



Government of South Australia
Department for Education



Plympton South Kindergarten Quality Improvement Plan 2019

Service Details

Service name	Service approval number
Plympton South Kindergarten	SE-00010794
Primary contact at service	
Kelly Klau	
Physical location of service	Physical location contact details
Street: 13 Yapinga Street Suburb: South Plympton State/territory: South Australia Postcode: 5038	Telephone: (08) 8293 5178 Mobile: n/a Fax: (08) 8371 4973 Email: dl.3695.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Department for Education	Name: Kelly Klau Telephone: (08) 8293 5178 Mobile: 0401 017 539 Fax: (08) 8371 4973 Email: Kelly.Klau550@schools.sa.edu.au

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:15	08:15	08:15	08:15	09:30	N/A	N/A
Closing time	15:45	16:00	16:00	16:00	11:30	N/A	N/A

Additional information about your service

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

The Plympton South Kindergarten is located in South Plympton in the Marion Council. Children enrolled at the Kindergarten come from a diverse range of cultural backgrounds. Some of these children and their families speak English as their second language and a small number of children speak little to no English. The Kindergarten has access to a Bilingual Support Worker for those children who speak no English yet. The Kindergarten runs sessional kindergarten sessions from Monday through to Thursday, following the school term dates. The 15 hours of preschool are offered over 2 days per week, with most children attending all 15 hours. The centre utilises the additional staffing funding (associated with Universal Access) and has employed an extra teacher at .5. On street parking is the only parking available for families. The Kindergarten is entitled to 4 Pupil Free Days per year and utilises these at appropriate times for professional development and improvement planning.

A Playgroup Program is coordinated by the Kindergarten on Friday mornings between 9:30am and 11:30am during the school term (except on the last Friday of the term). The cost is \$4 per family to contribute towards resources used and there is an expectation that families will assist in packing up the Kindergarten at the end of the Playgroup session.

How are the children grouped at your service?

The children are divided into 2 groups. **Group A** attends Monday and Tuesday. **Group B** attends Wednesday and Thursday.

The children attend full days and are grouped according to schools enrolled in and parent preference.

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

Nominated Supervisor – Kelly Klau

Statement of Philosophy

At the Plympton South Kindergarten all children will become confident learners through partnerships with families and educators within a supportive, safe and secure learning environment.

At the Plympton South Kindergarten:

- ❖ Children learn best through an *inquiry* and *play-based* curriculum that is *child* initiated.
- ❖ A positive sense of wellbeing is crucial in order to engage in learning and this sense of wellbeing will help children to respect themselves, others and the environment.
- ❖ Educators act as facilitators and form trusting relationships with all children.
- ❖ Family involvement in their child's education is very important, as they are the first and most influential teacher.
- ❖ The culture and values of all families is acknowledged and respected.
- ❖ Communication between home and kindergarten is important in maintaining positive relationships

Quality Area 1: Strengths Statement

- The Early Years Learning Framework underpins our pedagogy and is used to develop the program and guide educator practice to support and promote children's learning.
- There is a strong focus on learning through play and supporting children to develop positive dispositions for learning.
- Literacy and Numeracy development is observed through play and an inquiry approach is used to extend thinking and promote intellectual stretch.
- Individual Learning Journals and group photo documentation are used for continuous assessment and to make learning visible to families. Documentation is written to highlight the learning, reflecting children's strengths and interests. Documentation includes observations, and anecdotes which reflect the children's voice. They are available to families at all times to allow children and families to revisit and reflect upon. Parent feedback sheets are included for parents to share their thoughts about their child's learning, interests and the program.
- Observations are collected on all children and are the basis for curriculum decision making in collaboration with families.
- Information collected from families and educator's observations, on children's knowledge, ideas, cultures, abilities and interests drive the program.
- Educators regularly discuss each child's learning with their parents/caregivers to ensure learning can be transferred between the Kindy and home.
- All children have an Individual Learning Plan, formed in conjunction with the families during a 'Learning Conversation' in term one. Individual and group learning opportunities allow educators to focus on the learning outcomes for all children.
- An effective Planning Cycle is used by educators and informs families on how curriculum decisions are agreed upon.
- DE Support Services are used to support children with additional needs, where support is allocated on their needs.
- The Reflect, Respect, Relate resource is used as a tool to collect data to measure quality interactions between adults and children, educator's pedagogy, children's wellbeing and children's involvement.

Quality Area 2: Strengths Statement

- Children's health and wellbeing is considered as paramount to their 'being', care and learning.
- Children's health and wellbeing is promoted as part of the program and consistently monitored including, first aid responses and documentation, individual health care plans, medication management, and strong focus on healthy eating encouraged. Incidents and injuries are referred to as 'Learning Injuries' and educators use these experiences to support children to determine future actions/decisions.
- All families are informed of Infectious diseases and are given the relevant information.
- Relaxation is a daily practice within the Kindy routine and may include, stretching, yoga, guided meditation, mindfulness. A designated quiet area where children can relax, recharge, self-regulate at any time during the day is available.
- Dance and Movement Program with specialist teacher in Term 3
- All Teachers have been trained in Child Protection and the CPC curriculum, "Keeping Safe" is integrated within the program.
- Risk assessments are conducted as necessary.
- Children are encouraged to engage in hygiene practices and these are embedded within our daily routine

Quality Area 3: Strengths Statement

- The indoor and outdoor learning environments are highly attractive, inviting and well maintained. Children are encouraged to move freely between the two. Recent improvements to both indoor and outdoor areas provide an aesthetic, engaging environment for our community.
- Opportunities to take considered risks in the outdoor learning environment are balanced by a risk/benefit assessment undertaken with children and staff. In particular, children climb trees, walk on elevated and uneven surfaces and balance on logs as these provide children with the necessary challenge to develop gross motor strength and co-ordination and experience 'in the moment' risk assessment to monitor their own capabilities. Staff support this growing independence with children and carefully monitor their physical endeavours.
- Sustainability is a focus of the curriculum, with fruit trees and a vegetable garden maintained to provide a food source for cooking and developing an understanding of planting and growing practices.
- Correspondence for families is communicated via email to reduce to Kindy's 'paper trail'.
- The '3 Bin System' is used and explicitly taught so that children, families and educators are able to sort their waste according to landfill, recyclables and organic waste. Children are educated about the importance of reducing, reusing, recycling and repurposing waste to reduce our 'footprint' on the planet.
- Families are encouraged to collect and reuse recyclable materials through our 'making station' for construction experiences, unwanted 'no longer working' small appliances for 'tinkering' and old clothes for our spare clothes stock.
- Daily and quarterly inspections of inside and outside environments include monitoring wear and tear and damage. Safety standards are maintained.

Quality Area 4: Strengths Statement

- All (ECW) Educators have at least completed Certificate 3 in Children's Services or studying a Diploma and 4 educators hold a Diploma of Teaching or Bachelor of Early Childhood Education.
- Weekly team meetings are held so that educators have planning time together. (both groups of children)
- The Child:Adult ratio of 1:11 has been in place for the last few years. The site's budget allows flexible staffing arrangement and additional staff when needed. With the one intake a year, staff and families have realised the benefits of programs such as 'playgroups' for making transitions into the kindy program easier.
- Staff are very supportive of each other and strong relationships exist.

Quality Area 5: Strengths Statement

- Warm responsive relationships exist between all staff and children.
- The Statement of Philosophy drives positive relationships.

- Integration of the Principles of Reggio supports a focus on the dignity and the rights of each child –e.g. small focus group structures.
- Group Structures and routines encourage positive relationships.
- RRR Relationship scale presents always with a high mean score.

Quality Area 6: Strengths Statement

- An effective Enrolment process is in place.
- A range of programs and structures are in place which support effective collaboration:
 - Playgroup
 - Occupational Therapist
 - Schools, both Public and Independent
 - CAFHS
 - Council
 - Community Library
 - Community Services
- 2018 Parent Opinion Survey states that 100% of parents are satisfied with the Preschool Program.

Quality Area 7: Strengths Statement

- The site is committed to using Self-Review processes to identify areas that need improvement.
- Teacher performance is aligned with AITSL. Regular performance meetings are held with all staff.
- Systems and processes are in place for effective organisational of all aspects of the site.
- A comprehensive induction program is in place to allow all educators and volunteers to be aware of all site policies and procedures.
- Governing council is effectively involved in all decisions and setting directions.

Improvement Inquiries

“How can we improve the quality of educator’s interactions with children to support them thinking about their learning?”

Rationale	Educators have observed a number of children experiencing some difficulties separating from their families and settling into the Kindergarten environment at the beginning of the day. AEDC data for our local community shows an increase in the number of children ‘developmentally at risk’ or ‘developmentally vulnerable’ from 2015 to 2018 in the area of Emotional Maturity and a significant increase in the area of Social Competence.
Standards	5.1, 5.2

Actions – How will we achieve this?	Data – How will we measure success?	Timeframe	Progress Notes
Educators will engage in responsive, meaningful interactions with each and every child practising the principles of Marte Meo and COS (Circle of Security) to build safe and secure trusting relationships.	Parent Opinion Surveys	Ongoing	
Educators will be involved in recording video footage during interactions with children and critically reflect using the Respect, Reflect, Relate (RRR) Relationships Scales.	A comparison of the video footage and RRR Relationships Scale data indicate improved interactions with children.	Term 1 & 3	

Educators will undertake professional learning in the 'Be You' national mental health initiative to support the positive development of, and promote and protect children's mental health.	Opportunities for educator's critical reflection during staff meetings will improve their understanding of positive mental health development in the children.	Ongoing	
Participation in professional learning of Trauma Informed Practice in collaboration with the Marion Inland Partnership as part of a partnership priority.			
Educators will engage in critical reflection on educator practice and pedagogy and outcomes for children's learning through involvement in Educator Learning Teams.	Involvement in Educator Learning Team meetings will improve educators understanding of high quality practice and pedagogy to improve learning outcomes for children.	Ongoing	

"How can we build greater collaborative partnerships between educators and families to enhance inclusion, learning and wellbeing for all?"

