

2024

Quality Improvement Plan for Surrey Downs Kindergarten

Site number:

4663



Service name

Surrey Downs Kindergarten

Service address

78 Illyarrie Ave Surrey Downs SA 5126

Service approval number

SE- 00011007

Acknowledgment of Country

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

Service context

Centre number *4663*Preschool Director: Chloe Halliwell Address* 78 Illyarrie Avenue, SURREY DOWNS SA 5126 *Telephone number 08 8251 2493 Fax number 08 8289 4497 Email address dl.4663.director@schools.sa.edu.au Approximately 40 families accessing Occasional Care Service with a high percentage of attendance . We offer Early Entry. Pre Entry Currently integrated within Kindergarten sessions 3. Sessional kindergarten for eligible children, Session of preschool Tue, Wed 8.50am-2.50pm, Thu 8.50am-11.50am 4. Occasional Care Sessions Ages 0-2 Fridays 9:00- 11:45 am, Ages 2+ ; Tues, Wed, Thurs, Fri 9:00- 11:45. 6. Bilingual Support, Access when required, 7. Preschool support, Access when required Key Centre Policies Centre Priorities – Inquiry Question- Increase Child Directed Learning . Surrey Downs Children’s Centre- and the kindergarten work together to provide parents the opportunity for children to access the kindergarten with the child care staff dropping children to the kindergarten and Kindergarten Staff returning the children to Child Care after sessions. Surrey Downs R-7- We have developed links with the school and have been doing termly visits to the library, where we use the smartboard and have books read by the librarian. Family Day care- we have strong links with a local family day care provider who is involved in our Governing Council as well as dropping off and picking up children from the kindergarten. Staff Profile- Kindergarten- .6 Director, 0.5 Teacher, 0.1 Teacher, Early Childhood Worker 0.5, Early Childhood Worker 0.5 and 1 support worker (hours change depending on current needs) Occasional Care, 2 x Level 2 Early Childhood Workers (ECW2) run successful Occasional Care Program Performance Management Program Director reports to the Educational Director, Teachers, ECWs and Occasional Care Staff meet with the Director three times a year. Access to special support staff Children who may require support are referred to appropriate staff who assess them and allocate support for them or provide information as to best assist in their individual situation. The kindergarten has a building located on large grounds surrounded by shrubs & trees. The grounds have recently been upgraded with a tree house, chook house & vegie garden. The Occasional Care program is integrated into the setting as of 2020 Capacity (per session) 40 Centre Ownership Department for Education Local Community General characteristics: Parent and community involvement in the preschool: A supportive Governing Council helps with promoting the kindy, fundraising and general policy sessions Schools to which children generally transfer from this preschool: Surrey Downs R-7, Fairview Park Primary School, Kings Baptist Grammar School, St David’s parish, Golden Grove Lutheran Primary, Torrens Valley Christian School, Pedare Christian College & trinity College. Other local care and education facilities, e.g. child care, schools, OSHC: Surrey Downs Children’s Centre, Family Day Care, Out of School Hours Care Local Metro bus stop directly opposite kindergarten services Adelaide Metro area, private bus service available to access Adelaide Hills area from tea Tree Plaza. Adjacent to sporting ground where various sports are played including baseball. Medical centre and Pharmacy at Surrey Downs Shopping Centre just down the road and Waterworld. Local Government body: City of Tea Tree Gully - 08 8397 7444

Statement of Philosophy

Surrey Downs Kindergarten & Occasional Care we aim to provide an environment that maximises all children's individual development.

We believe all children can be successful learners and should be given opportunities to develop important lifelong skills and dispositions such as · Confidence · Resilience · Persistence · Organisation · Positive relationships · Ability to embrace diversity and inclusivity · Environmental awareness · A delight for learning - engaged, inquisitive thinkers · Physical and emotional well being

We strive to give children the opportunity to be active & interactive, communicate, experiment, imagine, create, problem solve, role play, practice and learn together.

Safe and nurturing environment

empowerment and agency over their learning.

We foster opportunities for feelings of ownership, success, optimism, motivation and build on children's prior knowledge to support, challenge and extend their learning.

