

2023

Quality Improvement Plan for (Wynn Vale Community House Kindergarten)

Site number:

4680



Service name

Wynn Vale Community House Kindergarten

Service address

32 Park Lake Drive Wynn Vale

Service approval number

SE-0001115

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

Wynn Vale Community House Kindergarten is located in the suburb of Wynn Vale, 19km from the GPO in Adelaide.

We are a part-time site operating Wednesday through Friday with preschool sessions as follows:

Wednesday 9:00am-3:00pm, Thursday 9:00am-3:00pm and Friday 9:00-12:00pm

Our Current Educators:

Director - Pauline Bosco (2023-2028)

Teacher - Elspeth McKinnon (Permanent)

ECW - Heather Morton (Permanent)

We have a capacity for 30 children a session and have a current enrolment of 30. Mid-year enrolments commence Term 3. We have received notification of an increase in our indicative enrolment cap to cater for additional mid year enrolments.

The site is a stand-alone kindergarten, located next door to Saint Francis Xavier's Catholic Primary School to which the majority of our children attend and a relationship with them is essential for the transition of our children into school. We visit the school throughout the year and are continuing to develop the connection between both sites.

Our building and land is owned by Tea Tree Gully Council and we have a strong connection with the council. We have a community garden behind our site which the children can access with educators during the week and the Dam next door provides opportunities for local walking excursions and nature exploration through the Kindy by the Creek program introduced in 2022.

In 2022 as a staff team, we introduced the practices of Sustained Shared Thinking and reflected that this had one of the biggest impacts on the team's development and on children's learning outcomes. In reflecting on the AEDC data for the Tea Tree Gully (TTG) area and child profile pages we have received from 2023 families we noticed that developing interoceptive awareness and self-regulation strategies are increasingly important to develop and maintain social relationships and children's engagement in learning. These two ideas are connected and compatible and formed the basis of our PQIP for 2023.

Statement of Philosophy

As a community we acknowledge the Kurna Aboriginal peoples as custodians of the Adelaide region and respect their spiritual relationship with their country and recognise that their cultural values and heritage beliefs are still as important to the Kurna people today.

We respect and value the uniqueness of each child and family. We believe in the significance of inclusive practices and sensitively building relationships that empower and maintain the dignity of all children and families of differing culture, race, lifestyle, customs, language, beliefs, kinship systems, socio-economic status, gender and ability.

We believe children are capable and competent learners with a wealth of knowledge and experience.

Educators are committed to:

- valuing children as important and active members of their communities.
- safe, secure, respectful and reciprocal relationships and making purposeful connections between children, educators and families.
- engaging, promoting and actively listening to children's voices.
- strong working partnerships with parents and actively promoting opportunities for parent participation throughout their child's learning journey.

We believe play is fundamental to children's learning, providing opportunities for children to express their ideas and feelings and engage in child-initiated exploration, imagination, experimentation and manipulation.

Educators are committed to:

- empowering children, focussing on success, challenge and development of self-belief and identity.
- providing opportunities to develop dispositions for life-long learning.
- providing and encouraging risk-taking for all children.
- optimizing learning through the nurturing of children's social, emotional, intellectual, temporal and physical well-being with kindness and respect.
- providing active, natural and authentic learning environments based on individual children's interests, strengths, dispositions and capabilities through educator observation, planning, implementation and critical reflection.
- embedding sustainability in our everyday conversations and practices.

Educators value and respect professional collegial relationships.

Educators are committed to:

- affirming, challenging, supporting and learning from each other to develop their skills to improve practice and relationships in an environment of respect and trust.
- ongoing professional development in current research and theory in early childhood development.

Reviewed January 2023

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

Educators at Wynn Vale Community House Kindergarten work collaboratively to contribute to the program using the EYLF, Numeracy and Literacy guidebooks and the Indicators of Literacy and Numeracy (1.1.1).

Play is fundamental to children's learning, providing opportunities for children to express their ideas and feelings and engage in child-initiated exploration, imagination, experimentation and manipulation. Our program is emergent, and routines are flexible and guided and organised to reflect the current group attending Kindy and their rights (1.1.3).

