such a whooping cough families also receive individual notification in the form of a letter delivered via our normal communication methods.

Upon enrolment information is gathered about children's health and dietary requirements. When necessary further information may be sought prior to attendance at kindergarten and individual action plans may be developed for each child. The kindergarten staff team work closely with families and other health professionals to ensure each child's health needs are planned for and met while they are at kindergarten. All staff hold current certificates in "Provide an emergency first aid response in an education and care setting" which satisfies all requirements for first aid, anaphylaxis management and emergency asthma training under the National Regulations. When necessary staff undertake additional training in supporting individual children's health care needs. Medication procedures are in place to ensure all medication is documented, stored correctly and administered correctly. Where possible parents are requested that their doctor provide medication that is administered outside regular kindergarten hours, if this is not possible written notification from the doctor is required and medicines must be presented to staff in original packaging. We have in place a double check system to ensure the correct medication is given in the appropriate dosage to the intended child. Our kindergarten uses an Allergy Buddy system that allows for all relevant information to be stored with each child's medication, is visible to all staff, and easily accessible to staff in an emergency.

The kindergarten has a documented Emergency Management Plan which is reviewed annually. Emergency procedures are located at each entry/exit point and are discussed and practiced with children at least twice per term.

DECD has developed a number of policies and procedures that underpin and guide our daily practice. The kindergarten has also developed a number of site specific policies and procedures that also guide our work. These policies were reviewed and updated bi-annually and recorded in a policy register in accordance with a review schedule, with all policy update requirements entered on the DECD Star Safety Task and Action Reporting (STAR) system to ensure this review is undertaken. The STAR system is an effective tool for ensuring relevant health and safety requirements are achieved with a number of tasks completed each term. Staff employ a number of strategies to ensure children's health and safety is maintained, including conducting static and dynamic risk assessments for all excursions, high risk activities, supervision and as issues and concerns arise. Staff conduct termly playground inspections, as well as a daily visual inspection

recorded on the daily sign in sheet. Staff consult the National and State Law and Regulations; DECD Policies and Site Policies; National Quality Standards and Australian Playground Standards when conducting risk assessments and considering issues and concerns.

All staff have completed mandatory Relevant History Screenings, Responding to Abuse and Neglect Training, and SMART training and both the Director has completed the Child Protection Curriculum Update. The Keeping Safe Child Protection curriculum is implemented incidentally throughout our daily work and through planned teaching experiences. Health and safety concerns are raised and discussed as they occur or during staff meetings. Staff consult the National and State Law and Regulations; DECD Policies and Site Policies; National Quality Standards and Australian Playground Standards when conducting risk assessments and considering issues and concerns.

Quality Area 3 Physical Environment

Staff value the learning environment as a critical element in our kindergarten program, drawing upon knowledge from Reggio Emilia and the philosophy of the environment as the third teacher, they carefully plan both the indoor and outdoor learning spaces. Staff carefully consider each element in the environment as they aim to foster a sense of homeliness, with reference to children's experiences and culture. When planning learning spaces staff strive to provide inviting, stimulating and thought provoking elements with a balance that evokes active play as well as creativity, quiet contemplation, social experiences and moments of solitude.

Our kindergarten was part of round three roll out of the POLA project, with completion at the end of term 2 107. The staff have observed how 2017 children used the new space and now as they make their pedagogical shift and loose parts are added to the environment the essence of nature play is beginning to emerge. The kindergarten has a culture of rigorous self-reflection and open dialogue through this we have identified and acted upon our own nature pedagogy. Hence, throughout 2018 staff are engaging in a variety of professional development to enable their practice to embrace the latest theories of the benefits of children engaging in and with nature and to maximize learning opportunities whilst immersed in nature. This is an exciting time for our kindergarten as we undertake the process of growing our outdoor learning environment and our engagement with it.