We respond to children in both a spontaneous and intentional way to provide an optimum level of care and education.

Our educators are dedicated and committed to ongoing learning and reflective practice

At Surrey Downs Kindergarten and Occasional Care our dynamic outdoor play spaces include natural features and invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. We aim to foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education. The children are given opportunities to take an active role in caring for their environment and to contribute to a sustainable future.

Our daily routine is calm and predictable, it provides opportunities for long periods of uninterrupted play both inside and out to support time for play to develop. We promote health and wellbeing benefits through healthy eating programs, integration of music and movement and opportunities for extensive outside play to practice and master emerging physical skills while gaining physical exercise as well as opportunities and spaces for relaxation and rest.

Through trusting and respectful relationships between the Kindergarten educators, children, their families and the community underpins all that we do and we aim to create an environment where we are partners in children's learning

We share common goals for children in our Community (Partnership). We work together with the community to achieve our vision 'To build a larger community education service where families feel valued and children achieve success in all areas of their learning.'

Strengths

With reference to the three exceeding themes:

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

Quality Area 1: Educational Program and Practice

1.2.3 Child directed learning Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. Each child has an Individual Learning Plan (ILP) or a Negotiated Learning Plan (NEP) which is developed collaboratively with a teacher, their parent/s and the child in term 1. Goals can be modified or new goals added at any time. Educators have continuous informal chats with caregivers/parents throughout the year and individual goals are discussed. Parents/guardians are invited to come in for an informal interview where their child's individual learning journey is discussed and the child's ILP is reviewed together and modified where appropriate for the following term. This is at a time that is convenient to both parties so that everyone has the chance to attend. Each child's portfolio is sent home mid-year. Parents/guardians are encouraged to provide feedback and comments at both the interview and/or in the portfolio. Each child's learning and involvement is acknowledged, celebrated and documented in their individual portfolios which are always available to children and their families. The children's portfolios, made up of individual learning stories, photo stories, group learning stories, observations, photos and samples of their work are placed in the play area so both parents/caregivers and children can access them at any time. The portfolios reflect children's learning and provide evidence of developmental distance travelled. Portfolios are available to take home at any time by request, for families that may not have opportunities to look at it regularly they are sent home at the end of term 2 to share over the holidays. Each child has a focus teacher which ensures every child is observed, their learning and development planned for and evaluated and individually supported in all areas each term. Children at risk are also identified through these observations taken over the year. They may also be identified by speech screenings, PASM data (Term 1 & 4) and EYLF data (Term 1 & 4). Appropriate interventions developed in consultation with families and support staff are put in place if appropriate. This may include consultation with, assessments and programs developed by a DfE special educator, speech pathologist, psychologist etc. Both the Kindergarten and Occasional Care use the Reflect, Respect, Relate resource document scales to critically examine the interactions that take place between adults and children, educators' pedagogy, children's wellbeing and children's involvement. The observation scales have proved valuable for critiquing and informing practice through self-reflection and inquiry. The well-being scale and involvement scales have been utilised to support children's ongoing cycle of planning. Inquiry based learning develops dispositions such as curiosity, problem solving, exploration, collaboration and persistence. Children are encouraged to take responsibility for their learning and educators support this process by responding to children's ideas. Therefore the routine is flexible to provide for extended learning experiences while also considering each child's wellbeing. Transitions during the day are kept to a minimum and children are given reminders when pack up time is imminent and then are given a cue to start packing up by a pack up song being played. Children are encouraged to manage their own behaviour where appropriate and educators support each child to develop self-discipline, self-identification of their needs and self-control. Respect for the equipment, other children, staff and centre resources is embedded into the daily expectations at all times. Children are actively involved in decision making and planning. They are involved in making risk assessments on new equipment and brainstorm strategies for keeping safe, contributing ideas that influence their physical play spaces and the learning environment e.g. safe stick play. Every child is encouraged and supported to participate in the program and 'Connie Confidence' helps us to learn about 'confidence' and 'having a go'. There is a good balance of child initiated learning and intentional teaching. Educators work to establish strong relationships with the children and through these interactions information is gained to inform practice. Children have opportunities for informal input into the curriculum as well as a structured opportunity through the use of the wonder wall in Terms 3 & 4. Large group times, smaller targeted group work and 1:1 intervention ensures all children are supported in all areas of the program. Large group times provide educators the opportunity to introduce children to new learning, build on their prior learning experiences, encourage social interactions and practice skills. Small group times give educators opportunities to delve deeper with opportunities for discussions between the children, time to experiment and a chance for everyone to have a turn. Small group times have a focus on numeracy/ literacy skills and the Child Protection