Children are viewed as researchers and work alongside educators to guide their learning inquiries.

Critical reflective thinking is used to form intent and create a learning environment that allows children to direct their own learning, seek resources, make choices and decisions (1.3.2).

Families complete a survey that guides the development of Individual Learning Plans which are reviewed during parent meetings and informally for each child in consultation with parents enabling shared goal setting (1.1.2, 1.3.3).

Our acknowledgment of country is in Kurna and Kurna greetings such as “Ninna Marni” “Na Marni” and “Nukutha”, are learnt with children.

Learning is shared with families through an online platform (Seesaw), emails, inquiry and regular conversations with educators.

Our termly inquiry is constructed digitally on teams and all educators have access to contribute to a collaborative document.

In 2022, a Kindy by the Creek nature program was introduced to the site to support connection with nature and connection to our community.

Children are engaged as citizens and contribute in experiences such as picking up rubbish at the local Kindy by the Creek sites and participating in the national bird count.

Through reflective practices and engaging with the numeracy guidebook we looked into high impact strategies for children's learning outcomes and have introduced the practices of Sustained Shared Thinking in response to this. We held a workshop on Sustained Shared Thinking that we made available to other sites to share the impact. This is one of the strategies that has given us the greatest impact on educator practice and outcomes for children. As part of this process collaborative development of shared agreements about language to scaffold and extend children's thinking and learning have been developed. Educators deliberately plan for and provide literacy and numeracy experience in both the indoor and outdoor environments.

Strong ongoing engagement with our local school has supported transitions and the continuity of learning for all children.

Strengths

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Quality Area 2: Children's Health and Safety

We believe the wellbeing and comfort of the children is strongly connected to their sense of belonging in the Kindy environment. We provide spaces in the physical environment to meet the needs of children to sleep, rest and relax. We promote self-regulation through the routine by offering flexibility and access to all areas of the Kindy (inside and outside) for the majority of the day. Children are provided with opportunities to practice and participate in breathing and mindfulness exercises. Healthy eating and physical activity are promoted, this is done in by incorporating both intentional and spontaneous experiences into the program, such as group games/activities in the yard, dance parties, cooking and discussions and inquiries with the children. We have a vegetable garden, which the children help to plant and care for, providing fresh vegetables for children to try and open discussion about healthy eating. The community garden, located next door, bring excess fruit, and vegetables for us to share with our families and prepare for the children to eat. Our site philosophy underpins belief in children's competency including risk taking, safe play and learning injuries.

Educators at Wynn Vale value the importance of risky play and its many benefits, including

- Building resilience and persistence.
- Balance and coordination - development of motor skills.
- Awareness of the capabilities and limits of their own bodies.
- The ability to assess and make judgements.
- Handling of tools safely and with purpose.
- Understanding consequence to action.

When assessing risk we work in collaboration with children to assess and manage the risks that are encountered both on-site and when off-site for excursions, whether this be locally around Wynn Vale Dam or to the Botanic Gardens. Potential risks are discussed and recorded with the children's input. Educators support this process and ensure the safety and supervision of children is maintained (2.2). Risk reviews are conducted after excursions and any relevant changes are made.

We encourage and facilitate CAFHS and dental check-ups, UV is monitored daily with children for hats and sunscreen use over level 3 UV. Children are assisted towards applying their sunscreen independently.

Children are given the opportunity to play outdoors extensively every day, with rainsuits and umbrellas provided for wet weather play. Quiet spaces that provide opportunities for children to rest are located in both the indoor and outdoor environments

Local services offered at Keithcot Farm Children's Centre are advertised as well as community events and services through the TTG council.

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Quality Area 3: Physical Environment

Educators value the environment as the third teacher, therefore critical reflection and consideration is given to how the environment is resourced. During 2020 the indoor environment changed significantly to create a warm, inviting space for children, families and educators that has included new furniture as well as de-cluttering and a reduction in visual noise. We make an effort to provide inviting and challenging experiences for children that are also aesthetically pleasing.

The large tree in the kindy is a feature that many families appreciate. It provides huge areas of shade and sun protection and is well used in programming the location of activities and experiences.

