



Neta Kranz Kindergarten.

55 Wood Tce

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E-Mail: Libby.Kranz856@schools.sa.edu.au

2018 Quality Improvement Plan

Neta Kranz Children's Centre

Creating dispositions for learning.





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Service details

Service name	Service approval number
Neta Kranz Children's Centre	SE-00010705
Primary contact at service	
Libby Kranz	
Physical location of service	Physical location contact details
Street: 55 Wood Terrace Suburb: Whyalla State/territory: South Australia Postcode: 5600	Telephone: 08 86457224 Mobile: nil Fax: 08 86452250 Email: Libby.Kranz856@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Central Office Telephone: 82261000 Education Office Whyalla telephone: 86456568	Name: Libby Kranz Telephone: 08 86457224 Mobile: 0488155977 (personal) Fax: 08 86452250 Email: Libby.Kranz856@schools.sa.edu.au



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Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30am	08:30am	08:30am	08:30am	08:30am	--	--
Closing time	15:15pm	15:15pm	15:15pm	15:15pm	11:30am	--	--



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Additional information about your service

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

School Holidays: Term 1 Holiday Break 14th April – 29th April 2018

Term 3 Holiday Break 29th September – 14th October 2018

Term 2 Holiday Break 7th July – 22nd July 2018

Term 4 Holiday Break 15th December 2017 – 28th January 2018

In consultation with 2016's Governing council, it was decided we would run full day kindergarten from 2017. This was to enable quality relationships between children to be established and maintained throughout the year. To provide children with regularity and enable staff to ensure excursions and outings can be organised on suitable days and times to be inclusive for all children to be able to attend.

15 hours of preschool will be offered this year through accessing two full days and alternate Friday mornings. Over a fortnight children will have access to 30 hours of kindergarten.

Yellow Group – Monday & Wednesday 8:30am-3:15pm Alternative Friday Mornings 8:30am-11:30am

Blue Group – Tuesday & Thursday 8:30am-3:15pm Alternative Friday Mornings 8:30am-11:30am

Nominated Supervisor : Libby Kranz

Teachers: Carmen Aragon-Milovanovic (1.0 Teacher) and Lauren Griffin (0.4 Universal access teacher.)

Early Childhood Worker: Lorna Patterson (0.5 ECW/Preschool Support)

Support Workers: Lauren Griffin



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Service statement of philosophy

We recognise the importance of each child's early experiences and the knowledge they have acquired prior to attending kindergarten. As educators, we plan to provide experiences that support, enhance and extend children's learning. Children construct understandings through discovery and exploration; therefore we provide a play based curriculum. We utilise the Early Years Learning framework to support our programming. Each child is treated with respect and valued as a unique individual. We acknowledge and respect the bond that Australian Aboriginal and Torres Strait Islander people have with this land.

Families are valued and recognised as children's first educators and we intend to support and assist families in their role. Building connections between home, the centre and the community develops a sense of belonging and enhances self-worth, which increases self-esteem. Children's learning and development is enhanced when early childhood professionals respect their cultures and ways of knowing and being. Opportunities for discussions with families are promoted, as it provides information on what values are important to them. It is vital that we support the development of positive mental health and we incorporate Kids Matter principles to assist the well-being of every child.

At the beginning of each year educators participate in developing and reviewing this philosophy, thus guiding pedagogy and curriculum decision making. The philosophy is included in our information booklet and shared with families. Governing Council have contributed and endorsed the statement.