Curriculum but incorporate other skills such as social, emotional and physical development on a daily basis. Small groups are swapped between educators so that every child has the opportunity to experience specific skill sets that individual teachers possess and are experts in delivering specific programs.

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Quality Area 2: Children's Health and Safety

Comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Children have planned relaxation time/quiet time activities after lunch to give them an opportunity to rejuvenate for the afternoon session. There are a variety of experiences to choose from at this time including - laying down with a soft toy listening to relaxing music, reading a book, chatting to a friend and interacting with sensory objects. There are specific areas around the kindy that provide children with opportunities to self-regulate e.g. a lounge in literacy area, outdoor soft chairs, large cushions in a quiet area if children want to lie down and rest or even sleep if necessary.

2.1.3 Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. There is a focus on healthy eating and physical activity which is promoted through intentional teaching using the 'Eat a Rainbow' program. There is a fruit and vegetable garden and an herb garden which promotes children getting their hands dirty and learning how to grow, harvest, prepare and share fresh, seasonal food. This provides pleasurable food education by setting good examples and engaging children's curiosity and their taste buds. Positive and memorable food experiences are provided that form the basis of positive lifelong eating habits. The program showcases the benefits of growing fresh, healthy produce to the whole community instilling healthy habits from a young age. All staff at the Kindergarten and Occasional Care acknowledges children's cultural diversity and support any dietary needs, e.g. replacing pork with chicken for a cooking experience. Direct supervision is given to children with particular dietary needs and any cooking or events are inclusive e.g. using halal ingredients or providing vegetarian food. Physical activity is promoted through both planned experiences like 'Zumba', 'Fun Fitness Time', 'Rainbow Yoga' and spontaneous learning experiences. We hold an annual obstacle a thon where children complete a series of physical activities getting a stamp each time they do a lap. It is a fun day where families are invited to attend. Daily physical equipment is changed regularly with exciting challenges to promote active play on a regular basis and both the Kindergarten and Occasional Care have a well-stocked and well maintained resource of active play equipment. Active play kits containing equipment and suggestions for using it are also available for family borrowing. Surrey Downs R-7 school welcome us to use their new nature play space at anytime and the children enjoy walking there or to the local park and playground to play or to search for decorated rocks people in the community leave to find.

Strengths

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Quality Area 3: Physical Environment

2.3 Environmentally responsible The service cares for the environment and supports children to become environmentally responsible. The outside learning environment is natural and children are given the opportunity for free outdoor play that is planned with appropriate levels of challenge and where children are encouraged to explore, experience and take appropriate risks. Children are encouraged to become environmentally responsible and show respect for the environment. The outdoor learning environment has many mature trees which get checked and maintained regularly. Because of the trees and natural flora there is an abundance of bird and animal life in the environment which leads to an interest and enthusiasm to learn about the world around us. The children are allowed to climb the trees to a certain level, providing they are careful not to break branches, they can dig in the dirt, play in the wet sand from our water course in the sandpit, look after our fruit, vegetable and herb garden, add to our compost, and enjoy nature play. The area is well shaded and provides a balance of lawn, bark chip soft fall, paved and grassed areas and the outdoor veranda can be utilised in wet weather. There is plenty of space for the children to run around, find a shady spot to sit and chat, potter in the garden or let their imagination run free in the fairy garden. Indoor and outdoor learning experiences are presented in ways that are aesthetically pleasing and inviting. Sustainable practices are embedded in the service and energy efficiency is highlighted with educators, children and families. Children are supported and encouraged to be environmentally responsible and aware throughout the program. Educators have attended 'Wipe Out Waste' training and were inspired to do as much as they could to help reduce the Carbon footprint that is left on the world while also educating the children about how everyone can make a difference. A colour coded rubbish recycling station ensures that children can easily learn to separate their rubbish. At snack time and lunch time buckets with the corresponding colours are also used. The kindergarten applied to Planet Ark to have a recycle bin for ink cartridges that staff and families can use to dispose of used ink cartridges. Families have commented that they are now aware of where the cartridges need to go rather than in landfill and are grateful for somewhere to deposit them. Mobile phones can also be recycled through this scheme. Empty deposit cans, PET plastic bottles and fruit boxes are collected and returned to the recycling depot and the money is put towards fundraising. Staff recycle paper as much as possible by using a tray in the office for sheets of paper that are no longer needed and is only used on one side. The other side is often used for taking notes, writing lists or at the drawing table. Paper that has sensitive material on it and cannot be reused is shredded and used at the making table, put in the paper recycling bin or the compost bin. Children and staff's food scraps are put in the rotating compost bin or the green waste bin. The kindergarten has a fruit, vegetable and herb garden to educate families and promote the benefits of growing our own produce free from chemical and pesticides. Natives and succulents are planted around the kindy yard to save on water consumption and the water course in the sand pit is recycled water. The sprinkler system is on a timer to use as little as possible to maintain the lawn. Plastic storage containers are gradually being replaced with natural or organic baskets and wooden boxes as they break. Staff have also managed to find a number in op shops which has helped with the cost of replacement and is a form of up-cycling. As part of the curriculum program the Kindergarten utilises the 'Henny Penny Hatching' program. Children are able to observe chickens hatching from eggs and many of the chickens have gone home with children and their families. A few years ago the children took a particular interest in the chickens that hatched so it was decided to keep some of them. A chicken coop was purchased with fundraising money and the children enjoy collecting their eggs. We also have a fish and leaf insects that the children enjoy taking care of and learning about.

- Respect for space and kindy environment
- Natural materials (furnishings)
- Bringing nature inside

- Colour coded bins
- Mindful background music
- Careful consideration of inside spaces, colour, texture, displays, quiet/busy spaces, lighting
- Chickens to support children's respect for animals/environment
- Kitchen garden
- Planting of waterwise plants
- Pump for sandpit
- Children have the opportunity to set up spaces inside/outside eg obstacle course
- Mud kitchen
- Firepit space
- Messy play tactile sensory experiences
- Marshmallow sensory room- quiet small group activities for children with additional support, aids such as fidget toys, rocker chairs
- Consistent flexible routine
- Mindfulness including yoga
- Safe space for storing their belongs, lunchbox, drink bottle
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Strengths

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Quality Area 4: Staffing Arrangements

4.1.1 The organisation of educators across the service supports children's learning and development. The Kindergarten's core staff are a Director, 2 Teacher's and 2 Early Childhood Worker's. Preschool support workers are employed throughout the week to provide additional support for children with special rights and have a minimum Certificate 3 in Education support. The Kindergarten utilises its Human Resource entitlement to enhance program delivery including 'topping up' preschool support. The Governing Council has approved funding support to fund extra staff for early intervention. This allows targeted small group work focusing on literacy, numeracy and/or social skills. Goals for these small group times are developed from individual children's Individual Learning Plans and critical reflection of data collected in Term 1 using the PASM and dispositions survey. There is often above the required ratios as extra staff are employed over the week for early intervention and top up allocated support hours. When planning excursions or special events extra staffing is often factored into costing to ensure high child: adult ratios. Regular relievers are used to maintain continuity across our services and staff have experience and are able to work between our services of Preschool and Occasional Care. This has been successful as regular relief staff have always been enthusiastic to return and have commented that they enjoy working at the site. Relief staff are shown the daily routine, staff rosters and information about children at risk, children with specific medical needs and children with additional needs or communication difficulties. Photos of the core educator team are on display and also identify the nominated supervisor or the certified supervisor. The noticeboards on the two entry doors are used to inform parents/caregivers if any staff members are away and who is replacing them as well as any special events that day. The staff team have a strong commitment to ongoing improvement and reflective practice. The staff team develops shared goals, values and directions and sets targets for the year which is then used to formulate the Preschool Quality Improvement Plan. Staff use qualitative data collected on each child, ILP's, parent opinion surveys, PASM, RRR, EYLF data, governing council reports, child interviews/wonder wall and partnership data to guide the improvement goals to improve each child's achievement. Educators at the centre are engaged in a process of Performance Development, but feedback and reflections are also provided incidentally every day. Educators are keen and enthusiastic and have an ongoing commitment to professional development and training to ensure skills are up to date. Educators identify training needs that link to the site's improvement plan and keep records and reflection of their professional development. Throughout the year all staff have opportunities to be part of all staff team professional development relevant to our QIP, reflective practice and DECD priorities. Professional/personal support is available at all times for educators through conversations with colleagues and the DECD Employee Assistance Program- details are contained in the staff induction book and on the notice boards in the staff office area. The Director highlights training and development that supports the centre's priorities at staff meetings and puts training opportunities in a specific tray in the office that all staff has access to or information is emailed to relevant staff. If something has specific relevance to a particular staff member it is put in their personal tray for them to consider. The centre utilises its closure days for whole staff professional development.