The team at Oaklands Estate kindergarten are a highly skilled and dedicated group who have challenged themselves to ensure the children are provided with creative and stimulating learning environments both inside and in the outdoors. Staff have identified that while the art studio has provided a wide range of art experiences we believe that 'art' should be extended into include all areas of the curriculum and experienced in all areas of the learning environment. As a staff team we are constantly reflecting on our practice and to ensure the essence of the Reggio Emilia philosophies are not lost we have engaged in professional learning and by embracing practice guiding children to explore, creatively problem solve, discover and create and reflect on their own learning. Our belief that children learn best through hands on exploration and play is reflected in the structure of the day, by minimizing structured times we allow the children the time to fully engage with the curriculum learning and developing skills over time and at a pace that is individually tailored to suit their needs.

At the close of 2017 staff reflected upon the kindergarten's sustainability practices and implemented a number of strategies to increase the sustainability of the kindergarten. Strategies included the introduction of a 2 bin process for waste and recycling, along with a third receptacle for re-useable materials, which was supported by an educational program with the children, we now have reduced our waste and recycle bins to consist of much smaller receptacles. We have engaged the services of the Marion Council's education officer to come and work with the children to support their learning around environmental sustainability and ways they can reduce their environmental footprint. In the past we have and will continue to use NRM resources and expertise as we develop our practises and provide learning opportunities around sustainability.

Many of our kindergarten excursions are to places that nurture the understanding that we play a critical role in providing a secure future for our planet. We continue to participate in programs that support sustainable practices by engaging children in a range of experiences including recycling, composting, growing our own vegetables, harvesting storm water and conservative water use. As part of our sustainable practice we have engaged the council to work with the children in reduce, reuse, recycle education, worm farming and environmental care.

Quality Area 4 Staff

Our core staff team consists of a full-time director, full time teacher and a full time early childhood work. This team is also supported by a 0.4 Universal Access teacher and part time early childhood worker who delivers the preschool support programme as well as providing care over the rostered staff lunch breaks and at other pinnacle times of the day. To maintain stability for the children we access a small pool of relief staff whenever possible.

There is an extensive staff induction process to ensure all staff have the information required to have a productive and successful day. Attending staff meetings is a high priority of the team, with general business and curriculum meetings being held on alternate weeks. Agreed protocols have been established to ensure that all staff have the opportunity to contribute to discussions, and feel respected and valued members of the team. As a team we have a wide range of experiences, interests and skills however as a collective we have shared values, beliefs and philosophies. We have a highly valued positive work culture in which we all have high expectations of ourselves and of our colleagues. As a highly committed team we engage openly in critically reflective and open conversations, solving issues honestly and together. Our decision making processes reflect the kindergarten philosophy, while the DECD Code of Ethics guides our interactions and behaviours. It is this cohesive and communicative team attributes that enables us to deliver an engaging, educational kindergarten programme where each individual child's developmental needs can be met through play.

The Oaklands Estate staff team are critical thinkers and engage in a culture of inquiry and continual improvement. Through a wide variety of professional learning we are constantly challenging our thinking as we broadening our knowledge base, engage in critical dialogue and accessing literature that supports the latest theories of thinking, brain development and how children best learn as well as extending on previous professional learning on teaching and learning in the natural play environment. Through data collected both formally and through casual conversations there is a continued high level of community satisfaction regarding the quality of the staff, their professional knowledge and enthusiasm for the children's learning.

Quality Area 5 Relationships with Children

Developing and maintaining positive relationships with children is a fundamental element of the kindergarten programme and underpins everything we do. Developing strong relationships with the children and their families is a priority of our work in term one. It is these open and honest interactions that support the development of warm and respectful relationships with open communications between staff and families, it is these that promote the child's sense of belonging in the kindergarten community and ultimately are supportive of the individual child's positive experiences at kindergarten and enable staff in conjunction with families support the child on their learning journey. The staff have reflected on daily structures and believe the daily routine is conducive to the building of positive and respectful relationships. The kindergarten environment and structure provides the opportunities for children and adults to develop relationships with adults and peers through inclusion in small groups, large groups and whole group activities but also the freedom and the time to explore relationships with a wide range of individual children. Staff carefully monitor children's play patterns and their interactions with others as they engage in socio-dramatic play at their developmental level and by providing guidance and scaffolding as required are able to support individual learning.

