

Greenwith Kindergarten Quality Improvement Plan 2018

Service Details

Service Name	Service Approval Number
Greenwith Kindergarten	SE00010440
Primary contact at service	
Annette Mazzeo	
Physical location of service	Physical location contact details
Street: 2 Laburnum Drive	Telephone: 08 8289 7696
Suburb: Greenwith	Mobile
State/territory: South Australia	Fax: 08 8289 9357
Postcode: 5125	Email: dl.4696.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary Contact: DECD	Name: Annette Mazzeo
Telephone:	Telephone: 08 8289 7696
Mobile:	Mobile: 0417853996
Fax:	Fax: 08 8289 9357
Email:	Email: Annette.Mazzeo519@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 1106 Golden Grove Village	
Suburb: Golden Grove	
State/territory: South Australia	
Postcode: 5125	

Operating hours

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

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

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time	09:00	09:00	09:00	09:00	09:00		
Closing Time	15:00	15:00	15:00	15:00	15:00		

Additional information about your service

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

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

- **DECD site so have school holidays the same as SA school sites**
- **Co located next to the Greenwith Primary School and Our Lady of Hope Catholic School**
- **Car parking is available for staff only. If arriving at school starting times i.e 8.40- 9.05, parking will be extremely difficult. Parking is not permitted in the school campus car park.**
- **Our site has 4 planned closure days for 2018.**

How are children grouped at your service?

The children are only grouped for small groups twice a day. These groups are decided when a child enrolls and remain the same for the entire year. If a family has been at our Kindy previously, and already has a rapport and a relationship with one of the group teachers, that child is usually placed in that group. Early Childhood workers are referred to as 'Early Childhood Educators' at Greenwith and teachers as 'Teachers'. Children attend either: Mon Wed alt Fri OR Tues Thurs alt Fri.

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

Nominated Supervisor: Annette Mazzeo

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

OUR PHILOSOPHY

We provide an educational experience for children and their families that will develop life skills and competencies through a play and inquiry based program. All children are seen as rich and powerful learners and the educators regard themselves as co researchers of learning with children whatever their level of ability.

For children we believe:

- *In a holistic approach to children's learning and development. This approach is concerned with the development of every child's intellectual, emotional, social, physical, creative and spiritual potential. It seeks to engage children in the learning process and encourages personal and collective responsibility.*
- *Each child is unique and competent in their own way, and the way they think, feel and interact with others reflect this. To view the child as unique and competent is to view their potential. Children need an environment to flourish and grow their positive self esteem.*
- *Children are active and interactive learners. Children's active engagement in the learning process and their engagement with others in interactive activities or engagement with materials forms the dynamics for knowledge and understanding. Through active learning children are constantly changing, adjusting, and rearranging meaning and understanding of things.*
- *Children need real life, first hand experiences. Children are observers and explorers by nature and these experiences help develop an understanding of themselves and the environment they are in.*
- *Children grow and develop in the group and learn to respect their own and each other's rights and needs. Differences are celebrated.*

For adults we believe:

- *And are committed to respecting and maintaining the rights and dignity of children and families.*
- *Parents should be able to use the kindergarten as a resource for information and parenting support*
- *The kindergarten should be seen as an extension of the child's home and that a strong partnership and link should exist between the two. Emphasis is placed on building strong, collaborative relationships with families and maintaining effective communication.*
- *All staff will be supported in their learning and in their development of new skills and acquisition of new knowledge*

For the community we believe:

- *That we should promote the role and value of our kindergarten and develop strong links with the local community and schools and liaise with other community agencies.*
- *That often the Kindergarten experience establishes life long friendships between parents and children and this is encouraged throughout the year.*

We believe our program:

- *Will support children to thrive in a child centred environment that takes into account children's daily lives- including the need for restful areas and creative areas. There should be an interconnectedness between the indoors and outdoors and an understanding that children need to be in harmony with the environment.*
- *Children need time to experiment and develop independent thinking and skills. They need time to play and explore and experiment with their ideas and knowledge. They need to try things out, make mistakes, try something else, repeat their play and consolidate ideas.*
- *Learning comes from social interactions. Children experience positive social relationships through daily interactions with responsive and affectionate adults. This helps children develop self esteem and self confidence to communicate and master challenges in their world.*