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Strengths

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Quality Area 5: Relationships with Children

5.2.2 Self-regulation Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Educators support children to enter play situations and be part of the group. Children are supported by educators to use their communication skills to enter play situations and assert their needs appropriately. Educators observe children's interactions with others and then develop strategies to support individual children's development of friendships. This will appear at times in children's ILP's or on the program. Educators provide sensitive and respectful support for children's emotional wellbeing. The learning environment and program provides varied learning opportunities with differing skill levels that can be scaffolded to ensure inclusiveness of all children and has opportunities for children to take 'time out' in quiet areas when needed. Small group times encourage and support children's social and communication efforts. Younger siblings are welcome to join in and will often join the morning or end of day group times. Parents who wish to stay and help with reading books, cleaning; cooking experiences etc. are welcome to have younger siblings with them as well for as long as they want to stay. This helps foster positive relationships with the whole family and allows younger children to become familiar with the environment and routines. Children's feelings are acknowledged and respected and the site behaviour code sets out 'rules' and expectations of positive behaviour. Educators and children participate in regular discussion about behaviour choices and consequences and together develop the kindy 'rules'. Educators develop, monitor and review the Behaviour Code of Conduct for children, and parents are made aware of the code on enrolment and copies are available for them to access at any time. It is also supported by the 'You Can Do it Program' to support the development of children's social-emotional wellbeing and learning dispositions. Other strategies like 'Tucker Turtle', songs that reinforce assertive strategies- "Stop, I don't like it" and "Let's Be Gentle", and the 'Child Safe Program' are also used. Educators role model, teach and support children to implement positive conflict resolution strategies using visual aids, books and resources. These are regularly available to support and encourage discussions and learning in this area. Positive choices are regularly acknowledged and educators celebrate children's achievements and successes providing positive reinforcement. Children are encouraged to acknowledge the rights, needs and abilities of others and educators work with children to develop empathy and understanding. They are encouraged and supported to respect, recognise and respond positively to diversity. Children's attitudes and behaviours are observed and sensitive intervention is provided when needed through role modelling and intentional teaching strategies. Educators in consultation with families and relevant support agencies develop a Behaviour Plan for children who present with significantly challenging behaviours. If relevant, the child is also involved in the development of this plan. The DECD behaviour coach is used for support, advice and staff development. The special educator may also provide support and resources to both educators and families. Educators also explicitly teach the Child Protection curriculum throughout the year with a large focus on feelings and emotions, the right to feel safe, the need to tell someone and how to deal with conflict. Educators respect children's needs, emotions, skills and abilities and children are also taught to respect each other. Sensitive explanations are provided to support or explain the actions of children with additional needs when necessary. Children's portfolios reflect positive examples of learning and achievements that are taken in a respectful way from their everyday interaction and participation in the program. Children feel encouraged to share their achievements and learning and will often ask to add something to their folder or ask if a photo can be taken of what they are doing to put in a learning story. They are enthusiastic about putting their voice into the learning stories and floor book and are encouraged to do so. If a child has made something that was for their folder but decide they would like to take it home that day a photocopy or photo is taken instead so the child's right is respected and they are able to take the original home. Children are supported to develop self-help skills and independence by encouraging them to make independent choices, manage their own belongings and to take age and developmentally appropriate risk in their learning.