The timetable is deliberately designed to allow maximum uninterrupted play with a choice of either the indoor or outdoor environment. Fruit time is shared as a group with all children and children are encouraged outside of these times to decide when they are ready to stop play and eat.

Outdoor play areas have been constructed over recent years with experiencing nature and natural materials as a goal. A fixed part plastic playground was removed and natural wood stumps recycled from the Sampson Flat fires were used to create a rope climbing area. A mud kitchen was built and open-ended natural resources are used. In addition, we built a wood slat platform where for example potion making occurs, we built a sandpit water course, set up a worm farm and installed a rain-water tank all in the last 5 years. In 2022 we have focussed on the outdoor area with a new swing frame, replacement of barkchips, addition of a worm farm and additional vegetable garden beds and planning a sandpit renovation.

Due to our location children engage in regular walks to the Community Garden, nature kindy sessions and regular walks around the Wynn Vale Dam. These enable comprehensive learning and observation of local flora and fauna and children have been involved in researching and planting species that support the local bird life and are endemic to the area. A local environmental educator has been engaged to teach children about local fungi, birds, plants and animals and natural spaces are explored beyond the gate at the dam and kindy at the Creek locations. Natural resources such as bark, branches, water and rocks are sources of learning in these environments. We use Natural Resources Management (NRM) and other identification resources, bird identification charts and books to support children's connection and knowledge of their local environment.

Some sustainable practices such as rubbish sorting and composting food scraps with children are embedded, with a commitment to increase sustainable practices over the next year.

Educators deliberately plan for and provide literacy and numeracy experiences in both the indoor and outdoor environments.

Strengths

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Quality Area 4: Staffing Arrangements

We are responsive to the needs of the children and successfully identify children needing additional support. This allows us to secure additional Intensive Education Support Program (IESP) funding and increase staff ratios in order to implement small intervention groups as required.

Every effort is made to engage the same regular relief staff to provide secure relationships and continuity of learning for children. Staff thoughtfully and deliberately place themselves in the indoor and outdoor environments to ensure the ability of educators to interact with small groups of children and support play and shared conversations in line with Sustained Shared Thinking practices. Educator lunch breaks are rostered with consideration of children's needs and to maintain appropriate child:educator ratios.

Educators meet regularly so all voices are heard and enacted. We believe in the importance of a shared purpose and we have a strong sense of belonging, being and becoming. The strengths of individual educators are identified, acknowledged and valued. Critical Reflection on the pedagogical beliefs of educators at Wynn Vale Community House Kindergarten revealed a shared belief in viewing children as competent and capable. Shared professional learning and collaboration saw educators embed this belief into our practice. The phrase "we can do tricky things" is heard often! Through our shared knowledge of sustained shared thinking practices we have been able to be more intentional in our language which has also enabled children's connections with each other and therefore collaboration with peers.

Shared professional learning is prioritised to build educator capacity across the site with time scheduled for all staff to engage in professional dialogue to 'unpack' the learning, planning for individual children and engaging in critical reflection on educator practice and outcomes for children.

The use of our Private Facebook Group for Educators only is strongly embedded at our site, it acts as an effective communication tool regularly used by staff as a way to share ideas, have professional discussions and share highlights and challenges that we experience. As a part-time site this is an important sharing tool when we are only on-site 3 days a week to make sure we connect regularly and in a timely manner.

Strengths

With reference to the three exceeding themes:

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

Quality Area 5: Relationships with Children

A sense of belonging is fostered celebrating the uniqueness of families, families are invited to share family photos in a 'family book' that is displayed in a shelf and accessible for children at all times. The children use these photos to strengthen their sense of belonging to the kindy, their peers, their educators and their family. They provide comfort when children are missing home and promote communication and reciprocal conversations.

Our Statement of Philosophy shows documentation of the services approach to equity and inclusion. Our commitment to play is clearly outlined right from beginning interactions with families.

Expectations around respect are explicit. Respect is discussed and unpacked with children. Children and educators are encouraged and expected to respect each other and the kindy environment. Responsive and meaningful interactions are embedded practice and at the core of our service. The Code of Ethics is embedded in practice.

Our commitment to play is clearly outlined right from beginning interactions with families.

Children are supported to share knowledge with each other and learn from and help each other and educators model positive literacy and numeracy dispositions throughout their interactions with children and use the language of growth mindset. Educators engage in respectful positive sustained conversations and child to child conversation and collaborative peer learning is intentionally scaffolded. Restorative practices are intentionally taught for children to repair conflict and build strong relationships with each other.

Routines have been adapted to the needs of the children as the year has progressed enabling participation for all children in the learning environment, and in response to feedback from children we have reduced the number of transitions over the day to support self regulation skills.

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 6: Collaborative Partnerships with Families and Communities

A sense of belonging is fostered celebrating the uniqueness of families, families are invited to an acquaintance evening and to volunteer, to connect with other families and build a sense of community.

Educators promote open communication, family involvement and decision making through creating a welcoming atmosphere, being accessible, communicating respectfully, responding in a prompt and respectful manner and sharing information about children's progress including an individual learning plan for each child.

Family involvement has included volunteering on our many excursions, gardening, washing and preparing resources and equipment, and donating seeds for our vegetable garden and food for cooking experiences. Families contribute to curriculum by volunteering their time so that we can participate in regular walks around the dam and Kindy by the Creek or have donated time to make resources (tapping sticks). We have been fortunate to also have families donating their time to share their skills e.g. (drumming demonstration as part of our maths inquiry)

Educators work collaboratively with community and support agencies including transition and referral processes. Transition processes are in place to ensure continuity for children's learning and well-being including within the daily routine, moving between settings and support services. Educators promote equity and facilitate inclusion by working with children, families and support services including community support agencies to ensure all children achieve success. Educators actively work to build their capacity to respond to children with specific needs including engaging in professional learning and information sharing with families, other professionals and support agencies.

The service builds relationships and engages with the local community including reflecting the culture of children and families within the preschool. This includes acknowledging the Kaurna people as the first custodians and incorporating Aboriginal perspectives across the curriculum.

The service actively builds connections with community groups including the Wynn Vale Community Garden which supports our focus on environmental awareness and sustainability. Food we have grown in the garden or that we harvested on our excursion to the Botanic Gardens or at the Community Garden has been shared with families to strengthen the home/kindergarten connection.

A free community library service is provided at the entrance to our Kindy and is maintained regularly to ensure a range of quality books, catering for all ages, is accessible to the community. The service networks with Health Professionals in the provision of free dental checks and CaFHS preschool health checks for families. We work in partnership with the local school, Saint Francis Xavier Catholic School, to assist in Kindy to school transition processes with OSHC and the Curious Xavier program and continuity of learning for children.

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 7: Governance and Leadership

Our Kindergarten has a team of committed Early Childhood Educators who believe in the importance of their role, and the difference they can make in the lives of children and families. There are regular meetings with educators to reflect and discuss the program, emergent planning, facilities and diary appointments. The digital Teams platform is used to ensure that all information is accessible to staff team members and to support professional learning and analysis of children's learning. Regular staff updates are emailed to all staff to ensure all staff members are given important information about the site.

The team have a clear and deep understanding of the preschool program, philosophy, curriculum documents and directions due to their 'hands on' approach. The preschool teachers are empowered and supported to provide leadership to the preschool program. Daily reflective dialogue and planning ensures high quality teaching and learning. Regular relief staff are aware of and value the philosophy statement.

Professional Development needs are targeted in Individual Professional Development plans and reviewed six monthly. Training and learning is done as a team where possible and sharing with other educators is encouraged.

The primary Early Childhood Worker has set administrative tasks which enables other educators to spend time on other priorities. A financial officer is employed to ensure all financial records are processed appropriately.

Regular PQIP reviews are carried out and the Director provides a PQIP progress report at each Governing Council meeting for discussion and input. There is a collaborative process for the philosophy review with educator, parent and child voice. We have strong collaborations with the council, St Francis Xavier school as well as our families for curriculum co-construction. There are regular transition visits with our local school to support positive transitions and continuity of learning for children.

Teaching and learning is reflected upon as part of staff meetings and the development of shared agreements such as phrases to scaffold and extend children's thinking and learning and roles and responsibilities of the staff team are developed and assigned collaboratively.

An induction folder with daily schedule, site philosophy and health needs of children has been developed for all new staff and TRTs to the site.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: (Wynn Vale Community House Kindergarten)

Goal 1: Enhance and build children's self-regulation to persevere in sustained shared thinking.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we increase educators knowledge of self-regulation strategies and intentional teaching strategies we will enhance and build children's self-regulation to persevere in sustained shared thinking.

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

Children will engage in opportunities for reciprocal shared conversation (Aim for 5, Strive for 10)

Children will demonstrate increased listening and respecting of others' opinions.

Children will expand and share their needs, experiences, ideas and theories with peers and adults.

Children will use increasingly sophisticated language for purpose to connect and communicate

Children will recognise and articulate their body signals and the signals of others.

Children will use strategies to regulate these feelings, enabling them to increase their engagement with learning.



STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Each educator will strengthen knowledge and capacity with communication strategies such as Sustained Shared Thinking to provide intentional learning experiences and develop a consistent learning approach.	1.2.1, 7.2.2, 1.2.2	Week 6 revisit SST training as a whole team, Fortnightly staff meetings. Term 1 half pupil free day, 6 April	Director to organise and facilitate half day pupil free day. Educators will track their improvement in their PDP meetings. Teacher to lead fortnightly conversations and provide staff with reading materials.	Intentional teaching leading practice paper EYLF Literacy guidebook RRR PASM

Each educator will access professional development on regulation strategies such as interoception.	1.2.1	Introduction to regulation training in week Weeks 1 to 3	Teacher to lead fortnightly conversations and provide staff with reading materials.	An introduction to regulation (PLINK) Ready to learn interoception kit EYLF
Each educator will audit the learning environment to ensure experiences are being provided for all 8 senses.	3.2.1	Teacher to lead after training in weeks 1 to 3	Teacher to lead conversations Teacher and ECW to source and create any required resources	Documentation audit EYLF observational checklist One Note
Each educator will provide consistent analysis within the ped doc to demonstrate impact of their actions. Through the assessment of pedagogical documentation within the inquiry, educators will closely monitor children's learning and the effectiveness of intentional teaching strategies.	1.3.1,	Agreement in week 0, Term 1 and 4 data collection.	Teacher and Director to get feedback from parents at interviews. Director to communicate through newsletter (Seesaw) and Governing Council members	Seesaw, Inquiry, Observational tool

Goal 1: Enhance and build children's self-regulation to persevere in sustained shared thinking.



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		
Each educator will strengthen knowledge and capacity with communication strategies such as Sustained Shared Thinking to provide intentional learning experiences and develop a consistent learning approach.			
Each educator will access professional development on regulation strategies such as interoception.			
Each educator will audit the learning environment to ensure experiences are being provided for all 8 senses.			
Each educator will provide consistent analysis within the ped doc to demonstrate impact of their actions. Through the assessment of pedagogical documentation within the inquiry, educators will closely monitor children's learning and the effectiveness of intentional teaching strategies.			

Goal 1: Click or tap here to enter text.



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?
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.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Improve family and parent engagement in the learning program	6.1, 6.2	Consistent communication online (Seesaw) Social Media Plan updated Roles and responsibilities clarity as a staff team (social media site plan)	Parent communication about how Seesaw being used and how they can contribute - wk 4 T1 Social media plan wk 0	Communicate clearly with parents about how Seesaw will be used throughout the year and how they can best contribute to learning through this platform.	Director and staff team
Embedding intentional numeracy strategies around quantification	1.2.1	Revisit numeracy information from Lisa JaneOConnor	Map out areas to focus on in each term e.g. term 1 noticing	PMA resources around quantification. Numeracy guidebook	Director and staff team
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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.
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			
Improve family and parent engagement in the learning program	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Embedding intentional numeracy strategies around quantification	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

Name

Pauline Bosco

Date

1 March 2023

Endorsed by director/principal

Signature:

**Name**

Thomas Noon

Date

2 March 2023

Endorsed by governing council chairperson

Signature:

**Name**

Anne Lamont

Date

14/3/23

Endorsed by education director

Signature:

