



Port Broughton Kindergarten Quality Improvement Plan 2018



Service details

Service name	Service approval number
Port Broughton Kindergarten	CS-00057573
Primary contact at service	National Quality Standard Rating
Holly Makin – Nominated Supervisor/Director	EXCEEDING
Physical location of service	Physical location contact details
Street: Cnr South Tce & Kadina Road Suburb: Port Broughton State/territory: SA Postcode: 5522	Telephone: 08 8635 2390 Mobile: 0400 180 598 Fax: 08 8635 2092 Email: dl.6653.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Ann-Marie Hayes Telephone: 82263463 Mobile: Fax: Email: AnnMarie.Hayes2@sa.gov.au	Name: Holly Makin Telephone: 08 8635 2390 Mobile: Fax: 08 8635 2092 Email: dl.6653.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 28 Suburb: Port Broughton State/territory: SA Postcode: 5522	

Operating hours

	Mon-day	Tuesday	Wednesday – every second week	Thursday	Friday	Satur-day	Sun-day
Opening time		08:30	08:30	08:30	9.00		
Closing time		15:00	12:30	15:00	12.00		

Additional information about your service

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

Port Broughton Kindergarten is part of the Department for Education and Child Development (DECD). We are part of the Northern Yorke Partnership which consists of Bute Kindergarten, Bute Primary School, Port Broughton Area School, Kadina Preschool, Kadina Memorial School, Wallaroo Preschool, Wallaroo Primary School, Wallaroo Mines Primary School, Moonta Kindergarten and Moonta Area School.

We are located on the corner of South Terrace and Kadina Road Port Broughton and have a superb spacious outdoor area with large trees, large shade sails, large lawn, paths to explore, sand pit, cubby house, play mound, billabong area, tunnel, boat and native plants.

We also have a well appointed indoor learning area including separate room for group time and an Interactive White Board.

Our family community is varied, with 21 Kindergarten families, over 30 Occasional Care Families and over 30 Playgroup families. We have quite a few farming families, as well as fishing or other backgrounds. Most of the time our families are from white, English speaking backgrounds.

We are situated on the edge of the school oval which gives us access to the bus bay and allows our partnership with the school to be strong. We have a number of children who catch the bus to and from Kindy so we have set up our operational times to fit in with the school bus runs. We regularly visit the school to go to the library or to work with the Junior Primary classes. The Junior Primary classes also regularly come over to the Kindy to join in with activities or as part of our transition program to encourage the continuity of learning as the majority of children access Port Broughton Area School.

We are within walking distance to many learning environments such as the beach, shops, Nursing home, etc. We also use the school buses to go on excursions in and out of our local Community.

We also offer Occasional Care for children Under 2 and Over 2 - these sessions are held on Friday mornings when Kindy is not in session so that it doesn't impact the Kindy program because of the capacity.

How are the children grouped at your service?

- Preschool children
- Preschool support (attend with Preschool Children and early entry if required)
- Playgroup
- Occasional Care
- Pre entry children

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

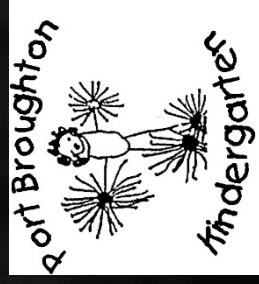
Nominated Supervisor: Holly Makin Director

No. of educators: 2 permanent educators, 1 Pre school support worker

Self Review Process - This QIP was developed in consultation with all staff through audits and discussions, Governing Council and families through surveys and children. The QIP also used Partnership Plans and priorities to help guide the Improvement Goals for 2018.

Philosophy Statement:

The Philosophy statement was developed with staff and Governing Council in 2017. It has been added to and altered to suit the needs of the children and families of 2018.



Play – Explore – Belong

Our philosophy statement has been developed in collaboration with the families, children and staff at

Port Broughton Kindergarten 2016.

We believe children learn best in an environment that values and advocates for learning through play, for children and adults to feel they belong and for children to be able to explore and guide their own learning.

For a more comprehensive look please see reverse.

We believe that children learn best when all stakeholders are working together in a holistic manner with common understandings and goals.