- Building connections with families, especially through occasional care
- Calmness
- Getting down to the children's level
- Following children's interests
- Knowing the children to support children's self-regulation
- We build relationships with children quickly, connections with childcare circle of security
- Communication with parents. parents can approach any staff member to discuss their child.
- Parents trust that we know their child
- Autonomy, independence skills
- Take risks in their learning
- Humour
- Having fun
- Developing inquiry, curiosity

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Strengths

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Quality Area 6: Collaborative Partnerships with Families and Communities

6.2.3 Community engagement The parent noticeboard display includes information about Community Services with posters, pamphlets, and handouts. Folders in the parent area also include community information which is available to families. Information available includes community services in the north eastern suburbs like dental services, CAFHS, Playgroup SA parent education courses, sporting groups, community events, local businesses, local schools and any other relevant organisations or activities. The Kindergarten also has a parent library with a variety of resources for parents to borrow on a number of topics. Parents are also invited to participate in any training that may be of interest to parents held at the Kindergarten. A number of parents during informal conversations and interviews ask questions about aspects of parenting and request support with issues relating to eating, sleeping, toileting, behaviour management etc. Staff are able to have supportive conversations and are able to provide a wealth of resources for borrowing. The Surrey Downs Community Village also runs joint parent workshops with guest speakers. The Community Village is made up of a leader of the Surrey Downs Primary school, the Preschool Director, the Director of the childcare centre, a representative of the Occasional Care Service and the community liaison officer from the community centre. The committee meet regularly to discuss community services, how we can access them to best serve our village, pool resources and to discuss and plan how we can work collaboratively to ensure the best outcomes for children and families in the community. All educators at the kindergarten live or have worked long term in the area for many years and are able to provide relevant knowledge about local services available to families in the area. Information packs are provided to parents for Surrey Downs Primary School and pamphlets about other local schools are available. A very successful and well supported Playgroup operates at kindergarten on Monday mornings and is a wonderful way to have parents involved and introduced to the kindergarten environment. As of this year the Playgroup is run by Deb from Occasional Care and The Director is there to become familiar to parents and Playgroup families that are encouraged to enrol at kindergarten. The sites local family day care provider is also involved in the playgroup and is on the kindergartens governing council. Many children also attend the Occasional Care program which is part of the Kindergarten community. The Kindergarten has a long standing relationship with Child and Family Health Service and hosts clinics twice a year for families to access Health Checks. Information from these services is shared with parents when relevant. With representatives meeting regularly as part of Surrey Downs Community Village the different services are able to support each other with planned shared activities e.g. Workshops, TTG Christmas pageant, school transition projects, information sharing and resources. Surrey Downs Kindergarten has a very strong working relationship with Surrey Downs Community Child Care centre. Staff from both sites accompany children as they move between sites and the sites work together to ensure continuity of learning and care. The strong relationship provides flexible family arrangements making access for all children supported. The two services work in collaboration with each other and families by exchanging information and developing strategies for children for the best possible outcomes. The kindergarten also has a very strong working relationship with Surrey Downs Primary School. We have developed an extended transition process including class swap and buddy classes and are involved in some of the school's special events like 'Book Week' parade, family photos, parents receive invites to quiz nights etc. This helps to facilitate a smooth transition process. The kindergarten also encourages and supports other school's transition processes and will get involved and contribute as much as possible to support all children transitioning to school. At the end of the kindy year all children receive a Statement of Learning and with parental consent, a copy of the statement is forwarded to the child's intended school. The service is part of the Tea Tree Gully partnership of schools and preschools, who meet to work in collaboration to improve children's learning outcomes across their entire schooling career and arrange group support and training opportunities with a focus on Numeracy and Literacy Plus. The Kindergarten is part of the Tea Tree Gully Partnership that consists of 4 standalone Kindergartens and 4 school based Preschools. The partnership works together on a continuity of learning initiative to promote greater understanding across sectors, share pedagogy and provide effective transition for all children and students. The site's end of year celebration is supported by the wider community and is always a highly successful event. It is well supported by the business community and is always well attended. The Kindergarten and Occasional Care

promotes and celebrates community events and cultural celebrations including Chinese New Year and Harmony Day. They have supported the community by holding fundraising events like hosting a giant garage sale to raise money for The Leukaemia Foundation and 'Crazy Hair Day'

Strengths

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Quality Area 7: Governance and Leadership

1.1 Service philosophy and purpose A statement of philosophy guides all aspects of the service's operations. The Kindergarten's philosophy is reviewed every three years and guides the work with children and families. Feedback and suggestions are sought from children, families and staff in the form of questionnaires, discussions and observations. Once completed the statement is distributed to families, displayed at the kindergarten and added to the website. The philosophy, vision, values and practices are central to educators' work and displayed in both the Kindergarten and Occasional Care. It is also included in the staff induction book and the parent handbook. They have been written with the children and families in mind and educators promote the values in their daily interactions with children and families.

7.2.1 Continuous improvement There is an effective self-assessment and quality improvement process in place. Staff reviews ensure there is a balanced perspective from all staff as well as documenting a detailed account of the site's journey and the focus for the quality improvement plan. Core staff participate in performance discussions with the Director both formally and informally throughout the year. Written plans are developed at the beginning of the year and reviewed with informal discussions throughout the year and a formal follow up discussion in Term 4. The plans are linked to the site improvement priorities and highlight strategies for professional development. Areas of concern are evaluated and support given to achieve improvement and successes are celebrated. Professional development is strongly supported either as a whole staff team or individually. Educators at both sites have developed an effective process for monitoring and evaluating the progress of site improvement priorities. Site improvement priorities are discussed at staff and governing council meetings. The progress towards the targets set are discussed regularly with adjustments made if needed. At the end of each year both sites have a closure day that is allocated for an extensive review of the QIP. All educators are included in the process that includes reviewing progress and deciding if they have been met or are ongoing. Strategies are reviewed and new ones added if necessary, new targets are set based on trends or needs that have been observed over the year making sure they align to DECD priorities. Stated strengths are reviewed and areas requiring further improvement identified. All educators are encouraged to participate and give feedback to the process. The closure day also gives all staff the opportunity to have a special lunch together to celebrate all the successes of the year and contributes to staff bonding and a whole team improvement approach. The Director collates all the information collected and a new draft QIP is developed for all educators to read through and give feedback. The Director then makes a final draft that is presented to the Governing Council for final feedback, review and ratification. The final QIP is sent to the Director's line manager, a summary is posted on the website; a hard copy is available to families or can be emailed by request. Financial support for training and development is included in the yearly budget to achieve performance development goals.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Surrey Downs Kindergarten

Goal 1: Children will strengthen learner agency.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators develop their understanding of executive functioning and provide intentional learning experiences, then children will develop learner agency.

Success Criteria (what children know, do, and understand):

Success Criteria (what children know, do, and understand):

Children will –

- Children know their ideas are valued, acted upon or responded to.
- Children express and build on their own and others opinions and ideas.
- Children feel safe so they can open their minds to learning.
- Children understand that growth happens when they are stretched and challenged
- Children will develop and strengthen positive learning dispositions and processes





STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Up skill educators and engage in professional development opportunities to reflect and strengthen the concept of children's agency. <ul style="list-style-type: none"> - More than just choice. - Importance of becoming empowered to use their agency. - Self-regulation and executive functioning to support children's agency. 	1.1.1, 1.2.3, 4.2.1, 5.1, 5.2, 7.2	Term 4	Director to source Professional Development opportunities and facilitate discussions. All staff to engage in professional development and group conversations.	Lisa Burman: Culture of Agency Education Strategy Educational Leader Self-regulation Team Executive Functioning training through PMA