Relationships are a crucial element of our kindergarten program, the development of relationships with children and families is always central to what we do and much of our first term at kindergarten is devoted to establishing warm, trusting, respectful and responsive relationships with children, and for children to develop a sense of belonging in the kindergarten environment. Our daily routine and kindergarten environment is designed to promote opportunities for staff and child interactions; small group interactions with a staff member; larger group interaction with a staff member; whole group interactions, and small and larger group interactions amongst children. Many opportunities are provided for children to engage in socio-dramatic play in a range of situations. Staff closely observe children's play and interactions with other children, providing support and guidance when required.

Prior to beginning kindergarten, we encourage our families to attend our playgroup where children can become familiar with the kindergarten environment and can begin to develop relationships with staff. We offer two "come and play" days in the term prior to starting kindergarten where children and their families can come and explore the kindergarten. We acknowledge that starting kindergarten can be a big transition for many children. They are not only learning about the rules and routines and getting to know staff, they are also getting to know many other children. With this in mind, in the first week of kindergarten we encourage families to attend shorter days to support children's resilience and acknowledge the huge effort required when settling into kindergarten. We work with families to support children's transition into kindergarten and working together to develop plans and strategies to support each child's transition into kindergarten.

2018 will see the staff team continue to reflect on their practice, building on observations made by 2017 peer review using the Respect, Reflect, Relate scales. Developing children's sense of agency will continue to be on our professional learning agenda as we explore new theories about children's learning and brain development, particularly in relation to developing nature play in our new natural play environment.

Relationships with children are strengthened by engaging in genuine conversations and interactions and our responses to their requests, needs and interests convey messages of mutual respect. When children feel safe, secure and supported they feel confident and capable. Staff have become competent users of the positive language around mindsets and are continuing their professional learning by engaging in literature of *The 100 languages of the Child*, the *Principles and Practices of the Atelier* - which in our context is known as the Art Studio and encouraging the children to engage with the natural environment to deepen their understanding of the world.

The kindergarten is well resourced with a variety of support equipment enabling all children regardless of skills and ability to engage fully with the curriculum inclusive of their individual needs, including those with special rights and those for non-English speaking backgrounds. The use of a standardised visual representation cues, (book maker), along with verbal and key word signing has been highly effective in providing a voice for children with little or no English and children with additional needs. The ability to communicate with staff fosters a sense of connectedness and belonging. The extensive use of Facebook to communicate with parents and now regular use of email is enabling parents of non-English speaking cultures to engage more fully with the kindergarten and its curriculum.

Quality Area 6 Relationships with Families and Community

The relationships we develop with families are as essential as the relationships we develop with the children; we have found that when issues arise the root cause is often ineffectively formed relationships. Working in partnership with families ensures children's learning and development is maximised.

Providing families with information about the kindergarten at the right time has been a priority for the kindergarten over the last 12 months. Point of contact information brochures have been developed to provide families with information about the kindergarten program and the playgroup program. This information is provided to families via email or when they visit the kindergarten. Staff take the time to share about the kindergarten and the enrolment process. Families wishing to enrol their child at our kindergarten are asked to complete a waiting list form. Once enrolment has been confirmed families are invited to attend a parent information session where further information about the kindergarten is shared and families have an opportunity to ask questions. Families are also presented with a comprehensive information pack which provides information about the kindergarten; the educational program and summaries of kindergarten policies and procedures; healthy eating; The Early Years Learning Framework; National Quality Framework; illness and infectious diseases; protective practices and executive functioning.

Children enrolling in a kindergarten program in 2018 also receive a Little Big Book Club Pack.

Enrolment and induction is an essential component in the information sharing and relationship building process, when making initial inquiries families are encouraged to bring their child/children to playgroup. This provides an excellent forum for the child to become familiar with the centre and the staff and allows parents to network and support one another. Over the course of the year families receive regular communication about the kindergarten, its programs and services and their child's learning and development. Our kindergarten is built upon community and family participation and families are actively encouraged and supported to be involved at a level that suits them. Many opportunities are provided throughout the year to encourage family engagement in the kindergarten program, from family acquaintance nights, to excursions and VIP evenings, as well as volunteering during the kindergarten session or simply doing the washing. The kindergarten plans many experiences as part of the children's entitled kindergarten hours that promote a sense of community and family participation. It is at the se information sessions the year prior to their child starting kindergarten that parents are provided with the dates for the 3 excursions in each term, giving ample time for work and childcare arrangements to be taken into consideration, this is especially pertinent if parents wish to accompany their child on the excursion

In 2017 the Governing Council made a decision to stop all fundraising events at the kindergarten and focus on community events with their emphasis on developing family and community connections.

The kindergarten employs a number of strategies to involve families in the decision making processes of the kindergarten and family feedback is sought throughout the year on a range of topics. This includes information about how and what information they want to receive about their child's time at kindergarten, feedback about kindergarten policies and procedures, and feedback about events and programs offered. The Governing Council provides families with the opportunity to participate in decision making that effects the future of the kindergarten and the educational programs.

Our current session structure of two full days per week for each child, plus an additional planned 3 events per term provides us with many wonderful opportunities to explore our local and extended community.

The kindergarten has developed many positive relationships with outside service providers including dentists, podiatrists, fire brigade, police, and Child Youth Health services, parents are actively encouraged to support their child's health and well-being by participating in these programmes.

We are very mindful of the extra expense that families incur with excursions and therefore make the most of the facilities available in our local area utilising the train whenever possible then walking to events and parks that would normally be inaccessible. We also engage in many spontaneous excursions during regular session times walking to the local shops, the wetlands and the local parks and reserves helping to build the children's resilience, our excursions have been known to involve up to 14kms of walking. We have developed relationships with our local Bunnings store with reciprocal visits throughout the year. We are fortunate to have Ascot Park Primary School as one of our feeder schools by building a positive relationship with them we are able to access their school bus to transport us to and from their gymnastics programme. Our excursions have taken us to the Botanic Gardens, Museum, the Marion Library, Belair National Park, the Ice Arena, Zoo, Wittunga Park, Bonython Park and the theatre.

Mid 2017 the kindergarten was approached by the council to be part of the planning process for the redevelopment of the Oaklands wetlands and nature play area. This process will continue into 2018 with the children exploring the area and providing feedback to the council on what they see as important to the area. As the redevelopment takes place the kindergarten will play a strategic role in the plant selection and planting out of some areas. It is expected that the children will establish a sense of ownership and pride in their newly developed public space.

Quality Area 7 Leadership

Oaklands Estate Kindergarten believes in a shared leadership approach where each stake holder has opportunities to genuinely participate in decision making processes. As A DECD kindergarten our work is governed by a number of policies and associated documents that ensure specific acts and regulations, and the core business and objectives of the department are adhered to. The director is responsible for ensuring each participant follows relevant acts, regulations, policies and procedures, however works together with the staff, families and community to ensure they are implemented in a way that is respectful to the kindergarten community.

The Governing Council works with the kindergarten director to set and monitor the direction of the kindergarten. With the director the Governing Council involves the local community; develops and approves local policies; sets the broad direction and vision of the kindergarten; monitors and reviews the kindergarten's quality improvement plan and budget. In 2017 the Governing Council reflected on the data collected on family participation in fundraising events and through the democratic decision making process it was decided that fundraising will no longer take place and a rise in fees would be more effective.

Staff meetings are held fortnightly and focus on administrative and management tasks including, work, health and safety, national quality framework, professional development, and quality improvement planning Curriculum meetings on the alternate week provide a structured time to reflect upon the educational program, individual and group learning and to plan for future learning. This also give staff a forum to discuss their own professional learning in relation to the curriculum and improved outcomes for the children.

The kindergarten Parent Complaint and Concern Resolution Policy in line with the DECD policy. Information about raising a concern or complaint is provided in the kindergarten's information booklet and provided to families again during the year. Processes for the management of complaints and concerns were also developed. It is the aim that complaints will be dealt with at the site level, with issues tabled, conversations documented and confidentiality of utmost importance.

Comprehensive induction processes have been developed for staff, volunteers, students and Governing Council. A site specific information brochure has been developed to provide temporary relief teachers and early childhood works, quick information about the site. This information is reviewed annually and updated as necessary. Where possible we employ regular relief staff at the kindergarten, their knowledge of the centre and the children help maintain a stable learning environment for the children. Staff participate in formal performance development throughout the year, with a formal meeting held at the beginning and end of the kindergarten year.

Information about the staff team is provided to the kindergarten community in the parent information booklet, the Annual Report and the Quality Improvement Plan is on display and accessible to the families at all times. 2018 will see the upgrading of our website, as a staff team and in consultation with the governing council it was decided that our web page is essentially our 'front door' and is where first impressions of the site are formed and therefore its redevelopment is to be given priority.

Improvement Plan

Our 2018 quality improvement plan is developed through a number of processes of self-reflection and review and builds upon our work in 2017

As a new staff team we are enthusiastic to continue the process of critical reflection and constant professional cycle of self-review against the national quality standards and implementing our action plans as they evolve.

Parent opinion is sought at the end of each year, with the collated information analysed and actions developed accordingly. During the year parent and child feedback is gathered on learning experiences, extra curricula activities. This feedback is used to drive the direction of further planning.

For additional information please refer to the kindergarten's 2017 Annual Report.

Oaklands Estate Kindergarten 2017 Annual Report to the Community



1.0 How will we develop children's sense of agency?

Priorities	Partnership/DECD/ NQS	Actions	Success Measures	Timeline
1.1 Staff to investigate and develop an understanding of the child's sense of agency and the difference our educational setting makes for children.	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership</p> <p>PRIORITY 1</p> <p>Develop expert teachers across Holdfast Partnership who have the skills, knowledge and support they need to perform at their highest level every day.</p> <p>NQS <i>Standard 1;2.2</i> <i>Elements 1.1.1, 1.2.3; 7.2.3</i></p>	<ul style="list-style-type: none"> Staff to explore how the learning environment supports each child's agency Staff to continue to explore the 100 languages of the child and how we support children to express themselves in all areas of the program Staff to continue their learning and critical reflection around children being capable and competent, and how this looks in all areas of the kindergarten program Staff to engage in dialogue to build on pedagogy for encouraging the development of high quality learning through child engagement in nature play. 	<ul style="list-style-type: none"> The '100 languages of the child' is evident in documentation in all areas of the kindergarten program Documentation of children's learning to reflect deeper thinking and creative problem solving Documentation reflects a deep understanding of the individual child, their strengths, ideas abilities and interests. 	<p>May 2018</p> <p>July 2018</p> <p>May 2018</p> <p>November 2018</p>

<p>1.2 Staff to share our learnings on supporting the development of children's sense of agency with families</p>	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>Create expectations and opportunities for all students to be more responsible for and engaged in their learning through learner voice and student agency, so that both staff and children are accountable for improved learning.</i></p> <p>NQS <i>Standard 1.1</i> <i>Elements 1.31, 1.3.4, 1.1.6</i></p>	<ul style="list-style-type: none"> • Staff to invest time in developing their professional skills around creating both indoors and out side learning environments that foster creativity, experimentation and problem solving. • Staff to audit which learning environments are being accessed and investigate why others are not. • Using the RRR document measure levels of engagement across a variety of learning areas, focusing on newly redeveloped outdoor learning space. 	<ul style="list-style-type: none"> • Creative and inviting learning spaces across the curriculum, with children accessing and engaging over their day. • Information about individual children's agency is reflected in their individual portfolios and statement of learning 	<p>July 2018</p> <p>December 2018</p> <p>July 2018</p>
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<p>1.3 Build staff's expertise in the documentation of children's learning as part of the assessment for learning process that fosters children's sense of agency</p>	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>Engage with parents/carers and communities to support children's learning and development.</i></p> <p>NQS <i>Standard 1.2</i> <i>Elements 1.2.1, 4.2.1, 6.1.2</i></p>	<ul style="list-style-type: none"> • Access professional development and readings. Staff to engage in rigorous conversations and reflections as each person's professional readings are completed and share. • Share practices with other kindergartens • Time allocated during curriculum meetings to discuss assessment for learning processes • Review how we currently gather and document information from families • Document procedure for assessing, documenting and recording children's learning 	<ul style="list-style-type: none"> • Parent opinion survey data demonstrates an increased level of satisfaction with the information they receive about their child's learning and development • Each child's learning is clearly reflected in their portfolio and through a range of documentation sources • The assessment for learning cycle is clearly evident for all children, groups of children and the kindergarten through a wide range of documentation sources • A documented process is evident for the assessment and documentation of children's progress and learning • The documented process of assessment for learning is embedded into daily practice • A documented process exists to ensure each child has an Individual Learning Plan by their 2nd term of kindy 	<p>December 2018</p> <p>December 2018</p> <p>August 2018</p> <p>April 2018</p> <p>June 2018</p> <p>May 2018</p>
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2.0 How will we promote the development of children's sense of agency in the outdoor learning environment?

Priorities	Partnership/DECD/ NQS	Actions	Success Measures	Timeline
2.1 Staff will have in depth knowledge of current thinking around nature play and nature play pedagogy and how this looks	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>Develop expert teachers across Holdfast partnership who have the skill, knowledge and support they need to perform at their highest level every day.</i></p> <p>NQS <i>Standard 3.2; 7.2</i> <i>Elements 3.2.1.1, 3.2.2; 7.2.1, 7.2.3</i></p>	<ul style="list-style-type: none"> Professional learning around nature play, including Reggio Emilia and Clare Warden principles gleaning the essences and its practicalities to be applied to our context. Engage the support of Natural Resource Management Board, Nature Play SA Explore current theories and practices in outdoor play and engaging with nature. Use the RRR Active Learning Environment Scale to focus on children's agency in the kindergarten learning environment and how staff support the development of children's agency 	<ul style="list-style-type: none"> Staff implement strategies and learnings into the provision of outdoor play Curriculum documentation reflects children's learning, development and sense of agency in the outdoor learning environment RRR data collected in Term Two prior to layering in the new outdoor area. Collect RRR data for comparative analysis of active learning in the outdoor environment. Staff to engage in critical reflection on their own learning and engagement practises in the outdoor learning environment 	<p>May 2018</p> <p>September 2018</p> <p>June 2018</p> <p>November 2018</p>

<p>2.2 Staff will confidently articulate with families and the community about nature play and its importance</p>	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>Create expectations and opportunities for all students to be more responsible for and engaged in their learning through learner voice and student agency, so that both staff and students are accountable for improved learning</i></p> <p>NQS <i>Standard 1.1; 3.1.1,3.2.1, 6.2 Elements 1.1.5; 3.2.1, 6.1.3, 6.2.2</i></p>	<ul style="list-style-type: none"> • Ensure that families' are able to engage in conversations with staff as to the current thinkings around strategies for engaging in massy play, being with nature and the use of loose parts to extend children's creative problem solving and deeper learning. • Staff explore ways of gathering families' ideas and feedback 	<ul style="list-style-type: none"> • Documentation reflects sharing of information with the community about nature play • Families express satisfaction with the preschool learning environment and preschool programs in the parent opinion survey • Increase in the number of enrolment referrals from past and present clients. 	<p>August 2018</p> <p>December 2018</p>
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<p>6.1 Staff will develop respectful relationships with all families. Share expertise, value culture, and openly share in the decision making about their child's learning and well-being.</p>	<p>DECD <i>Higher standards of learner achievement</i></p> <p>Holdfast Partnership <i>Engage with parents/carers in more detail and communities to support children's learning and development.</i></p>	<ul style="list-style-type: none"> • Staff will ensure relevant and current information is available and able to be shared with families. • Staff to offer formal interview opportunities to initial establish a positive relationship with the family and to discuss their child's learning and interests and to share their expectations of what experiences and learnings their child may engage in. 	<ul style="list-style-type: none"> • Documented family conversations indicate open and engaging conversations in a respectful and timely fashion. • Informal ILP's reflect conversations and learning. Parents are provided with written documentation of their child's progress twice a year and are offered the opportunity to discuss this with staff, while portfolios are accessible at all times. • The use of email and Facebook make instant communication with parents feasible and are being accessed by and increasing number of families. 	<p>February 2018</p> <p>April/May 2018</p> <p>December 2018</p>
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3.0 How do we promote the development of children's numeracy and literacy in authentic ways?

Priorities	Partnership/DECD/ NQS	Actions	Success Measures	Timeline
3.1 Staff to investigate current theories and practice in numeracy and literacy in Early Childhood	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>Develop expert teachers across Holdfast Partnership who have the skills, knowledge and support they need to perform at their highest level every day.</i></p> <p>NQS Standard 1.1; 7.2 Elements 1.1.1; 7.2.2</p>	<ul style="list-style-type: none"> Access professional development and readings Teacher attend network meetings Access Numeracy & Literacy Results Plus resources Explore how numeracy & literacy skills can be developed through nature play. Staff to attend Learning, Assessment, Data, and Moderation workshop and share learnings with other staff members. 	<ul style="list-style-type: none"> Staff performance development plans identify Numeracy and Literacy as a work priority in 2018 Documentation exists for all children on numeracy and literacy learning in the outdoor learning space. 	<p>June 2018</p> <p>December 2018</p>
3.2 Staff to explore the Preschool Numeracy and Literacy Indicators and what they look like at our kindergarten	<p>DECD <i>Higher standards of learning achievement</i></p> <p>Holdfast Partnership <i>How will we work together to de-privatise practice? How will the partnership develop pedagogy to challenge and stretch student learning?</i></p> <p>NQS Standard 1.2 Elements 1.2.1, 1.2.3</p>	<ul style="list-style-type: none"> Seek the support of our Early Childhood Leader Purchase family support materials for parents to access as required. Access professional development 	<ul style="list-style-type: none"> A range of documentation sources reflect staff's understanding of the preschool literacy and numeracy indicators Information is available to families on what literacy and numeracy looks like at Oaklands Estate Kindergarten 	<p>December 2017</p> <p>December 2017</p>

4.0 Management of the Kindergarten's Records

Priorities	Partnership/DECD/ NQS	Actions	Success Measures	Timeline
4.1 Information about the kindergarten's programs and practices are effectively shared with the kindergarten community.	DECD <i>Build a better system; Improve and integrate child safety</i> NQS <i>Standard 6.1, 7.3</i> <i>Elements 6.1.3, 7.3.1, 7.3.2, 7.3.5</i>	<ul style="list-style-type: none"> Develop playgroup induction information Update the enrolment procedure in line with DECD enrolment policy and procedures Explore options for the management of the kindergarten's website 	<ul style="list-style-type: none"> Kindergarten website contains up to date information Families participate in an effective enrolment process Updated kindergarten enrolment procedure 	<p>December 2017</p> <p>February 2018</p> <p>March 2017</p>
4.2 Effective processes are in place for the gathering and responding to feedback from families	DECD <i>Build a better system, Engage children families and community</i> NQS <i>Standard 6.2</i> <i>Elements 6.2.1</i>	<ul style="list-style-type: none"> Develop processes that regularly seek feedback from families about the kindergarten's programs and practices Develop processes for the documentation of conversations 	<ul style="list-style-type: none"> The gathering, documenting and use of family feedback is embedded into everyday practices Family feedback gathered is used to continually guide practices and the kindergarten's program 	<p>June 2017</p> <p>June 2017</p>
4.3 Effective processes are in place for the induction and management of parent volunteers	DECD Build a better system, Engage children families and community NQS <i>Standard 7.1, 7.3</i> <i>Elements 7.1.2, 7.3.2</i>	<ul style="list-style-type: none"> Develop information package for families volunteering on a regular basis at kindergarten 	<ul style="list-style-type: none"> Families volunteering at the kindergarten are inducted and have clear understandings of their role as a volunteer 	<p>May 2017</p>