Feb 2015

August 2017



Quality Area 1: Education program and practice

Quality Improvement Plan for QA1

Strengths:

- Educators have been working with EYLF for many years now and it is very much embedded in the practice of the site in all areas, including programming and assessment and reporting. It's use is regularly evaluated and modified and adapted to the needs of the site. All educators are using it, including Support workers and information about this Framework is shared with families all through their time at Kindy.
- Evidence for the quality of the learning based program at Greenwith can be found by looking at the weekly programs, displays, children's individual portfolios, parent handbooks, site Annual Report, Governing Council reports, feedback from DECD (our processes and depth of work have been regarded as high quality and have been presented and shared several times to other sites and leaders in our previous Regions)
- This site uses very detailed: 'Cycle For Planning' and "Cycle For Improvement" that ensures that curriculum design and decision making, improvement processes etc are all based on children's learning and development, strengths and capabilities, culture, interests and experiences. Reflection and evaluation of children's learning is ongoing and informs future planning.
- Programming is done weekly and the program is compiled from: observations of children from the current week, children's voices, from evaluations and reflections from the current program and from information from parents and support staff, from goals established in Individual Learning Plans. All teachers and educators are expected to contribute to these plans.
- Programs are displayed as well as sent home and 'evaluations' reflected through photos, anecdotal evidence and learning stories displayed as well as during staff planning and discussions at planning sessions.
- Previous site plans have focused on both Inquiry Based Learning through play and developing children's Executive Functioning Skills e.g stop, think, plan, etc and these skills are very much embedded in all we do and provide the structure around all our programming. We question, predict and test out theories all day long. Teachable moments occur frequently with intentional teaching backing up with new learning that builds on.
- The routine 'flows'. Large uninterrupted time blocks allows children to become deeply engaged in play, allows time to revisit and practice skills and time across the day to change and modify experiences. Activities planned and left for a week with changes made as required and determined by children's play, voice, skill development and interaction.
- All children have a portfolio, established when they begin Kindy. Children are grouped and their portfolio and reports are the responsibility of their key teachers for the entire year. Data is collected throughout a term (by all teachers and educators) and then at the end of their 1st and 3rd or 2nd and 4th term, a detailed reflective report is written against the EYLF Outcomes and Indicators. Individual Learning Plans are established for all children and can be referred to at weekly at programming. Portfolios are shared with parents at the end of these terms but parents are invited at any time to discuss their child's learning with the key teacher responsible for their child's documentation.

Key improvements sought for QA1:

Standard/element 1.3	Educators take a planned and reflective approach to implementing the program for each child.
Identified issue	In 2017 we worked on developing educator skills in engaging in and supporting children's play that promotes independence, growth mindset thinking, inquiry based learning and incorporates a strong child voice. We now need to deepen our knowledge and skill in observing and recording this play so that the information can be used to critically reflect on children's learning and inform new programs and practices for individual children and the site.

Quality Area 2: Children's health and safety

Quality Improvement Plan For QA2

Strengths:

- Detailed record keeping is maintained for children's health/medical plans. Follow all DECD and NQS requirements. Immunisation records are sighted and recorded.
- A flexible program and learning environment arrangement both inside and outside, allow for children's comfort needs, relaxation, eating to be met. The day is programmed to include active and passive routines and experiences. An audit of the environment in 2016 identified where improvements could be made here and these were adopted for 2017.
- Healthy Eating policies and experiences at Kindy promote nutrition and exercise as well as good dental care. Children develop knowledge about what foods are healthy and what are treats through our programs and they are developing, through our input, conversations, what we all need to do to keep our bodies healthy. This information is also shared and promoted with families
- Children bring their own food, provided by families. Parents are asked to make food choices based on the guidelines we share with them on enrolment and these are regularly visited with families and children through the year.
- Children are introduced to hygiene routines at Kindy in term 1 and this is reinforced and supported throughout the year. This includes hand washing, toileting and managing coughs and runny noses.
- Educators follow guidelines and practices set by DECD for hygiene and safety.
- We have a sun smart policy that educates children about practices such as hats, sunscreen, staying in the shade, drinking water as well as being aware of what UV levels are each day and whether hats and sunscreens are needed. They are taught about the importance of getting Vitamin D.
- WH&S practices and policies of DECD are followed, supporting safe environments for educators and children. This includes daily site inspections. Damaged or broken structures and resources are dealt with in a timely way and risk assessments are done before designing, constructing or purchasing new resources.
- The DECD Child Protection Curriculum is taught each year as an ongoing focus and all teaching educators are trained to teach this.
- Children are involved in the development of safe guidelines for play at Kindy. These are visited and revisited across the year and addressed/ modified as needs determine.
- Children are introduced to Emergency Procedures when they first start Kindy and evacuation practices occur at least once a term. Invacuation practice occurs daily as we use the signal to bring children inside as part of the routine.
- Staff have attended training around self regulation and adopt this knowledge to help children use strategies that will allow them to be relaxed, more alert and focused and to manage excess energy.

Key improvements sought for QA2:

We have not identified any new outcomes for 2018. We will be continuing to ensure the above areas are addressed and levels of competency maintained.

Quality Area 3: Physical environment

Quality Improvement Plan For QA3

Strengths

- The Kindergarten is well resourced and equipment and resources are regularly checked and evaluated and then repaired or replaced as needed.
- Open plan setting allows for greater flexibility in organising and planning to meet children's interest and needs. Inquiry Based Learning is the focus.
- Strong focus on caring for our environment and sustaining it for others to enjoy. Children participate in the watering, weeding, changing of natural areas as well as re planting and dead heading plants. Water conservation is promoted and keeping the environment clean and safe is encouraged. A strong emphasis on the "why". e.g Trees for shade and homes for birds, possums, flowers for pleasure but also to provide food etc for insects, preserving all life including bees and spiders. Everything is important. Bird bath and bird feeder. Rainwater tank provides water for curriculum and nature care experiences.
- Our yard is designed as a natural setting rather than as a playground so fixed equipment is limited. The environment changes with the seasons and provides such wonderful learning opportunities.
- Our site uses the DECD Facilities and Breakdown Maintenance Hotline so work can be managed professionally and often in a timely way.
- WH&S records ensure safety issues and hazards are identified and planned to be repaired or replaced.
- Both the indoor and outdoor areas support the learning of children with additional needs e.g wheel chair access, carpet wall boards
- The Kindergarten is effectively cooled and heated.

Key improvements sought for QA3:

We have not identified any new outcomes for 2018. We will be continuing to ensure the above areas are addressed and levels of competency maintained. We will also be focusing on ways to reduce our carbon footprint through our purchasing and practices.

Quality Area 4: Staffing Arrangements

Quality Improvement Plan For QA4:

Strengths:

- The DECD staffing model meets ratios well and we in fact have a higher ratio of trained teachers to children than required due to site staffing arrangements. There is a high usage of support staff which also increases the ratios.
- Educators and teachers rotate in areas of the environment across the day and week to ensure they are involved in all aspects of the program and thus with all children actively involved in the program.
- Very much a “team work” approach to daily work, programming, planning, assessment and reporting. All work is shared.
- Shared learning is encouraged. Done through attendance at training together, all attending and participating on closure days, action research as a team, some sharing of resources and ideas, supporting and helping colleagues and sharing of successes. Whilst not all educators can attend programming and meetings, they have been given opportunities to contribute and be involved. Shared learning is also encouraged across the Partnership and other Early Years sites.
- Celebrating achievements and successes is a big part of the site culture.
- Performance Management formal processes occur at least twice during the year. This process involves all staff setting individual professional goals and planning for how these will be achieved. It also involves an evaluation and review process later in the year with the Director.
- We continue to provide consistency and continuity of staffing that promotes and supports team work.
- Educators participate in a ‘Mentoring Program’, where teachers mentor Early Childhood Workers across all areas.

Key improvements sought for QA4:

We have not identified any new outcomes for 2018. We will be continuing to ensure the above areas are addressed and levels of competency maintained.

Quality Area 5: Relationships with children

Quality Improvement Plan For QA5:

Strengths:

- Educators devote great amounts of time and energy to this area and feedback from staff, DECD reviews, parents and visitors etc have all highlighted this area as a strength.
- Our processes of assessment and reporting ensure that we know our children very well, despite being a large site. The processes we have promote both educator/child relationships and educator/family relationships. Assessment and reporting is very detailed and is across all areas. Our site has been asked to share with others our work as an example of “best practice”.
- The structure of our setting, routines and practices promotes positive relationships. Children stay in the same group with the same staff all year for group times and the same teacher collates and writes their report each term. The long uninterrupted child directed play periods, relaxed snack times with friends and small social lunch time tables all promote relationship development.
- Children’s sense of well being is supported in many ways. They “belong” in a group, have their group time space at Kindy (photo on the wall) and become part of the group Family Book. This also supports parents in a large setting to develop closer relationships with at least 1 or 2 staff members.
- This site uses the You Can Do It Social Skills program and it’s philosophies and practices are embedded in all that we do.
- Children’s transition to Kindy includes a visit on the Open Days with their parents. There is also a staggered start for children with ½ the group starting week 1 and the other ½ coming the week after. The amount of time parents stay in these first few weeks and how long child will attend for during the day is done in consultation with parents and is on an individual basis. In fact the whole of the first term is devoted to developing relationships, building confidence, self esteem and well being.
- We provide extra staff across term 1 to ensure educators have time and resources to devote to building relationships.

Key improvements sought for QA5:

We have not identified any new outcomes for 2018. We will be continuing to ensure the above areas are addressed and levels of competency maintained.

Quality Area 6: Collaborative partnerships with families and communities

Quality Improvement Plan For QA6:

Strengths:

- A sense of family and community is promoted at our site. We enrol a family, not just a child, into our Kindy community.
- We have a history of supportive family involvement on our Governing Council. They put a lot of effort into fund raising and social events at Kindy.
- Links to the family with children's learning and site programs are promoted and supported in many ways. These include parent feedback and input into children's portfolios and the setting of goals in the Individual Learning Plans. They receive a paper copy of each program and have access to feedback about the children's play and activity through photo displays and the noticeboard. Parents can borrow Literacy Kits, YCDI Kits as well as accessing from many resources in the Parent Library as well as access to the resources of staff.
- Staff have a nominated "Community Liaison" person who ensures special family moments and events are recognised and celebrated. Parents are also supported in different ways at times of stress and difficulty.
- We are in a Partnership Group with several local schools and Kindergartens, including Greenwith Primary School and we meet several times a term with this group.
- There is a Greenwith Early Years Group that meets and operates as a Professional Learning Community each term. This group includes Early Years Leadership from the Greenwith Primary School and Kindergarten and all Early Years teachers from both sites. We have in the past focused on visits and transitions between the sites and have also discussed and supported the needs of several individual children as they move across the 2 sites.
- Our site has a strong working relationship with our DECD Support Services team and referrals for assessment, support and services are identified and accessed in a timely manner. We also work closely with our CYHS nurses and they run their clinic at the local school for our children.
- We are supported locally by the Community Development Officer at Keithcot Farm Children's Centre. She plans and organises workshops, events etc that all our parents are able to access as well as support for educators as well.
- We have established positive relationships with the local traders in our area and receive good support for projects and events.
- Our site is a part of the wider Golden Way Partnership Early Years Group. This group supports learning across sites through the sharing of skills and knowledge. We also take an 'across Partnership' approach to children's learning and together developed shared and common goals that will support learning for all children.

Key improvements sought for QA6:

We have not identified any new outcomes for 2018. We will be continuing to ensure the above areas are addressed and levels of competency maintained.

Quality Area 7: Leadership and service management

Quality Improvement Plan For QA7:

Strengths:

- Regular reviews and feedback from DECD indicates this is being done at a high standard
- The induction process is detailed and comprehensive and is reviewed regularly.
- Staff performance discussions occur twice a year and goals and plans tailored to individual educator needs are developed.
- Regular reviews occur for various plans and practices. These are shared and discussed with the Governing Council.
- Effective systems are in place to manage HR, finances and resource management and the Director is accountable to DECD for maintaining this. Many areas here are governed and managed by DECD and therefore the site often has limited control over how they function.
- WHS procedures have been reviewed and are being updated to ensure compliancy. Director maintains up to date awareness of what has changed or is needed in this area.
- Systems are organised and effective.

Key improvements sought for QA7:

No areas have been identified for improvement in the 2018 plan.

REVIEW: This QIP will be evaluated each term and modifications made when needed. In Term 3, a whole site NQS self review will determine the pathway forward in 2019.