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Strengths Summary

QA1 Educational program and practice

- Educators engage with and implement the approved Early Years Learning Framework (EYLF). Documentation and practices clearly reflect the intent of the EYLF being used as a tool for the development of curriculum that enhances each child's learning and development. Educators, informed by the outcomes of the EYLF, make intentional curriculum decisions that utilise opportunities to promote these in their practices, planning for children's learning and development through play and in children's environments. For example, to support children's sense of identity and belonging, photos of children are displayed throughout the service as well as many mirrors where children can view their reflection. Children frequently point to themselves and to their friends and comment about expressions on faces. This creates opportunities for children to engage with and have their sense of identity promoted as individuals and members of groups. Educators are aware of the interconnections between the EYLF outcomes and they consider this as they plan for children. Additionally, educators in their curriculum decision making, use opportunities to promote the benefits of a play based curriculum to families. For example, displayed throughout the indoor environment is information about the benefits to children's learning and development through engaging in play activities such as block play and painting.
- Educators, in line with the aim of the EYLF document and its outcomes, incorporate each child's current knowledge, ideas, culture, abilities and interests into their planning to extend and enrich children's learning. These drive the development of each child's program within the EYLF and ensure their regular participation. Children's interests and current knowledge are acknowledged, valued and supported to flourish and these are captured in the program.
- Educators include cultural diversity (including Indigenous cultures) and similarities of children in the curriculum (including the environment) and program in ways that reflect EYLF outcomes connect to identity, wellbeing and communication. For example, children are currently engaging with the culture and language of Greece. Children are provided opportunities in their day-to-day routine to engage with the language, such as morning greetings said in Greek and English. Planning also includes ways to include elements of Greek culture into children's learning, such as the props provided to promote languages other than English (LOTE).
- The daily routines woven into the program are consistently used by educators as opportunities to enhance children's learning. For example, during morning fruit times, educators plan for and promote children's numeracy and literacy development through experiences that were relevant to children, such as counting bowls, simple addition and the labelling colours of the bowls in English and in Greek. Educators evaluate and critically reflect on these practices, they identify the connections to the EYLF outcomes and the DECD numeracy and literacy indicators.
- Families are able to see what and how their children are learning and developing through readily accessible child portfolios.
- Educators support the enhancement of each child's learning and development by embedding opportunities to promote children's agency into the program and routines. For example, children serve their own fruit and pour their own drinks and educators maintain high expectations for children to regularly engage in packing up their own play activities wherever possible. Educators also provide children with choices in how they label their artwork, such as pre-cut name tags children can find and glue on and the provision of a range of writing tools for hand writing their names. Children's agency is also supported through tasks such as sun smart practices where children are encouraged to put on their own sunscreen and hats. Daily practices also include children having choice in what and how they engage in play.



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QA2 Children's health and safety

- Educators promote each child's health in diverse ways. Relevant medical (such as asthma, anaphylaxis, non-food allergies and toileting needs) and dietary (such as cultural food preferences, food allergies and intolerances) information about children is displayed in the kitchen with their doctor's plan, and is readily accessible to educators and family helpers. During cooking experiences, educators ensure they do not use ingredients that participating children are allergic to and children bring their own lunches to consume at lunchtime and educators ensure they do not share them with each other.
- Children's health is promoted through the provision of adequate equipment and opportunities for rest and relaxation. Soft chairs and quiet spaces (such as book areas) were used by children as they needed them educators provide cushions for children when they notice they are struggling during the day.
- Educators promoted all children's health by ensuring educators, children and family helpers follow effective hygiene practices daily. For example, everyone washes their hands with soap before preparing food and eating, with hand washing posters displayed in the children's bathroom. As children came inside for meal times, they all went to the bathroom first to wash their hands without reminders, demonstrating that this was an embedded practice. Hand washing was also encouraged after nose wiping and coughing. Gloves were worn where required, such as for food preparation and paper towels were supplied with instructions provided for children to use them effectively. Children have access to tissues to wipe their own noses.
- Educators follow a schedule and process for cleaning resources such as dress ups and puzzles to promote children's health and support preventative measures that contribute to controlling the incidence and spread of infectious diseases. Injuries and illness are managed through educators maintaining current first aid, asthma and anaphylaxis qualifications and familiarity with guidelines such as You've got what? Educators also have access to a Health support planning booklet and a First aid booklet. Information is also uploaded by educators to the service's Facebook group and similar information placed on notes displayed in the service to support communication with families regarding reported illnesses.
- On excursions, children's health and the management of their injuries and illnesses are supported through the provision of a 'buddy bag' that contains individual pockets with photos of a child with additional needs in each one and their medication and a copy of their doctor's plan inside. A first aid kit is also taken on excursions.
- Educators regularly made connections in their discussions with children between healthy eating, water consumption and physical activity. During lunch, an educator sits with children and invites them to discuss the healthy food choices in their lunch boxes.
- Regular discussions between educators and children support the ongoing implementation of the Rite Bite traffic light approach to healthy eating and educators use this as a tool to encourage children and families to pack healthier lunches each day. A Healthy Eating Policy underpins educative practice and families sign a form to indicate they have read the policy, understood it and agree to follow it.
- The program is driven by children's interests and this includes physical play. Whilst physical play is available daily through the regular availability of outdoor equipment, educators also plan for it in programs. For example, in the program for the week of the assessment and rating visit and the previous week, planned physical play opportunities included obstacle courses, music and movement with streamers, using the tyre swing for various purposes, rebound nets and balls and watering the garden.
- Educators contribute to the protection of children through conducting risk assessments for excursions, on new equipment and when children see external performers. They take precautions such as raking and covering sandpits and completing daily yard checks as a method of minimising children's exposure to possible harm and any hazards likely to cause injury.
- Children wear hats outside and educators remind them to keep them on outside. For example, an educator said to a small group of children, 'I'm worried about your delicate skin. You're not wearing hats; what could happen to your skin?' The children replied, 'It could get burnt'.



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QA3 Physical environment

- The facility is purpose built and appropriate for the operation of a service. There is sufficient office space for the director to undertake administrative tasks. Toilets for children are accessible, with open doors and facilities at an appropriate height for preschoolers. There is a balance of shaded and non-shaded areas (some trees have recently been cut down, although educators have worked around this to ensure adequate shade for children) outdoors and sufficient natural light indoors entering through large glass windows and doors. All activities indoors and outdoors are set up to encourage small group play and equipment indoors is arranged in ways that promoted safe practices, such as walking inside. There were large open spaces outdoors for children to run and to play group games in. Outdoor spaces with equipment and resources in them are situated around a path that provided children with multiple entry and exits points physically and developmentally.
 - Contributing to the daily operational readiness is a cleaner who is employed to clean each evening. This provides children and educators an environment that is hygienic each morning. During sessions, educators are responsible for the cleanliness of the environment and educators monitor and clean used resources to minimise cross-infection to children as they use equipment and resources.
 - There is a combination of fixed and unfixed equipment outdoors and unfixed equipment and resources indoors. This provides educators and children with flexibility within the environments to modify and/or change the set-up to suit their needs. Children consistently have access to simultaneous play in the indoor and outdoor areas. A combination of natural and built environments supports children's developing competence, independent exploration and learning through play.
 - Opportunities for independent exploration are supported through the arrangement of the environments, such as educators choosing sometimes to observe children and provide input when children requested it or when children clearly could not manage their play in their small group or alone. Independent exploration is supported through the provision of sufficient resources and spaces where children could learn in small groups or alone if they chose to. Accessibility of resources and the ways in which educators arranged these support children to investigate materials and diverse types of play.
 - Open ended equipment and resources promote opportunities for children to explore the numerous ways these could be used to support their needs.
 - Living in a rural community water is considered a precious commodity. Due to this, educators role model water wise practices and they promote these through embedded practices with children. For example, children are aware that there is a limit on the amount of water they can use for play, so they are reminded to use it wisely. Educators engage in other sustainable practices as part of embedded service operations such as turning off air conditioners when rooms are not in use, turning off power points at the end of each day and recycling and reusing scrap paper.
- An audit was conducted of the sustainable practices of educators and children at the service and this created opportunities for educators to further promote reduce, reuse and recycle practices in service operations and with children. Children were observed frequently using recycle bins during the day and at meal times they separated their waste into recycle and food scrap tubs. The food scraps go home with an educator for the worm farm and rubbish from lunches is also sent home to ensure there is a limited amount of rubbish disposed of through the service.
- Educators and children engage in a range of environmentally responsible practices. These include: engaging with the Whyalla Eco Renovation Information Centre (WERIC) through the Whyalla Council to discuss sustainable practices.



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QA4 Staffing arrangements

- Three teachers with approved early childhood education qualifications and one early childhood worker with an approved diploma qualification work for this service. All educators have current first aid, asthma and anaphylaxis qualifications.
- Educators are attentive to smaller areas within the larger areas they were supervising. The children being directly supervised in these areas benefit from the presence of educators who were attuned to their needs and who frequently extend and challenge their thinking.
- Educators engage in respectful and ethical practices informed by the DECD Code of Conduct and Code of Ethics (underpinned by the Early Childhood Australia (ECA) Code of Ethics) and the Australian Professional Standards for Teachers (from the Australian Institute for Teaching and School Leadership (AITSL)). Educators also weave into their conduct, best practice principles that are updated through ongoing professional learning opportunities. Educators engage with each other and children in ways that are consistent with professional standards that create a harmonious environment for families, children and educators.
- Educators engage in consistent collaborative practices (such as programming, training, cleaning rosters and strategies to support children's learning and development). Due to the length of time they have worked together, they are familiar with each others' style of contribution and this supports their collaborative practices. Ongoing accessibility to training opportunities supports the development of educators' skills and educators regularly share their learning with their colleagues.
- Educators are supported by the director to develop strategies to achieve goals for teaching and learning in ways that are respectful of and acknowledge each others' skills and strengths. For example, an educator who is skilled in information technology (IT) completes the Early Years System (EYS) entries and looks up online information to support the program. Another educator speaks fluent Greek and is responsible for leading the implementation of the Greek language into the curriculum, whilst another educator who has skills in speech development frequently works with the children requiring additional speech support. It was evident that the additional skills of educators were used to promote the positive development of the curriculum for educators and children.



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QA5 Relationships with children

- Educators greet children and families warmly and with familiarity in English and Greek as they arrive through the gate into the outdoor area of the service.
- Educators support children who display a range of emotions as they arrived at the service. For example, a child who arrives looking sad is supported by an educator to settle in.
- Educators engage children in ways that reflect the statements in the service philosophy about valuing children's prior knowledge, experiences and children's capacity and capability to construct their own understandings through a supportive play based curriculum. These interactions enhanced each child's ongoing life long learning.
- Educators maintain the development of respectful and equitable relationships with each child by ensuring children's inclusion and involvement in the program is consistent. They seek ways of assessing this through identifying cues such as children displaying confidence and security.
- Children display a sense of security as they identify the diverse ways in which they belong in their preschool context.
- Educators support each child to engage respectfully and sensitively with others and they facilitate collaborative learning opportunities to promote children's development in this area. Collaborative learning opportunities are embedded into routines and the set up of the environment.
- Educators consistently encourage children to address each other respectfully
- Educators maintain sensitive and responsive relationships with each child through consistently supporting and promoting their dignity and rights, in accordance with the professional standards that guide their practice. This is evident each time educators:
 - ⇒ share the balance of power with children regarding the decisions they made about themselves
 - ⇒ speak with children respectfully when managing their behaviour and involved them in the process
 - ⇒ plan environments where children can exercise their right to play as a process and context for learning.



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QA6 Collaborative partnerships with families and communities

- Educators connect and build relationships with families through various strategies. These include an effective enrolment and orientation process, providing families opportunities to be involved in the service in diverse ways and ensuring relevant information about the service is accessible to families.
- Through the enrolment process, provision is made for families to be placed on a waiting list which is followed up later in the year with a phone call to confirm they are still interested in placing their child at the preschool. A detailed enrolment package is sent to families and when it is returned, the director ensures it has been filled out correctly and follows up with families any additional needs of children that have been recorded. In Term 4, three familiarisation visits, to initiate the orientation process, are offered to families on Friday afternoons. Photos are taken of children during these visits for use in the service and to provide families with some documentation regarding their child's involvement in the program during these visits. The director shows news families through the service and ensures they know the location of the sign in/out forms. Families are reminded that they can speak with the director at any time. An orientation night and afternoon is held for prospective families.
- A folder is located in the foyer for families which is labelled 'How you can be involved in our kindergarten'. Suggestions for involvement include: governing council, library borrowing helper, fruit time preparation, cleaning/pack up, cooking with children, providing resources to the service such as boxes and material.
- Significant decisions that affect the service are usually made by the governing council who represent the views of families. This may include policy changes and renovations.
- Educators support and value families in their parenting role through consultative and collaborative processes. This is such an important and valuable process for educators, that it is outlined in the service philosophy. The ways in which families and educators share in decision-making about children include: talking with families frequently and ensuring they know educators can be approach any stage, consulting with families regarding children's behaviours and together developing consistent strategies for managing these at home and in the service, planning ahead for transitions to school with families who have plans in place for the identified needs of their children.
- Educators consistently maintain links and help families to contact relevant community and support agencies to enhance the learning and wellbeing of children. Educators recommend Circle of Security training, run by the Gowrie Professional Support Coordinator (Gowrie PSC), to families.
- Universal Access is in place in the service and an inclusive preschool program and these contribute to the inclusion and support assistance provided for children to ensure their full participation. Early entry is offered to Indigenous children and children with identified high needs to promote equity in opportunities for learning, development and wellbeing.
- Educators support children to engage with and be involved in the community to support holistic wellbeing. Community involvement includes:
 - ⇒ ▪ visiting the Road Safety Centre and families are invited to participate in this
 - ⇒ ▪ watching performances at the Middleback Theatre
 - ⇒ ▪ engagement with the Footsteps Dance Company
 - ⇒ ▪ regular engagement in community events, such as the Whyalla Show.
 - ⇒ ▪ engaging out of town groups on a regular basis, such as Animals Anonymous to present to children.



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QA7 Leadership and service management

- A positive culture of practice is promoted in the service through effective organisation and opportunities to pursue training and development as part of a professional learning community. Long term strategies regarding governance of the service are implemented by DECD as an organisation and by the director in her day-to-day management of the service. The governing council and director are responsible for the management of finances and the budget, major expenses, fundraising and development and evolution of the QIP. DECD has appointed a finance officer to support budget and financial management of all DECD preschools in Whyalla. A financial audit occurs annually to enhance best practice in relation to service management.
- As a standard practice for all DECD preschools, an early childhood leader supports educators in the preschool.
- The four educators have been working together for, '...a long time' and continuity of educators in the service has been consistent for a number of years. Whilst there is an induction process to support a positive orientation to the service for new educators, the director stated that there has not been a need to use it in some time.
- Through educators' positive interactions with children and the set up of the environment based on children's interests, that educators are effectively supported to develop and maintain positive and secure relationships with all children. These are promoted through a range of strategies including inductions, orientations, training and development and opportunities to evaluate and critically reflect on children's holistic development. The director stated that she encourages educators to maintain a, '...strong drive for improvement' which supports consistency in educators and development of common goals for and high expectations for teaching and learning. Additionally, training and development opportunities are frequently provided to educators and online training is also available. The director stated that she values the knowledge educators bring into the service and this is recognised through expectations to contribute to the QIP, reviews of the philosophy, share professional information and positive practices. She believes that the retention of educators can also be linked to this ongoing practice.
- The director is the appointed educational leader in the preschool and the authorised officer asked the director to describe her role in this capacity. The director stated that she is the main liaison from the preschool to the Whyalla partnership group. She ensures that information discussed at partnership meetings is disseminated with educators. From these discussions, educators sometimes identify that they require training in a particular area to support new or ongoing practices (for example, the DECD literacy and numeracy indicators) and this is organised by the director. This may take the form of educators attending training outside of the service or engaging a guest presenter to deliver the training to educators at the service. Educators are supported by the director to develop strategies to achieve goals for teaching and learning in ways that are respectful of and acknowledge each others' skills and strengths. The director is currently leading educators in developing strategies to review their practices based on findings from Results Plus (a DECD specific practice) through the EYLF and Reflect, Respect, Relate (RRR) documents and to follow this up with training where required. The director stated that in her role as the educational leader, she is a role model to educators for advocating for early childhood education. As such, she attends and has spoken at various meetings to promote a positive public perception and importance of the early years and to encourage educators to engage in advocacy for early childhood education.
- The professionalism of the service is also reliant upon educators who are working with children are fit and proper. To manage this, DECD have standard practices across their sites to ensure educators have appropriate qualifications before they commence working for DECD. These include, teachers' registration, current relevant history assessment, current first aid training, current Responding to Abuse and Neglect (RAN) training and a requirement that educators without an early childhood education qualification are working towards one (such as a diploma or certificate III).
- Educators engage in processes of quality improvement to enhance best practice. This process includes educators brainstorming together and thinking about questions such as 'What's important for children? What is our direction as a service? What guides our practices? and What do we know about child development and learning processes?' Educators seek out other examples of philosophies as part of the informing process and they draw information from current and new research. Educators then formulate statements for the philosophy.

Updates:

2017 Term 1 2018 Term 1

2017 Term 2 2018 Term 2

2017 Term 4 2018 Term 4



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Goal : Build a community of learners who will work collaboratively to improve children’s learning outcomes.

Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
1.1 Educators and families to develop their understanding of children’s dispositions for learning, and use these in the documentation of individual children’s observations and learning stories.	Strategy 1.1.1 Educators to develop own understandings through research, readings, Educators meetings, Professional Development.	* Educators can observe, articulate, and document children’s dispositions for learning. All staff attended termly early years PLC meetings.	4.2.1 7.1 7.2 7.2.2	Ongoing	High
	Strategy 1.1.2: Educators to share their learning with families in formal and informal discussions, newsletter inserts, readings and research to be passed on to families. Website and Facebook group used to engage families in this area.	* Informal chats held with parents at drop off and pick up times * Facebook group, newsletters used to share learning’s with families. Facebook has been utilised to inform families of the Greek language words children are learning. Plan 2018 include photos of activities and dispositions for learning on Facebook for families.	6.1.3 6.2.2 7.1	Ongoing	Medium
	Strategy 1.1.3: Educators to document the development of individual children’s dispositions for learning through their observations, daily reflections, portfolios, child led learning reflections and linking with EYLF Outcomes.	Portfolios, ILP’s, observations and statement of learning have these documented. Dispositions were documented in child’s learning stories and included in statements of learning. Information about Dispositions is presented to new families during our parent information sessions, held beginning of term 4 for the 2018 kindergarten year.	1.1 1.1.1 1.1.2 1.1.4 1.2.1 1.2.2 1.2.3	Ongoing	High
	Strategy 1.1.4 Educators to encourage the development of skills for life and learning through these relationships, with a focus on dispositions for learning and using the outdoor learning environment.	* Evidence of children developing dispositions such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker. Visual displays were developed to expose children and families to disposition language.	5.1.2 5.1.3	Ongoing	High

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1.2 Outdoor environment redevelopment.	<p>Strategy 1.2.1</p> <p>Phase 1: Loose parts, mud play area to be developed in main outdoor play area.</p> <p>Area can include, tyres, crates, tubes, straw bales, large smooth rocks.</p>	<p>* Loose, parts, mud play area completed and utilised by children.</p> <p>⇒ Straw bales installed, bark chips removed, loose tyres and pipes utilised in mud patch with gum boots and metal shovels. Water feature with slow release pump attached purchased and installed.</p>	<p>3.1 3.3</p> <p>3.1.1 3.3.1</p> <p>3.1.3 3.3.2</p> <p>3.2</p> <p>3.2.1</p>	<p>End Term 2</p> <p>2017</p>	High
	<p>Strategy 1.2.2</p> <p>Phase 2: Establish raised garden beds to grow edible plants/vegetables as part of a sensory garden/path for children to explore.</p>	<p>* Children working with establishing garden and growing vegetables which are eaten, either at fruit time or used in cooking experiences.</p> <p>Still in the design stage, working with the 2018 Governing council to design, fundraise and hopefully install</p>	<p>3.1 3.3</p> <p>3.1.1 3.3.1</p> <p>3.1.3 3.3.2</p> <p>3.2</p> <p>3.2.1</p>	<p>End 2017</p>	High
	<p>Strategy 1.2.3</p> <p>Phase 3: Bushland/ Nature Play area in the side outdoor play area. Utilise the expertise of Simon Hutchinson from climbing tree to create the space for children to explore, create and reconnect with nature.</p>	<p>* Outdoor area offering a plethora of natural play spaces that support children to develop environmentally responsible attitudes and respect for the environment.</p> <p>⇒ Nature strip located at the end of Wood Terrace. Staff have completed a risk assessment of the area and council have been contacted in regard to cleaning up the area, for children and staff to utilise for nature play.</p> <p>Children visited local nature area, Plan for 2018. Gain permission for all children to regularly visit this area and engage in uninterrupted periods of nature play.</p>	<p>3.1 3.3</p> <p>3.1.1 3.3.1</p> <p>3.1.3 3.3.2</p> <p>3.2</p> <p>3.2.1</p>	<p>End 2018</p>	High

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Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
1.3 Educators to develop their understanding of the Literacy and Numeracy Indicators, and use these in the documentation within our Assessment and Reporting practices.	Strategy 1.3.1 Educators to attend Professional Development to deepen their understanding of the Literacy and Numeracy Indicators.	Professional Development attended by all educators Literacy and Numeracy indicators were used to inform programme planning and reported on for children's statements of learning.	1.2.1 4.2.1 4.2.2	Ongoing	Medium
1.4 That high quality teaching and learning is embedded in our principles and practice.	Strategy 1.4.1 A cycle of self-review is embedded to reflect upon our teaching and learning practices through regular Work Performance Reviews.	* Twice yearly work performance reviews occur with each educator All staff were involved in the creation of their Professional development plans. Unfortunately follow up was not completed. Plan for 2018 is for all staff to be involved in two PDP meetings with the director. Staff have been involved in their 1st 2018 PDP meetings and identified goals to achieve..	4.2 4.2.1 4.2.2 4.2.3 7.1 7.1.4 7.2 7.2.2 7.2.3	Ongoing	High
	Strategy 1.4.2 Educators will implement programmes identified by the Partnership as priorities.	* Corwin—Visible Learning ⇒ -All staff attended the foundation day training. ⇒ Impact Coach & Action day 1 was attended by Libby and has communicated the plan forward with staff at PLC. All staff attended the second full day training and will attend day 3 in Jan 2018. Libby, Lauren and Carmen attended day 3 @ Eyre, further PD days are yet to be identified. Inspired Passionate teachers as been identified as objective 1.5. * Oral Language Project ⇒ All children were screened with the OLP assessment and these were given to Speech Pathologist as part of the Oral Language Project. ⇒ All staff have completed the 3 OLP training sessions and 1 OLP modelling session has taken place at Neta Kranz.	4.2.1 4.2.2 4.2.3 7.1.4 7.2 7.2.2	Ongoing	High

Updates:

2017 Term 1 2018 Term 1

2017 Term 2 2018 Term 2

2017 Term 4 2018 Term 4



Neta Kranz Kindergarten.

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Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
<p>1.4 That high quality teaching and learning is embedded in our principles and practice.</p>	<p>Strategy 1.4.2 Educators will implement programmes identified by the Partnership as priorities.</p>	<p>⇒ Staff are aware of the language used with all children . Initial recordings have been made of staff interactions with children.</p> <p>⇒ 3 tier words are being used in the programme. Especially pertaining to the Dinosaur project.</p> <p>Term 3 screeners were completed and speech pathologists collated results across Whyalla. Neta Kranz Cohort showed overall improvement.</p> <p>*The site has opted in to the OLP for 2018.</p> <p>* Interception</p> <p>⇒ Children have been introduced to Interception basic exercises. A information page for families has been produced and placed in children’s portfolio’s.</p> <p>⇒ These are My Fingers (Kids Music Company) is utilised to make it relevant for children.</p> <p>We had visit from Emma Goodall and Caitlin Lean. Reinforced our practice was on the right track.</p> <p>Interception activities are completed with children after fruit-time and lunchtime to help children self-regulate their emotions.</p> <p>* 2018 Children have been introduced to interoception activities prior to fruit-time, as children become familiar with the activities and kindergarten routine we will begin further introduce the activities during other times of the day.</p> <p>* Results Plus (Literacy & Numeracy)</p>	<p>4.2.1 4.2.2 4.2.3 7.1.4 7.2 7.2.2</p>	<p>Ongoing</p>	<p>High</p>
	<p>Strategy 1.4.3 Professional development for Educators is linked to site priorities, and supports the implementation of quality Pedagogy.</p>	<p>* Quality pedagogy can be observed of all educators and by all educators.</p> <p>* Reflective practice: critical reflection on pedagogy and children’s progress.</p> <p>All staff attended Critical Reflection PD as a team. Information as then been used to reflect and improve staff practises.</p>	<p>4.2.1 4.2.2 4.2.3 7.1.4 7.2 7.2.2</p>	<p>Ongoing</p>	<p>High</p>

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Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
<p>1.5</p> <p>All Educators will be inspired and passionate teachers.</p>	<p>Strategy 1.5.1</p> <p>Educators to develop own understandings through Professional Development (Visible Learning), readings and critical staff team discussions.</p>	<p>Educators will have high expectations for individual children’s learning, implement a programme that provides opportunity for challenge, engage in dialogue and provide feedback to children, use a wide range of instructional strategies and use interventions which allow for learning.</p>	<p>1.1.1 4.2 1.1.2 4.2.1 1.1.3 4.2.2 1.1.5 4.2.3 1.2 7.2 1.1.1 1.2.2 1.2.3</p>	Ongoing	High
<p>1.6</p> <p>Reading will be a Literacy focus across all area’s of the kindergarten.</p>	<p>Strategy 1.6.1</p> <p>To encourage families to engage with their children and embed literacy strategies into their home life a library borrowing service will be implemented for both groups of children.</p>	<p>A volunteer parent librarian will be identified and supported to run the weekly book borrowing for each group.</p> <p>Children will be tracked to ensure regular borrowing occurs. Reminder notes will be utilised if a family hasn't returned their book/bag for 3 consecutive weeks.</p> <p><i>*Two parents have volunteered to coordinate library this year. All children were allocated a library bag with photo attached for easy identification. Each child was offered the opportunity to borrow weekly from week 5. Only one child has been identified as not regularly returning bag, after reminders were issued.</i></p>	<p>6.1 6.2 1.1.4 1.1.5</p>	Ongoing	High
	<p>Strategy 1.6.2</p> <p>Children will engage with literacy throughout the kindergarten environment.</p>	<p>Literacy rich materials and displays have been created throughout the kindergarten.</p> <p>Interactive, relevant and attractive displays for children to investigate, explore and create a sense of wonder are being utilised.</p> <p>The programme and samples of children’s work have been displayed where possible for families.</p>	<p>3.1.3 3.2 1.2 1.2.2 1.2.3 7.2</p>	Ongoing	High

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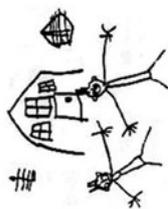
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Goal : Build a community of learners who will work collaboratively to improve children’s learning outcomes.

Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
<p>1.6</p> <p>Reading will be a Literacy focus across all area’s of the kindergarten.</p>	<p>Strategy 1.6.3</p> <p>Children will be exposed to various methods of storytelling.</p>	<p>Educators will engage with small groups of children in the book room reading stories from the bookshelf.</p> <p>During Mat-times children will be exposed to storytelling, utilising various methods, including but not limited to big books, Puppets, felt boards, acting out, narrated stories.</p>	<p>1.2</p> <p>1.1.5</p> <p>1.2.2</p> <p>7.2</p>	Ongoing	High
<p>1.7</p> <p>Children will be introduced to the Greek language throughout their kindergarten year.</p>	<p>Strategy 1.5.1</p> <p>Educators will programme for variety meaningful activities to expose children to Greek.</p>	<p>Children can understand and use basic Greek.</p> <p>At least one play based activity each week is programmed for children to explore the current Greek words.</p> <p>Educators are utilising basic Greek terms when conversing with children during fruit-time, lunch-times and mat-times.</p>	<p>1.1.3</p> <p>1.1.4</p> <p>1.1.5</p> <p>1.2.2</p> <p>1.2.3</p> <p>5.1.1</p> <p>6.1</p> <p>6.1.3</p>	Ongoing	High



Service Approval Number: SE-00010705
Assessment and Ratings ID: ASR-00014165



EDUCATION AND EARLY CHILDHOOD SERVICES
Registration and Standards Board of South Australia

NETA KRANZ CHILDREN'S CENTRE

achieved the following ratings:

Quality Area 1	Educational program and practice EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 2	Children's health and safety MEETING NATIONAL QUALITY STANDARD
Quality Area 3	Physical environment EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 4	Staffing arrangements MEETING NATIONAL QUALITY STANDARD
Quality Area 5	Relationships with children EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 6	Collaborative partnerships with families and communities EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 7	Leadership and service management EXCEEDING NATIONAL QUALITY STANDARD

The overall rating for a service is determined by a combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service is rated overall at
EXCEEDING NATIONAL QUALITY STANDARD

The Education and Early Childhood Services Registration and Standards Board of SA
Date of issue: 21 March 2016

This service has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care and these ratings have been awarded in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011

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