Critically reflect and develop our teaching repertoire to support children's agency <ul style="list-style-type: none"> - What message is the language are we using setting? - How are we setting up the learning environment to support agency? - How does nature play fit into agency? - What does productive struggle look like in the kindergarten setting? 	1.2, 1.3.2, 3.1, 3.2	Term 4	<p>All educators to be involved in reflective conversations. Both in formal situations and informal situations. Director to facilitate formal conversations and reflections. Educators to reflect on their own practice within the PDP process.</p>	<p>Lisa Burman: Culture of Agency Educational Strategy Nature Play SA Risk benefit assessments</p>
Engage with the Music Education Strategy to gain knowledge of the role music plays in supporting, executive functioning, self-regulation and agency.	1.1, 1.2, 4.2, 5.2, 7.2	Term 3	<p>Director to source Professional Development opportunities and facilitate discussions. All staff to engage in professional development opportunities where appropriate.</p>	<p>Music Education Strategy</p>
Develop routines, rituals and community involvement <ul style="list-style-type: none"> - How is our routine and curriculum set up to empower children to develop their sense of agency? - What are rituals and what is the importance of them? - How can we be actively involved in our local community? 	1.1, 6.1, 6.2, 7.1, 7.2	Term 4	<p>Director to liaise with the school and child care.</p> <p>All staff to engage in reflection of routines, rituals and ideas of community involvement.</p>	<p>Lisa Burman: Culture of Agency Partnership with Surrey Downs Primary School & Community Child Care Nature Play SA</p>

Goal 1: Children will strengthen learner agency.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions		On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Up skill educators and engage in professional development opportunities to reflect and strengthen the concept of children’s agency. <ul style="list-style-type: none">- More than just choice.- Importance of becoming empowered to use their agency.- Self-regulation and executive functioning to support children’s agency.				
Critically reflect and develop our teaching repertoire to support children’s agency <ul style="list-style-type: none">- What message is the language are we using setting?- How are we setting up the learning environment to support agency?				

<ul style="list-style-type: none"> - How does nature play fit into agency? - What does productive struggle look like in the kindergarten setting? 			
Engage with the Music Education Strategy to gain knowledge of the role music plays in supporting self-regulation and agency.			
Develop routines, rituals and community involvement <ul style="list-style-type: none"> - How is our routine and curriculum set up to empower children to develop their sense of agency? - What are rituals and what is the importance of them? How can we be actively involved in our local community? 			

Goal 1: Children will strengthen learner agency.	
<div> STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?</div>	
<div>What progress have we made? Have we achieved our goal? Click or tap here to enter text.</div>	
<div>Enablers: What factors have been critical for success? Click or tap here to enter text.</div>	
<div>Inhibitors: What factors have impeded progress? How will we work through this? Click or tap here to enter text.</div>	

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Critical reflection and refinement of pedagogical documentation around Inquiry Project and children's observations	1.1, 1.1.1, 1.1.2, 1.1.3, 1.2, 1.2.1, 1.2.2, 1.2.3, 7.1, 7.1.3, 7.2.1	<ul style="list-style-type: none"> - Director to ensure time to discuss inquiry project focussing on reflections, progress and analyses - Director to share examples and articles of meaningful pedagogical documentation - Discuss at fortnightly staff meetings. Permanent agenda item 	Ongoing, term 1 - term 4	Staff Meetings, Before and after preschool conversations, non-instructional time	All educators will contribute to the inquiry reflections and analysis.
Develop strategies to increase meaningful partnerships with families and community for increased educational outcomes	6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.2, 6.2.3, 7.2, 7.2.1	<ul style="list-style-type: none"> - Newsletters 1x term - Weekly posts on class dojo, including upcoming events, inquiry project - Formal conversations with families x2 a year - Child learning sent home each term - parent information sessions/ family night sessions - Communication pockets for those families accessing child care for OSHC 	Ongoing, term 1 - term 4	Staff meetings, Informal and formal conversations, ClassDojo, Email, website, Surrey Downs School, childcare, Village meetings (director)	All educators will contribute to building connections with families and community

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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Critical reflection and refinement of pedagogical documentation around Inquiry Project and children’s observations	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Critical reflection and refinement of pedagogical documentation around Inquiry Project	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Develop strategies to increase meaningful partnerships with families and community for increased educational outcomes	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?**What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Chloe Halliwell
Date Tuesday, 12 March 2024

Signature:

Endorsed by governing council chairperson

Name Georgina Hatchard
Date Friday, 1 March 2024

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: