

Quality Improvement Plan for

Mitcham Village Kindergarten

2021

Service name

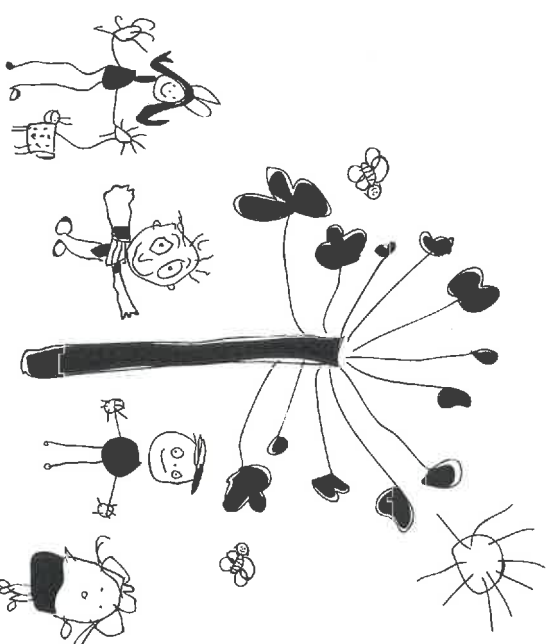
Mitcham Village Kindergarten

Service approval number

SE-00010643

Acknowledgment of Country

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



Mitcham Village Kindergarten



Context

Service Context

Mitcham Village Kindergarten is a Department of Education and Child Development (DECD) centre offering preschool sessions, orientation visits, early entry and playgroup sessions.

The kindergarten provides a safe and caring environment for educational programs, where children learn through play.

Mitcham Village Kindergarten is located on the corner of Albert Street and High Street in the suburb of Mitcham. The premises are opposite a hotel. There is limited street parking for drop-off and pick-up times, however additional parking is available in the adjacent hotel car park. The main entry gate is on High Street, next to the kindergarten sign. There is a disability parking space near to the second entry gate, also located on High Street.

The kindergarten operates on the following dates as specified by the Department of Education and Child Development (DECD).

Term dates for 2020 :

Term 1	Wednesday 27 Jan - Thursday 9 Apr
Term 2	Monday 27 Apr - Friday 2 Jul
Term 3	Monday 19 Jul - Friday 24 Sep
Term 4	Monday 11 Oct - Friday 10 Dec

Children are entitled to 15 hours of preschool per week for four terms prior to starting school. Children will be placed in one group on Tuesdays (9-3), Wednesdays (9-3) and Thursday (9-12). Playgroup is also offered to families on Thursday mornings (9.00-10.30).

Context

Statement of Philosophy

At Mitcham Village Kindergarten, we strive to create a community where children, families and educators work together to provide the best foundation for each child's individual development and growth. We believe that all children are competent and capable learners.

Relationships: We support children's sense of belonging, being and becoming. Thus we develop relationships with children, families and the wider community to support your child's growing, unique identity. With a teaching team unified through commitment, philosophy and practice we acknowledge, respond and plan for each child's strengths, abilities and interests to ensure motivation and engagement in holistic learning activities. We want to achieve the best possible outcome for every child. We respect diversity and are committed to developing cultural competence to promote understanding, communication and equity.

Environment: Young children learn through play, manipulation of materials and ideas as their learning schemes grow. Hence our inside and outside environments are designed to encourage multiple levels of experience, challenge, independence, team work and revisitation. This supports intentional teaching and child led inquiry based learning, both of which require a scaffolded learning environment to enable further exploration and the hundreds of ways children can express their learning. Our beautiful natural outdoor environment is an amazing place for learning; it is flexibly arranged to provide for children's interests and development. Together we will learn how to care for and preserve our local environment and actively develop understanding and action about ecologically sustainable practices.

Curriculum: Our curriculum reflects high expectations for learning and a cycle of rigorous planning, documenting and evaluation. Our program encapsulates children's strengths and interests while ensuring a comprehensive Early Years Learning curriculum that concurrently supports dispositions for learning (like curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence,) and children's physical, social and emotional development. The principles of Reggio Emilia underpin our practice and aspects of literacy and numeracy are woven through learning experiences that inspire play, exploration and self-discovery. We provide opportunities for intellectual stretch and promote the development of growth mindsets, by inspiring children to take risks and persevere in a safe and encouraging environment. We respect our families as the first teachers of their children, and look forward to working together to help your child to develop into their shining, confident and unique self.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 1: Educational Program and Practice

Theme 1: Practice is embedded in service operations

Through our interactions with children we exercise a 'pedagogy of listening. To support future reflection, analysis and planning, we take photos and videos and collect work samples which form part of our formative and summative assessment. Documentation is made visible in learning stories, parent information board, portfolios, curriculum walls, newsletters and shared deeper analysis of selected learning scenarios. While our Cycle of Planning and Reflection requires educators support all children, they are also responsible for monitoring and documenting the development of specific focus children. Educators set goals for these children guided by the EYLF Outcomes. Literacy and Numeracy Indicators and in addition support children's accomplishment of self-set goals. Daily routines allowing uninterrupted periods of play enable educators to respond to children's ideas and play; incorporating intentional teaching and scaffolding moments to support their learning. In addition, this supports children to fully immerse in their play experiences; it fosters independence, agency, decision making and competency and provides time for children to make invaluable discoveries about their social, cultural and physical environments.

Theme 2: Practice is informed by critical reflection

Our deeply embedded reflective practice consists of daily conversations relating to the day, documenting spontaneous learning in the PLOD book and specific child related observations/concerns in the Orange Observation folder. Our reflective lens includes observing children's engagement in play, experiences and environment. This information informs weekly (and termly) reflection, programming and planning. Our higher order level of reflection includes regular discussions relating to our Practitioner's Inquiry Project on Reading, deeper analysis of selected our selected learning (formative assessment) scenarios and our year long inquiry creek project.

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

This is supported through acknowledging vital transition time each morning with their child, daily conversations, parent pockets, emails, parent notice boards, beginning of year surveys, middle of year portfolio survey, learning review meetings, input into analysis of their child's learning, Data wall, family participation in the program ie. Cooking, occupational visits and regular involvement in our Inquiry Creek Project visits, excursions, family nights, sharing produce trolley, 'Tell us about your family' book and parent information session on 'Reading' by external literacy consultant.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



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Review
and evaluate

Quality Area 2: Children's Health and Safety

Theme 1: Practice is embedded in service operations

Health Our hygiene and Health Practices include; hand washing/drying, sneezing into arm, disposing of tissue and washing hands, washing hands prior to food and not sharing food. Children are encouraged to independently recognise their bodies' needs and this may be for toileting, water breaks and healthy eating. This is supported through our healthy eating education program and through our shared Produce trolley. While relaxation is part of our daily routine, children can access our quiet inside environment, including the reading area at any time throughout the day to rest their bodies. Emotional regulation techniques are intentionally taught and children may visit the fish, the 'Peace' table and use the Emotions thermometer and strategies to support their well-being. Educators also explicitly teach the Child Protection Curriculum across the year and to support these concepts and safe practices, have introduced the 'You Can Do It' Program. Visuals are used intensively in first term to support children's transition to belonging, being and becoming. Physical activity is promoted throughout the day via our outdoor environment and programmed intentional experiences.

Safety The physical environment together with the educational adjuncts adheres to safety guideline, hazard prevention and supervision. Educators strategically place themselves in specific areas and carry red safety 'I need help' cards to request emergency support from another staff member. Evacuations/Invacuations are concluded around health and safety is generally triggered by an incident that leads to a conversation that is later reflected on and strategies discussed. These are then actioned and reflected further to ensure best practice eg. Frequency of same children experiencing toileting accidents (toileting visual reminder). Another example is children's lack of understanding their capacity for emotional regulation (Peace table and 'You Can Do It' Program introduced). Our current relaxation time expectations promotes children's agency in assessing their bodies' need for rest and/or quiet activities. Children are not made to lie down however are encouraged to choose experiences that will relax their bodies and minds. **Theme 3: Practice is shaped**We engage the support of local community services ie. Child and Adolescence Family Health Services Nurse (4 year old health checks) and Mitcham School Dental Clinic (lift the lip). We offer DECD Psychologist/ Speech Parent Information Sessions to assist families support their children at home.

Strengths



With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Review
and evaluate

Quality Area 3: Physical Environment

Theme 1: Practice is embedded in service operations Resources of a certain value are maintained in a safety management system folder along with maintenance routine inspection checklists, risk assessment management, test and tag results, and product manuals.

Playground equipment (see report)

Educators carry out a daily visual inspection each morning prior to children arriving.

- Children request resources/equipment when needed
- Environment to explore and challenge
- Materials and resources accessible and autonomy
- Quiet and active learning
- Spaces for individual, small group, large group
- Active, messy, noisy indoors and out
- Sustainability and Caring for Country

Theme 2: Practice is informed by critical reflection

- Upgrade of Blue room, Nature play area, increasing our planter boxes and the mud kitchen.