Play	Explore	Belong
<p><u>Family</u></p> <ul style="list-style-type: none">-for families to acknowledge and understand the importance of play in relation to their child's development-to share with the kindy their children's learning through play-to be involved in the kindy and their child's learning-for families to continue the learning and interests that happens at kindy, at home-encourage their children to play with a range of resources and with a range of children	<p><u>Family</u></p> <ul style="list-style-type: none">-allow children moments to 'explore'-to share and provide input in the kindy curriculum-to work with the kindy community to develop partnerships and a common goal for their children's learning	<p><u>Family</u></p> <ul style="list-style-type: none">-for families to communicate and share relevant information to the kindy on a regular basis-to be involved in the curriculum and to work with the staff and children in any ways they feel comfortable-to be available to their children and have a sense of understanding in the happenings of the kindy-to have a rich understanding of their child's learning and appreciate the learning that happens at kindy
<p><u>Staff</u></p> <ul style="list-style-type: none">-staff to share songs and games with the families-provide a safe environment-provide opportunities for <u>all</u> children and <u>all</u> their interests-introduce the children to new concepts, ideas and thinking-provide opportunities for social interactions that extend further than their familiar peers-create provocations that will encourage self-initiated play-allow for long, extended and uninterrupted periods of play-provide the children with a rich and thorough period to explore and become familiar with the resourcesProvide loose parts to encourage play that requires problem solving, engagement for long periods of time and to draw on the imaginations of the children-to share and document the learning that happens through play to the families in many different modes and means	<p><u>Staff</u></p> <ul style="list-style-type: none">-provide children the time to 'explore'-provide appropriate resources in the environment for the children to 'explore' and that will scaffold their development-encourage risk taking that will strengthen their development-conduct risk assessments with the children for them to be active participants in the safety and welfare of their environment-become 'providers' rather than participants in the children's play	<p><u>Staff</u></p> <ul style="list-style-type: none">-for staff to always be available to children-engage in warm and meaningful interactions-develop strong relationships with the children, where reciprocal feelings of being valued is shared-for the children to know the expectations and enter a predictable environment each visit-for staff to develop meaningful and authentic partnerships with the families-for the environment to be enticing and enriching to the children each day-for staff to ensure the environment is safe and nurturing for children to feel happy to attend
<p><u>Child</u></p> <ul style="list-style-type: none">-to form friendships-to broaden their friendship group and develop friendships with all of the children at kindy-to develop and strengthen communication skills with peers and adults	<p><u>Child</u></p> <ul style="list-style-type: none">-guide and direct their own learning through play-conduct continual risk assessments, both independently and collaboratively with the larger group-be able to carry on with play experiences for long periods of time – revisiting, analysing, improving and collaboratively	<p><u>Child</u></p> <ul style="list-style-type: none">-to form friendships-to develop new relationships-for children to be involved with the garden to feel ownership over the environment and to take pride in throughout the year

Strengths for Quality Area 1:

Educational program and practice

Families voice

- Each term we had developmental goals from both sides too which assisted in developing that relationship even further
- Very happy with their tuition of our children. Both the boys and girls seem to have education which the staff have ensured using learning goals. Couldn't be happier to be honest.
- The educators take note of the children's individual interests and blend his into the learning curriculum.
- Our son found dinosaur bones while out walking and was super excited to bring them into Kindy, the staff made a great show of it and used it as a learning exercise about dinosaurs and archaeology. Great as it became an educational point
- All my child's interests were met through the program
- He has come so far this year, exceeding all our expectations
- Love story park, think it's a great platform also enjoy the students books
- We really liked seeing the personalised stories as it really was an effective tool to showcase the learning or development that happens at Kindy. It's a great way for parents to understand how learning occurs or how its viewed from an educational perspective. I found this very interesting and our daughter loved when we looked at the stories as a family
- I like the links to the curriculum
- Nice to get regular updates and personal photos
- My child particularly developed confidence at bush kindy and the scrub
- Learning about creating books was done wonderfully, shows purpose and kids got to make their own which they were all involved in. Gave them an outcome to work towards, an end goal and was educational, as well as the social component
- The scrub, night-time Kindy, trips to the old folks home has had a huge impact and is a great idea. I believe we are very lucky to have staff that will do those things as other Kindy's either cant or wont. Our kids love it.
- My child loved the scrub and definitely strengthened all his learning dispositions
- Being 'old school' myself, I believe the outside programs are more beneficial than sitting in classrooms, this is one of our favourites
- The excursions have been varied which is great as they get to experience a range of activities and environments
- I think they are pretty excited about the excursions
- Excursions have been enjoyable for other kids in the family when attended. Excursions are brilliant for kids development, understanding, listening skills and engagement
- So many excursions I wish our kindys did it back in my day
- The beach visits have been great.
- The excursions were suitable for my child as he loves the outside

Children voice

- Playing on the monkey bars, playing on the tunnel and swinging on the bars.
- Playing with Chloe building the blocks.
- Playing on the monkey bars trying to get over the other side.
- I really like making, swinging on the swings, playing outside, on the bikes.
- Painting....noo...drawing.
- I really like building cubby houses with sticks and making Christmas trees.
- I like to play with bikes and making decorations.
- I'm really good to make pictures.
- I'm very good of climbing on the monkey bars. Im swinging off it now.
- Playing in the water
- Climbing

Strengths for Quality Area 1:

Educational program and practice

Educators voice

- Encouraging children to communicate and follow routines as a chairperson each morning. Great oral language opportunity as well as learning, reading and recognising names. We also incorporate different ways to say 'Hello' and 'Good Morning', including the Narungga language and greetings from around the world.
- Offering a teddy bear to be sent home each week allowing educators to make connections with the child and their family to strengthen their learning at Kindy by making links to their home life.
- Supported group work where all children are encouraged and assisted to participate to their level of abilities.
- Communication about the curriculum and learning through newsletters, Learning Stories, Facebook, communication board, informal and formal chats with parents.
- Collaborating with families to value their ideas and opinions for their child's learning through Learning Goals. Each Learning Goal has a family goal and a goal set by educators. Families are supported through this process by offering Parent Chats each term to discuss the development of the goal, to set a goal and to offer support in achieving the goal at home. Goals are reviewed formally each term through the end of term summary comment and through parent chats.
- Our programming and planning cycle has the Early Years Learning Framework (EYLF) at centre with the principles, practices and outcomes guiding our program. We plan and implement a program with a quality, play based curriculum that features the children at the centre. Children's interests, skills, abilities and ideas are observed on a daily basis, and are used to plan and program on a fortnightly basis.
- Our routines allow choice of play—for example, children have the flexibility to play outside or inside most of the day. Children can ask for equipment out of the shed or storeroom to include in their play as needed. We value the importance of group discussions and plan short periods of these in our daily routine.
- We are flexible with our programming and adapt/change to suit the children's needs and ideas
- Children's Learning Journals are available for children and families to look at whenever they want. Each Learning Journal contains assessment of their learning (Learning Stories, observations, photographs, work samples) Families take their child's Learning Journals home each term and provide feedback about their child's learning.
- Our Kindy Facebook page is updated weekly with reminders, information behind educators guiding principles in education, photos and descriptions of learning activities so families can share and continue on with the learning at home.
- Long interrupted play periods—this allows the children to become deeply engaged in their play and for their play to become richer
- The use of the Numeracy and Literacy Indicators to assess children and provide opportunities to notice and display strengths to the children and their families
- We support children to develop a sense of wellbeing and belonging in the environment and continue to reflect and evaluate through the Respect, Reflect Relate document
- We encourage children to express their ideas, feelings and opinions in a supported environment through verbal and non verbal interactions, routines in pictures, educator role modelling and valuing the hundred language of children by listening to all the ways children express themselves.
- Morning talks reflect the curriculum and allow children to extend their thinking on current interests
- Educators observe play to strategically and intentionally encourage and add to learning
- All educators critically reflect on children's learning and development through daily chats, daily observations, fortnightly planning and programming meetings, chats with parents and support staff

Strengths for Quality Area 2: Children's health and safety

Families voice

- Road safety centre is an excellent and educational activity

Children voice

- Riding bikes
- Playing outside
- Taking risks like jumping
- Playing with my friends.

Staff voice

- Providing children with many opportunities to local nature excursions that include camp fires, cubby making, creek exploration, hill climbing, sensory engagement
- Children determine and guide their own morning snack routine to suit their individual needs
- We have a strong hand washing routine that includes washing hands before and after meal preparation, snack and lunch time, after using the toilet
- We have a visit from the hospital staff once a year with their UV light and special cream to teach the children how to wash their hands properly—this year we followed this learning with a visual near the sinks in the bathroom. The result of a science experiment with one moldy piece of bread that has been touched by dirty hands
- We have a healthy eating policy that we share with families at the enrolment process. We facilitate parent education in regards to healthy lunchboxes throughout the year, with our main focus being on educating the children. This way the children are able to take the information home to their parents
- The children are really good at identifying what is a healthy food choice and will ask their peers if unsure.
- Our SunSmart Policy is reviewed each year with the latest information being added.
- The children check the UV rating each morning to determine if hats and sunscreen are required for the day
- We have a sun screen station where children can independently access their own sunscreen
- We have regular group time sessions on the Child Protection Curriculum-Keeping Safe
- We visit Kindergym twice a year at Kadina or Clare to accommodate gross motor movements that are not provided at Kindergarten
- The children are encouraged to bring spare clothes each session to allow for 'getting dirty' in their play. We do have a good supply of spare clothes at Kindy to make sure no child misses out on their play and learning.
- Educators provide excellent supervision for children—we always make sure we have at least one person outside and one person inside/on the verandah to supervise the children—this means children have the freedom to move between the indoor and outdoor space
- Our environment provides opportunities for children to find a space to relax and spend time engaging in quiet activities—both inside and outside
- We provide cold, filtered water to children and access to cups for independent management of drinking—the children are encouraged however to remember their drink bottles each day
- Risk/benefit assessments are done for many of the activities at Kindy and we are continually conducting the assessments with children when needed.
Families have access to the formal assessments which are stored on the kitchen bench
- Photos of children with health needs are displayed in the kitchen with a brief description of the needs of each child for all staff—including relief staff— to access.
At the commencement of Pre-entry in term 4 we add the new children's needs as required
- Evacuation and Invacuation drills are practiced once a term with the children

Strengths for Quality Area 2: Children's health and safety

Staff voice

- If medication is required to be administered, parents must provide a signed letter by their GP which is kept in the 'purple' folder with the children's contact details
- We are a nut free centre and ask families and educators to support this by not bringing food into the preschool that contains nuts. As the school is nut free we feel we are creating a smooth transition process for families.
- All children participate in a quiet activity after lunch (watch a DVD, puzzles, books, blocks, yoga, beads etc)
- The Preschool is cleaned by a cleaner after each session.
- Resources used by the children are cleaned before being packed away at the end of each term.
- Site laundry is allocated to a parent each week. It is stored in a bag in the bathroom area.
- Injuries are managed on an individual basis and documented in the 'Accident and Injury' folder kept in the kitchen. Parents/caregivers are notified if deemed necessary and must sign the form at pick up time.
- Educators model healthy eating practices and encourage children to be involved in conversation about food choice
- An offer of physical activities are always on offer for children, both spontaneous and planned
- We go on local walks around the community
- Educators conduct daily safety checks of the environment and completion of the check is hung near the back door
- Educators are aware of their responsibilities to respond to every child at risk of abuse or neglect

Strengths for Quality Area 3:

Physical Environment

Families voice

- Allowing the kids to help with tasks or make decisions such as designing the quiet room was great
- Families input into raising funds for the outdoor environment saw support for the Kindy and their philosophy.

Children voice

- Playing in the water
- Everything!
- Going down the big tunnel—on top of it—I'm not scared of that
- Doing the craft area and the iron on beads
- Playing in the billabong
- Getting wet and playing with the boats
- Playing outside
- Monkey bars
- Hidden swing

Staff voice

- We provide a great outdoor space that incorporates different play spaces including a large lawn area, large sandpit, forest area, billabong area.
- A great variety of natural vegetation outdoors including edible plants
- We have concrete, pavers and dirt paths including hills and mounds for children to use in their play
- We recycle food scraps from snack and lunch time to the children's chooks/compost bins at home
- Children have choice of own resources to add to their play
- A wide range of loose parts that can be accessed easily
- Children are crucial in any additions to the physical environment—children were asked what was needed in the outdoor learning environment when we received a grant to upgrade
- Resources target skills already achieved and ones that need developing to encourage and add the 'stretch' to the learning
- Staff have attended training and development targeting outdoor learning environment spaces (Marc Armitage, Nature Play SA etc)
- The environment provides opportunities for appropriate risk taking opportunities
- Adequate shade is provided in the form of natural and built structures
- The outdoor area is appropriately fenced, including four access/exit gates, with one being in the form of double gates
- The building is lit with natural and artificial light.
- Experiences are open ended which allows children to enter and exit within their ability and interest
- The children are involved in planting, harvesting, watering, weeding and choosing what to grow in the garden beds
- We use recycled items in our play
- The taps in the bathroom are timed to ensure we don't waste water

Strengths for Quality Area 4:

Staffing Arrangements

Families voice

- The educators definitely get to know our children so well to bring out the best in them but also develop particular skills where necessary eg. Communication
- Staff always have time to discuss anything
- Caring, genuine people running the show
- Kindy was an amazing experience and all the staff were wonderful towards our child. Great Kindy to be part of
- Staff are caring and compassionate with students at Kindy
- The staff have given her confidence and she wants to learn. The Kindy has made it fun for her. They have taught her things in a way that's

Children voice

- We like Mrs Rogers always driving the bus for excursions
- We like saying good morning to the teachers in the morning

Staff voice

- Positive interactions and relationships between staff and children - children approach staff and begin conversations
- Collaborative staff team who all work really well together—share observations of children together
- Staff voluntarily attend training and development opportunities and then discuss these and make changes at the Kindy.
- Educator to child ratios are maintained at all times.
- All teaching and ECW staff have appropriate qualifications.
- All educators working with children have the required DCSI checks.
- Governing Council members have completed their RAN training
- We have fortnightly staff meetings which include the self review process against the 7 quality areas where we reflect and plan
- All TRT educators are inducted. We try and use regular TRT staff for the consistency of educators for the children.
- The philosophy is reviewed annually alongside the code of ethics from ECA and DECD
- Our grievance procedure is on display for families to see
- Ideas and comments box is always available for families to add comments/suggestions/ideas
- All educators have access to EYLF, NQS, national regulations and self review documents in the office
- Training and development opportunities are provided/supported and information is shared amongst educators in staff meetings and informal chats. The educators are committed to the direction set by the QIP, Partnership and Philosophy Statement so training and development generally relates.
- Regular educators are involved in professional development plans
- ECW's in the centre all have Diploma, with one Occasional Care educator working towards her Diploma
- Educators complete a daily reflection designed by themselves at the end of each day
- Daily observations of children's learning is recorded at the end of each day
- Regular performance management meetings with each staff member and individual staff goals discussed and planned for

Strengths for Quality Area 5: Relationships with children

Families voice

- Seem to recognise when my child is nervous
- My child has a great relationship with you al and often talks about her kindy teachers
- My child had a great relationship with the educators, and was happy talking with them out of kindy
- He always talks about the educators, they are like his extended family
- My child has had a great year at Port Broughton Kindy and the start was a struggle to get her to go. Have seen a lot of positive changes since being at kindy
- Very blessed to have our children there

Children voice

- Playing with friends

Staff voice

- All children are included - children with additional needs are supported through extra staffing when needed. Staff find out the interests of individual children to engage them at Kindy
- Positive interactions with children by staff—all educators have a consistent positive approach
- All staff have positive relationships with all children—this includes having friendly conversations with them and being part of their play
- Educators stay calm with children at all times
- Warm, welcoming environment—staff make sure someone meets the bus to greet and help children coming on the bus
- Educators greet children and families each morning, making sure they have a chat to each family
- Educators take an active interest in children's lives outside of Kindy—they are able to connect what is happening in each child's life outside of Kindy and have lots to talk about with the children
- Children are offered a "home visit" to allow children to share with the educators things that are special for them at home. This gives educators a greater understanding of the home environment each child is coming from and then they can make connections to the child's life and Kindy.
- The Director is "on the floor" with the children whenever they are at Kindy—all admin in the office is done when children aren't at Kindy
- Provide opportunities for small group work where children can engage with educators on a deeper level, giving the child and educators a chance to further their understanding.
- Playgroup and Occasional Care programs are valued by educators as the initial stages of building and developing relationships with children
- Educators use the RRR tool to review relationships and guide relevant changes
- Educators are seen to share in successes with children
- Self portraits are drawn by the child each term
- Our good morning routine includes a list of 'Ways to say Hello' that the children can choose from if interested
- Educators model appropriate language or provide names of emotions for children to identify and resolve conflict
- Children are encouraged to talk to each other and then seek adult assistance if required

Strengths for Quality Area 6:

Collaborative partnerships with families and communities

Families voice

- If you are an involved parent there are many ways to be involved and present. It was very encouraged and parents are welcome in the kindy all the time
- Really enjoyed the excursions I went on and love seeing all the photos and videos on our Kindy Facebook page
- I will definitely miss the Kindy interaction
- Communication levels are excellent, plenty of opportunities for parents to interact at Kindy.
- Sadly work interferes but we have always been welcomed and invited. I have also enjoyed the interaction with other parents
- With out a doubt the communication is the best ever
- Good communication by Kindy here
- I rely on Facebook for reminders and to give me clues on what to talk about with my child about their day
- If the daily photo on the whiteboard wasn't up I wouldn't feel like I would know hat was going on.
- Facebook is a great way for us to see what they have been up to at Kindy
- Fantastic to share learning with other parents through the Facebook posts.
- Normally we wouldn't see what happens during the day and only hear from the child a short-ened version when we pick them up but this way (Facebook) we can see them playing, learning and being involved.
- Transition process what better than I had experienced with siblings
- My child really enjoyed her transition visits and they were done well
- This was our first time with the transition process and we thought it was very thourough and well organised. We attended a pre transition meeting which I thought was very useful seeing as the Principal and new teacher were present along with the Kindy educators. Hat made me really value the meeting to think they were invested in understanding and getting to know the new students.
- Transition chat was very informative and useful
- Was nice to be included 8in the transition process and for the school to also include the inter-ests they have at Kindy
- Our eldest is just in the transition and the staff made it seamless so as to not overwhelm the kids with the 'big move'
- The chats with the school went well
- After attending the transition chats we realised that our expectations were too much for our child and are grateful that we had a chance to take a step back for his benefit

Children voice

- **Decorating the Christmas tree.**

Staff voice

- Program wall—having it accessible for families
- A variety of Communication methods with Kindergarten families— newsletters, emails, SMS, daily whiteboard messages (these are put on facebook each day for bus families), informal chats, website, Facebook page, learning stories
- We value Family involvement—attending Special events, excursions, staying and listening to morning talks, help roster for cleaning, fundraising, busy bees, Governing Council—special dates are given out at the end of the term in preparation for the new term so families have plenty of notice
- We ask families each term for a goal for their child to be included on their ILP so that we have a collaborative approach to their child's learning - families can then work on the goals at home too
- KITE (kids Interacting with The Elderly) program with Barunga Village Nursing Home—regular visits from/with the residents.
- In Term 3 parents are invited to an information afternoon where we share information about transition and the following year at Kindergarten. This is an opportunity for Kindy educators to get to know families and children and for families to ask questions and get to know educators
- We offer visits throughout the year to Playgroup families to visit during a Kindy session.

Strengths for Quality Area 6:

Collaborative partnerships with families and communities

Staff voice

- Comprehensive programming and planning information is available for families, including each story and song shared during the sessions. (a request from collaborating on the development of the Philosophy Statement)
- We receive the majority of our positive feedback on our Facebook pages, hidden and open page, with community members, families and peers commenting on the learning that happens at Port Broughton
- Families are invited to participate in the curriculum whenever and however suits their abilities and interest. We will accommodate parents participation where possible with a flexible program
- Port Broughton is a very supportive community who appreciate being asked to be involved in the Kindy community. We receive donations of resources on a weekly basis and have had our loose parts storage donated and our mud kitchen made by the Mens Shed.
- The local paper advertise Kindy notices for free with a monthly offer being extended
- Regular meetings with the classroom teachers and Leadership at Port Broughton Area School allows sharing of information to be extensive and informative. Knowledge about children is genuine and cohesive, with the teacher being able to observe behaviours during cross age visits
- Once a fortnight we visit the Community Library to listen to a story and borrow books - this is a great transition experience—children get acquainted with the library and staff
- We often go on local community walks such as to the Supermarket, Post office, beach, etc
- Our Transition to school process happens over a long period of time so that children feel like they belong at school when they start—this includes weekly cross-age activities with the Junior Primary classes and teachers from Term 2 and lots of visits to the Reception classroom in the term before they start school
- Reception students have the opportunity to visit the Kindy during their lunch time once a week in their first term at school
- Parent requests are supported where possible
- Community notices are put on display for families to see, put on our Facebook page and in Newsletters
- Any changes in curriculum or diary dates are communicated as quickly as possible via our many modes of communication. Any parent not to respond will be followed up with
- A strong relationship with DECD special educators allow parents to be made comfortable with any concerns or questions being able to be answered via Kindy

Strengths for Quality Area 7: Leadership and service management

Families voice

Children voice

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Staff voice

- We have a great continuity of educators
- All our Policies are available for anyone who wants to read them—they are stored on the kitchen bench and are well set out and easy to read
- Our Parent Handbook is very comprehensive—all families are given one when their child en-rols at Kindy—it is also available to read on our website and there is also a copy on the kitchen bench in the basket
- We have a well organised office space which means that as a staff team we can work efficiently and collaboratively
- Relief staff are given an induction booklet which outlines the most important things they will need to know
- Relief staff enjoy working at our centre because all staff and children work so well together
- Staff are encouraged and supported to do training and development - performance management meetings are used to reflect and build knowledge
- Main Kindergarten educators are involved in critical reflection of the centre including NQF self review
- Provide regular newsletters to families
- Provide feedback and initiatives to families from the Northern Yorke Partnership

Why?

After a focus learning in the outdoor environment in 2017 we received an abundance of positive feedback about children's learning, dispositions and willingness to be involved. We don't want to let this go as children and families see the benefits for their children's learning and families have voiced very loudly their want for outdoor learning to be continued at School.

See next page for families comments

Our focus for 2018

How will we embed a rich, focused curriculum embracing the outdoor learning environment?

How will we extend our capacity as educators to provide a holistic curriculum with a focus on the outdoor learning environment?

Wonderings/implications by educators

We have a change in staff team

Our cohort of children's needs have changed

Outcomes

- Sustainability will become embedded into our program as we implement one new strategy with the children each fortnight
- Children will develop dispositions from learning in the outdoor environment
- Staff will build their self reflection capacity on pedagogical documentation through collaborative learning
- Community will have an understanding of what the children in their community are learning/thinking
- Kindy will be producing less rubbish to go into landfill
- , Families will be empowered to make decisions, alongside their child, about what to put in lunchboxes

Actions

- Each fortnight we will program for one new sustainable practice **QA 3**
- Work collaboratively with Reception teacher and plan lessons where we take the learning outdoors **QA 1**
- Critically reflect on our programming decisions and make deliberate choices to be outside wherever we can **QA 4**
- Share our learning with the community (IGA, Library, Council) through displays and children's signs **QA 3**
- Start a trading table at Kindy **QA 3**
- Eliminate as much rubbish in lunch boxes **QA 3, 5, 6**
- Sharing information about 'Nude Food' in the newsletter **QA 6, 7**
- Fundraiser for families in our community about 'Healthy Lunchboxes **QA 2, 6, 7**

Success Measure

- Educators, children and families have an embedded practice of recycling and composting.
- Families, from both School and Kindy can see their children learning in the outdoor learning environment.
- Staff have an Outdoor learning focus in their PDP plans
- Active Learning Environment (Domain 3) (See over page)
- Parents will indicate learning they have observed and discuss it as transition Chats
- Parents will display their understanding when answering the parent survey
- Less rubbish in lunch boxes at the end of the year

Active Learning Environment Scale: Observation sheet (Domain 3)

DOMAIN 3: ENABLING LEARNING DISPOSITIONS

Dispositions are habits of mind and a tendency to respond to situations in certain ways. Dispositions are learned from being with people who have them and are strengthened with use. Dispositions motivate children to use and build on their skills and knowledge.

SIGNALS WITH INDICATORS

Indicator Observations

	1	2	3	4	5	6
Curiosity - a sense of finding out about things						
Models wonder and inquiry						
Models a proactive approach to problem solving						
Encourages exploratory play and investigations						
Engages children in a proactive approach to problem solving						
Provides an environment rich in sights, sounds, smells, taste and textures						
Focuses child's attention on something in the environment						
Plans from the child's questions/interests						
Seeks and poses questions						
Models and encourages keen observation						
Provides uninterrupted time for play						
Provides a variety of open ended materials and choices						
Accepts and extends children's developing concepts						
Communicability - receptive to the company and stimulation of others						
Establishes a calm and predictable environment (not excluding the natural range of spontaneous responses)						
Interchanges ideas and feelings with others (including children, colleagues, families)						
Helps find connections						
Provokes communication - initiates, responds sensitively, extends, questions						
Is attentive and attuned to others in the environment						
Listens carefully						
Responds sensitively to the social bids of children						
Purposefulness/persistence - the intent to contribute to an experience/master a skill						
Respects children's attention and concentration						
Provides opportunities and encouragement for repetition and practice						
Encourages trials and retrials						
Extends challenges and interests sensitively						
Recognises efforts, capabilities and accomplishments						
Openness/risk taking - willingness to have a go; to see thing differently						
Focuses children's attention on new or changing stimuli						
Encourages 'guessing' and 'checking' of ideas - hypothesising						
Models optimism						
Looks for options, encourages and accepts alternative ways of seeing things/doing things						
Provides time and support for children to have a go						
Encourages creativity - accepts 'messiness' of children's experimentation						
Activity - inclination to invest energy						
Is alert and lively						
Makes use of learning opportunities						
Creates safe space and resources for free movement and children's active ways						
Regulates rhythms (avoids over activity/excitement, lassitude)						
Cooperation/collaboration - inclination to balance own needs with others in a group experience/to work on joint projects						
Engages with children in 'turn taking' rhymes and games (non-verbal/verbal)						
Provides opportunities to engage in helping behaviours (routines, care of others and the environment)						
Provides spaces and resources for two or more						
Shares the joy of joint experiences						
Models collaboration with colleagues						
Reflection - inclination to think carefully about actions and ideas and analyse results of decisions						
Models and encourages children to think about the consequences of actions and ideas						
Makes suggestions to provoke alternative perspectives						
Engages in partnership with children to work through negative experiences and emotions						

Feedback from families regarding our Outdoor Learning Environment focus in 2017.

Since beginning Kindy, what have you noticed to be the biggest change in your child?
Independent play
Separation, confidence and variety of friendships
Very keen to learn
Confidence with separation
Social skills have improved
Confidence and independence
Comes out with some random information. Skeleton digestive system, human body information.
More confidence in herself
Much more confident. Developed close friendships
Confidence with others. Has come out of his shell
More independent
Confidence, louder, more aware of others and what they are interested in, likes to figure out how things work or try new things
Speech, writing
Wants to learn and listen
Confidence
Not shy
At Kindy we value play as a way to learn, the right to explore every day and to belong to the community they are involved in. How do you see these values carried through to their learning journey at school?
Be outside and explore
Learning through play
Play based learning
Its teaching them to think for themselves and good problem solving skills in the lead up to school
A genuine sense of belonging for the child, genuine respect and warmth for each child on their merits and excellent communication for busy parents.
Creative play, sharing, learning through play their actions have consequences
To be confident and build friendships and bonds with other children
Outdoor learning and scrub visits
Practical learning – gardening, caring for animals, sharing skills with the community
Taking part in community initiatives using their imaginations, problem solving and learning through their interests
Learning through experience is very important to us and I think it is important to retain information better.
Opportunity to learn and try new things.
Develop team work skills, problem solving skills and patience
Outdoor play, learning that continues at home.
Independence

What is something that happens at Kindy (that may have been successful) that you would like to see followed through to school?

Play based learning

Problem solving

Belonging

Respect

Feedback

Confidence building

Outdoor learning

Scrub visits

Morning routine

Nature play

Being outside

Limited technology

Learning through experiences

Try new things

Team work skills

Problem solving

Patience

Outdoor play

Scrub

Playing outside

Outdoor play

Learning

Independence

Progress Notes

- Amanda in to take RRR observations Week 7 Term 1
- Collected and counted rubbish out of lunch boxes and shared with families each session Term 1
- Rather than documenting the observation of the child's play we are trying to go deeper and include the learning that is happening.
(Discussion in reflection time Week 5)
- Contacted an artist to help create a mandala from used bottle tops.
Families bringing in bottle tops from home

Why?

Results from our Parent Opinion and QIP survey's in 2017 indicated parents wanted more evidence of their children's learning and development. They wanted to be able to keep it for years to come and know what is happening during the day at Kindy to begin discussions with children at home.

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graph TD; A[Our focus for 2018] --> B[Wonderings/implications by educators]; B --> C[What we need to do];
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Our focus for 2018

How can we setup a sustainable way of sharing children's learning with families so they have further conversations with their children at home?

Will Floorbooks be a way of listening and responding to children's interests, knowledge and ideas so the children are guiding the learning?

Wonderings/implications by educators

How will we know how to do it properly?

We have to make the TIME to maintain in and do it properly

We have to share the progress with families and record their input.

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Success Measure

- Children and staff are working collaboratively and guiding the learning in relation to the Floorbook
- Active Learning Environment - Reflect and Plan (Domain 1)
- Parents are commenting and able to have conversations about the children's learning
 - Families can locate the places we document learning

- ## Actions
- Share key points from Claire War-den's 'Floorbooks' and implement strategies **QA 1**
 - Revisit Kirsty LilJergren 'Pedagogical Documentation' and choose one strategy to implement **QA 1, 4, 7**
 - Look at what we are sending home and ask the question WHY and WHO IS IT FOR and provide feedback through critical reflection model **QA 4, 7**
 - Allocate time for preparing and displaying children's learning at each staff meeting for the fortnight ahead **QA 4, 7**
 - At parent chats ask parents if they feel they are being provided enough information about their children's learning **QA 6**
 - Three times a term (Weeks 1, 5, 10) track and monitor individual children's observations to occur documentation for each child is occurring **QA 1**

Reflects and plans				
Listens to and observes children to gather information to monitor children's construction of understanding and plan for their learning				
Uses information from families				
Follows up on child initiated ideas, questions, comments				
Uses meaningful goals and children's interest and development to plan for the acquisition of valued skills				
Observes for assessment purposes in authentic experiences				
Changes plans in response to children's deepening/changing needs/interests				
Practices reflect planned goals				
Fosters children's awareness of how they arrived at decisions/ideas				
Provides information so that children can make choices about actions and consequences				
Encourages children to talk about what they are doing/seeing and why things are happening				
Changes direction as a result of reflection				

Progress Notes

- Looked at the observations collected on each child and discussed (Week 6)
- Discussed the reason behind observations and Floorbooks. Decided for now we need both to capture all the learning that is happening at Kindy (Week 6)
- Parents are sharing the learning or stories from home via Facebook and Seesaw that has come from Kindy (Eg. Isaac sharing Harmony Day story and Lemon Volcanoes. Nathaniel not wanting to take 'rubbish' to Kindy when bringing in bottle tops)

Port Broughton Kindergarten's Quality Improvement Plan 2018

This is a one page that captures the main focus of our work for 2018. Please see a staff member for more information or to view the whole document.

Our focus for 2018

How will we embed a rich, focused curriculum embracing the outdoor learning environment?

How will we extend our capacity as educators to provide a holistic curriculum with a focus on the outdoor learning environment?

Wonderings/implications by educators

We have a change in staff team

Our cohort of children's needs have changed

Are we being inclusive?

Our focus for 2018

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