Rationale	2018 saw changes to a long-serving staff team with the retirement of 2 permanent staff members and a change in Director after 8 years of leadership. 2019 has also continued to see change with a permanent teacher taking long-service leave and new staff members joining the teaching team. Educators are aware that this feeling of 'unknown' created a sense of insecurity for educators, returning families and new families joining our learning community.
Standards	6.1, 6.2, 7.1, 1.3

Actions – How will we achieve this?	Data – How will we measure success?	Timeframe	Progress Notes
Educators and families to review and rewrite the Plympton South Kindergarten service philosophy in partnership.	The revised and updated philosophy will reflect the educators and family's values, beliefs and expectations and will guide all aspects of the Kindergarten's operations.	Ongoing	
Educators to research 'play spaces' as a strategy to support children and families as they transition into the	Educator's professional reading and discussion will improve their understanding of emotional	Ongoing	

Kindergarten environment and create a sense of emotional security through scripts and 'stillness'.	security through a 'play spaces' strategy and drive their practice and pedagogy.		
Family Information sessions will be presented with an expert guest speaker to support children and families' relationships and wellbeing.	Parent Opinion Surveys and evaluation forms.	Term 2 & 3	
Family books will be sent home for each focus group where each child and their family have the opportunity to create a page about their family and share with our learning community.	Opportunities for families to read and discover similarities between other families will support development of relationships amongst families within our learning community.	Term 1 & 2	
Educators will create opportunities for families to share in children's oral language development by creating 'Reading Backpacks', take home literacy packs and 'What's in the Box?' sharing.	Parent Opinion Surveys and evaluation forms.	Term 2 onwards	
Educators will engage in critical reflection on educator practice and pedagogy and outcomes for children's learning through involvement in Educator Learning Teams.	Involvement in Educator Learning Team meetings will improve educators understanding of high quality practice and pedagogy to improve learning outcomes for children.	Ongoing	
Develop the roles and expectations of the Governing Council committee to strengthen partnerships and build our learning community through family participation and special events.	Attendance of Governing Council meetings and special events indicates improved collaboration. Parent Opinion Surveys will also reflect this.	Ongoing	

“How can we develop children’s oral language skills, so that all children are effective communicators?”

Rationale	<p>Since 2016 we have seen a 10% increase in the number of children attending our Kindergarten where English is their second language. In 2018 21% of children spoke English as their second language. Educators found that some of these children had little to no English and Educators had some difficulties in communicating with children and were concerned about how much of the curriculum children were understanding. In 2019 the cohort of children enrolled at Plympton South Kindergarten consists of 17% that speak English as their second language and a further 11% of children who may speak English as their first language, however are fluent in another language.</p> <p>In addition, 16% have been identified that they may be eligible for further support through DE support services for speech and language assessments.</p>
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Standards	1.1, 1.2
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Actions – How will we achieve this?	Data – How will we measure success?	Timeframe	Progress Notes
<p>Educators will collect information from families about their child’s oral language/communication in the home, using a teacher rating of oral language and literacy questionnaire.</p> <p>Educators will complete the same questionnaire using their observations within the preschool setting.</p>	<p>A comparison of the data collected from the parents and educator’s responses in the oral language questionnaire.</p> <p>Speech and Language screeners for those children</p>	Term 1 and 3	
<p>Continue with our specialist music program “Musical Muscles” to support children’s oral language through exposure to patterns in music, syllables and rhymes in song, listening and mirroring sounds and beats.</p>		Term 1 and 2	
<p>Educators will work with the DE speech pathologist to build strategies for educators to better support children with speech and language difficulties.</p>		Ongoing	

<p>Educators will use the DE 'Oral Language' and 'Vocabulary' Best Advice papers from 'The Big Six Components of Reading' as a resource, with key ideas being: Oral Language: <i>Provide children with opportunities to:</i></p> <ul style="list-style-type: none"> ○ to engage in active listening ○ build on learner language with a focus on <i>elaborating</i> and <i>extending</i> to support the development of children's reciprocal conversations ○ build oral language development into daily routines ○ socially interact with peers ○ explore books <p><i>Educators will:</i></p> <ul style="list-style-type: none"> ○ model clear and correct use of oral language ○ allow 'waiting time' for children to respond ○ model thinking processes through 'think alouds' ○ adjust language according to learner need ○ monitor student understanding <p>Vocabulary: <i>Educators will:</i></p> <ul style="list-style-type: none"> ○ build vocabulary instruction into everyday routines ○ select the best words to teach ○ explicitly teach new words 		Ongoing	
<p>Key educators (from each teaching team) will participate in the Learning Design, Assessment and Reflective Practice (LDAR) Professional Learning Program to strengthen the quality of formative assessment of children's literacy learning using the Indicators of Preschool Numeracy and Literacy (IPNL) to support quality interactions and high engagement. Our inquiry question will reflect children's engagement in shared sustained conversations in dramatic play situations.</p>	<p>Educators will collect data at designated times throughout the day from the dramatic play space.</p>	Ongoing	