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

- Building mud kitchen, upgrade of children's furniture, Mitcham Reserve, Brownhill Creek Revegetation in Partnership with Urbracae students/teachers, Natural Resource Management (Sam Ryan), Mitcham Council (Tim Johnson) and Regis Kingswood Aged Care Facility.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



Quality Area 4: Staffing Arrangements

Theme 1: Practice is embedded in service operations

- All educators have the required first aid qualifications, Responding to Abuse and Neglect (RAN) training and relevant clearances including policy clearance to work with children.
- Induction folder, timetables, information regarding individual children's health care plans and needs, policies, routines, emergency processes and other WHS procedures are included. Also included in communal areas.
- Shared Vision.
- All staff have a voice in decision making, we all contribute individual skills and knowledge, engage in shared and individual professional development.
- We have a 'true' shared leadership model. Staff have worked extensively on our Philosophy statement to include shared values.
- Term planner includes events, professional development days, meetings, Director absences which are (where possible) back-filled by consistent relief staff.
- Professional standards, ethics
- Professional development reviews

Theme 2: Practice is informed by critical reflection

- Staff critically reflect, challenge and extend one another.
- Reflection on Philosophy statement.
- Consultation with families and Governing Council to remodel children's session times led to deep reflection amongst Educators regarding a staffing model to support continuity of learning for children.

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

- Consultation with families and Governing Council to remodel children's session times led to deep reflection amongst Educators regarding a staffing model to support continuity of learning for children, reflection on Philosophy statement with families and Governing Council. Families will be notified of planned absences and where possible use the same relief personnel.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



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Review
and evaluate

Quality Area 5: Relationships with Children

Theme 1: Practice is embedded in service operations

- Orientation process into Kindy, relationships with children ie. Morning greet, ensuring that we are always approachable to children and families, Pedagogy of listening, verbal/non-verbal listening, Sense of security, independence and self-confidence, Role of Adult to support children's development, Clear behaviour guidance processes, Restorative Justice, Visuals, 'This or that choices', A & B choices, Behaviour Guidance Plans, 'You Can Do It' Program ie. Getting along, difference, individuality, confidence, persistence, acceptance etc., Educators support children to enter and sustain play, creating a group identity (belonging).

Theme 2: Practice is informed by critical reflection

- Reflection around changing group time and structure.
- Constant reflection around challenging children's behaviours and implementation of support strategies
- Reflection on children regulating their own emotions and developing growth mind set and resilience led to the introduction of the 'You Can Do It' Program.

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

- Morning routine which includes families to spent time with their child upon drop off.
- Family Information Sessions.
- Families are using similar language and concepts at home in response to the 'You Can Do It' Program.
- Working with families to meet Cultural expectations around dignity and privacy when supporting their child's with toileting/changing.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 6: Collaborative Partnerships with Families and Communities

Theme 1: Practice is embedded in service operations – Information Enrolment Sessions, Transition Visits, Playgroup, Promote family engagement in experiences, excursions, creek visits, Parent educational sessions ie. Lisa Burman and DECD Support Services team, CAFS Nurse, Communication – face to face daily conversations, newsletters, learning review meetings, emails, parent information board, parent pockets, curriculum boards, PLOD book, Wall displays, Data wall, Curriculum folder – programmes, group learning stories, philosophy statement, acknowledgement of country, policies, handbook, Family sharing books, Harmony week and throughout the week we acknowledge cultures. We make every effort to meet families' requests and make adaptations where possible eg. Rafan's lunch box and support for Hudson, Flynn (supporting split parents), Ramadan/Eid celebrations, Portfolios going home and deeper analysis of learning for parent feedback, Valuing children's and families' un-programmed and spontaneous incidents eg. Angus' caterpillar collection and Annabel's banksia pods findings, Community partnerships enhance the richness and diversity of our service eg. Students from Mercedes College doing community service, Urbræ students connecting with us around Sustainability and Trees for Life, Mitcham Council Arborist Tim Johnson, Uncle Frank, Trent Hill, Sam Ryan (Natural Resource Management), Lisa Burman, Regis Kingswood Aged Care Facility and Partnership connections.

Theme 2: Practice is informed by critical reflection

- Playgroup – value and change of time, Change of CAFS Nurse, Session times, before/after care, Gun/Superhero play, Portfolios & Curriculum folder – the what, how much, who it's for (audience), format.

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

- Shaped by family challenging us regarding ban of gun/Superhero play, Different cultures and respecting and meeting their needs, Priorities of Partnership, Individual family dynamics ie. Parenting values, internal family politics, Formative assessment family feedback, Family goals, Update of sessions times – keep before/after care and cost, Fee payments negotiated in response to family circumstances.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5
Review
and evaluate

Quality Area 7: Governance and Leadership

Theme 1: Practice is embedded in service operations

- Governance (include Governing Council), Philosophy Statement, Policies - updating, Risk Assessments. Information about the leadership of the service is displayed in the entrance for families, which enables a shared understanding of the grievance and complaints process and who to direct these to. Our performance management process supports continual improvement through regular ongoing team conversations and a formal educator review process. The performances of the teachers are monitored, appraised and feedback provided via the Performance and Development Plan (PLP) conducted twice yearly. The efforts and achievements of educators are acknowledged and celebrated. Draw on each other's strengths to challenge our practices which enable us to become dynamic in our program delivery. Maintaining positive, mutually respectful relationships and commitment. Staff training and professional development is relevant to staff member needs and personal interests as well as site priorities.

Theme 2: Practice is informed by critical reflection

- Updated Philosophy Statement. Continuity of staffing to align with learning continuity. Discussion regarding aligning site priorities with PLP goals. Sharing of PD and LDAR termly meetings information.

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

- Philosophy Statement & Policies are reviewed by Governing Council members and families. **Governing Council meetings**. Surveys. Partnership/Director Meetings (twice a term). Termly Review meeting with Education Director. Engagement with Julie Offord (Early Years' Consultant).

Quality Improvement Plan for Mitcham Village Kindergarten

2021

Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

For further information and advice contact your local education team.

Learning Improvement Plan



Goal 1: To improve children's recognition and consistent use of pattern in numeracy, speech and language.

Challenge of practice: If we as educators have a shared understanding and consistent approach to the development and implementation of a phonological and patterning process, then children's patterning ability in numeracy, speech and language will improve.

Actions	NQS links	Timeline	Resources	Responsibility
Revise data collection tool to include specific 'success criteria' elements.	QA 4, QA 7	From Term 1	Data collection tool	Entire staff team
Upgrade tracking and monitoring system to demonstrate growth in use of pattern in numeracy, speech and language.	QA 1, QA 3, QA 4, QA 5, QA 7	Term 1/Term 2	Upgrade existing tracking & monitoring system (traffic light)	Entire staff team
Staff to collaborate and reflect on practice using the EYLF and the Indicators at staff meetings and through PLPs. Participate in Partnership Continuity of Learning project relating to phonological awareness.	QA 1, QA 4, QA 5, QA 7,	On-going (year focus)	Reflections written in reflection book. Notes taken from PD.	Entire staff team
Engagement with families - Develop strategies to involve families.	QA 1, QA 6	On-going (year focus)	Take home provocations, survey, pedagogical documentation	Entire staff team
Success criteria	Through observations and formative assessment - children will develop listening and speaking skills, - Children can hear, recognise and create syllables. - Children can recognise and produce rhyming patterns. - Children can recognise and separate the first phoneme in a syllable (initial sounds in words). - Children can recognise, create, reproduce and explain repeating sequences in pattern and use specific language			

Progress notes



4

Improve
practice and
monitor impact

Goal 1: To improve children's recognition and consistent use of pattern in numeracy, speech and language.

Meeting date	Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

Learning Improvement Plan



Goal 2: Goal 2 goes here

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

Progress notes



4

Improve
practice and
monitor impact

Goal 2: Goal 2 goes here

Meeting date	Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

Learning Improvement Plan



Goal 3: Goal 3 goes here




Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

Progress notes



4
Improve
practice and
monitor impact

Goal 3: Goal 3 goes here

Meeting date	Implementation (are we doing what we said we would do?)    <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

National Quality Framework responsibilities

[illegible]

Review and evaluate



To improve children's recognition and consistent use of pattern in numeracy, speech and language.

5
Review
and evaluate

Learning improvement goal 1:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Review and evaluate

Goal 2 goes here

Learning improvement goal 2:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?



5

Review
and evaluate

Review and evaluate



5

Review
and evaluate

Goal 3 goes here

Learning improvement goal 3:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Approvals



Approved by director/principal

Irene Anibaldi

A handwritten signature in blue ink, appearing to read 'Irene Anibaldi', written over a horizontal line.

03/12/2020 

Approved by governing council chairperson

Olivia Lockwood

A handwritten signature in blue ink, appearing to read 'Olivia Lockwood', written over a horizontal line.

1/12/2020

Approved by education director