



2019 Quality Improvement Plan

GREENWITH KINDERGARTEN



Government of South Australia
Department for Education

2019 Quality Improvement Plan

Service details

Service name		Greenwith Kindergarten	
Primary contacts at service		Annette Mazzeo	
Service approval number		SE00010440	
Contact and Location Details		Provider and Supervisor Details	
Street	1 Canton Court	Nominated Supervisor	Annette Mazzeo
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Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday
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.	<ul style="list-style-type: none"> • <i>DfE site so have school holidays the same as SA school sites</i> • <i>Co located next to the Greenwith Primary School and Our Lady of Hope Catholic School</i> • <i>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.</i> • <i>Our site has 4 planned closure days for 2019.</i>
How are the children grouped at your service?	<i>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.</i>
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)	Annette Mazzeo: Nominated Supervisor

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



Strengths Statements

Quality Area 1 – Strengths Statement

- 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. Its use is regularly evaluated and modified and adapted to the needs of the site. All educators use it, including Support workers, to discuss and share children's learning. 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, Statements of learning sent to schools, parent handbooks, information about children's learning shared at Governing Council Meetings, site Annual Report, feedback from DfE (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 a 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 and parent feedback. Reflection and evaluation of children's learning is ongoing and informs future planning.
- Programming is done weekly and the program is designed from: evaluating the current program, observations of children from the current week, children's voices, from evaluations and reflections from the current program, from information from parents and support staff, from goals established in Individual learning Plans. All teachers and educators contribute to these plans.
- Programs are displayed as well as sent home and 'evaluations' for parents are reflected through photos, anecdotal evidence and learning stories displayed as well as with staff in discussions during 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 and skill development.
- 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 are left for a minimum of 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. These Portfolios provide knowledge that drives and informs all aspects of our work at this site. 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 with parents for all children and can be referred to at weekly programming sessions to support children's learning. 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. Teachers will also share and discuss information with parents as necessary at any time.

Quality Area 2 – Strengths Statement

- Detailed record keeping is maintained for children's health/medical plans and updated as necessary. Follow all DfE and NQS requirements. Immunisation records are sighted and recorded. Parents are informed of all illnesses currently in the Kindy with information of signs, symptoms and treatment provided. Parents are contacted if children are unwell at Kindy or have sustained a significant injury requiring observation or medical treatment.
- 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. A 'quiet' area inside is accessible by all children at any time during the day. Our outside environment is designed with many places for children to 'take time out' throughout the day.
- Healthy Eating policies and experiences at Kindy promote nutrition and exercise. 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 throughout the year. Regularly reviewed by Governing Council using feedback from families and updated research in this area.

- Children bring their own food, provided by families. Parents are encouraged and supported to make food choices based on the guidelines we share with them on enrolment and through the year. Educators also support parents with children who are experiences issues with 'eating'. Our site follows and promotes with families the principles for healthy eating in the NSW 'Munch and Move' program.
- All educators role model healthy eating with children when eating with them at snack and lunch times.
- 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. Experiences for learning occur in programs.
- Educators follow guidelines and practices set by DfE for hygiene and safety.
- We have a sun smart policy that educates children and parents 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.
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- WH&S practices and policies of DfE are implemented, 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 site has an Emergency Plan developed with the Governing Council, DfE and the local schools.
- Children are introduced to 'risk assessments' and are supported throughout the year to independently do these when deciding on an experience and behaviour.
- The DfE Child Protection Curriculum is taught with intention 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 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 this knowledge to help children use strategies that will allow them to be relaxed, more alert and focused and to manage excess energy.
- Parents are encouraged to be involved and have supported us over the year: e.g running yoga sessions, dental care sessions. Community groups also have supported here: Little Athletics, Karate
- All educators have completed the RAN training and update. Records kept. Governing Council parents complete relevant RAN training.
- The Kindergarten is effectively cooled and heated.
- All policies in relation to these areas are developed with and approved by the Governing Council. Feedback is sought from families through our Parent Survey that covers these areas and staff policy reviews.

Quality Area 3 – Strengths Statement

- The Kindergarten is well resourced and equipment and resources are regularly checked and their use evaluated. If needed, they may be discarded, repaired or replaced. Planned purchases and changes are done with the involvement of Governing Council and families. We often survey the community. This also includes feedback from other sites and colleagues and researching 'best practice' from respected leaders in aspects of Early Childhood e.g Claire Walden
- Open plan setting allows for greater flexibility in organising and planning to meet children's interest and needs. Children also have great flexibility in accessing and using the environment in their learning. Educators are tuned in to make adjustments and provided modifications if needed to ensure children can access and engage. Inquiry Based Learning is our focus so being flexible is a must.
- There is a strong focus on caring for our environment and sustaining it for others to enjoy. Children participate in the watering, weeding, changing of natural areas, relocation of plants and resources, maintaining the mud kitchen, re planting and dead heading plants, filling bird baths and feeding our native birds. Water conservation is promoted, with rainwater used where possible and providing containers from which to access water from rather than running taps. Children, educators and families are encouraged to keep the environment clean and safe is encouraged. The word 'respect' is used a lot. There is a strong emphasis on the "why" to guide children's thinking and behaviour. 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 has an important place and should be nurtured, respected and cared for. This also strongly promotes natural inquiry and curiosity and our learning is deepened.
- Our program provides opportunities to engage in play in our yard all year round, including rainy days. Raincoats and gumboots are provided for children who don't bring their own so all can access.

- The site makes decisions for use of and purchasing materials based on sustainable practices. Examples include replacing plastic bags with paper, reusable cups for drinking, numerous bins for different waste, multi use and long life versus single use. Parents are encouraged to provide food for children in reusable containers to reduce waste. Drinking water is kept inside so it stays cool and does not need to be replaced during the day.
- Our site uses email as much as possible to reduce paper use and printing.
- 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 DfE 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. Daily Inspections occur. Termly playground inspections occur.
- Both the indoor and outdoor areas support the learning of children with additional needs e.g. wheelchair access, carpet wall boards and blinds to control noise and light for children with hearing/visual impairments.
- Where possible, our site supports local community services. This includes purchasing from the local garden centre and using local businesses. Using local services in our fundraisers and events.

Quality Area 4 – Strengths Statement

- The DfE 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. Staffing is increased in term 1 so that the well being of families and children can be supported at times of settling in and adjusting to the world of Kindy.
- 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. Whilst educators have responsibility for particular tasks, flexibility provides support.
- Shared learning is encouraged and supported. 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 mentoring colleagues and sharing of successes. Whilst not all educators can attend programming and meetings due to the part time nature of their work and family commitments, 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.
- Formal Performance Development Planning processes occur twice during the year. This process involves all educators setting individual professional goals, including those that support QIP 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 provide consistency and continuity of staffing across the week for children, including using regular relief staff and having children grouped with the same educators.
- Educators are supported by each other in a ‘Mentoring Program’, where teachers mentor and support Early Childhood Educators across the year.
- Greenwith Kindergarten is a member of ECA and our site has adopted the ECA Code of Ethics to support our practice, interactions and relationships. This code is referred to often.
- Each family and child have a ‘key teacher’ during their time at Kindy. Where possible, this continuity is maintained as the family continues over the service in future years. This supports strong relationships between family and educators and also ensures that every parent/family ‘voices’, concerns, feedback etc can be shared and brought back to the whole team. These key teachers complete and share assessments and reports with these families across the year too.
- Our site has a strong commitment to ongoing Professional development for staff. They have access to unlimited online learning through ECA with an annual subscription. Staff are supported to attend professional learning with a focus on current theories and practices and they are then encouraged to share these with colleagues. This ongoing learning supports our evaluations and development of new practices.

Quality Area 5 – Strengths Statement

- Educators devote great amounts of time and energy to this area and feedback from staff, DfE reviews, parents and visitors etc have all highlighted this area as a strength.
- Term 1 each year is all about 'wellbeing'. Resources are put in place to support the development of relationships between children and educators/ educators and parents and between children. This includes having lower ratios, longer times at the start of the day for educators to be accessible to both children and parents.
- Children's transition to Kindy includes a 2 hour visit on each of the 2 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 at Kindy 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.
- Our processes of assessment and reporting ensure that we get to 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.
- These processes identify children who may need support in their learning and opportunities to engage with parents in discussions around shared goals and strategies for supporting children occur as these are identified.
- The structure of our setting, routines and practices promotes positive relationships. Children stay in the same group with the same staff and children all year for group times and the same teacher collates and writes their report each term. Key teachers ensure that all children's voices and rights are advocated for.
- 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. They also have their family photo on the wall all year round. This also supports parents in such a large setting to develop closer relationships with at least 1 or 2 educators, as mentioned above.
- This site implements the 'You Can Do It Social Skills' program and its philosophies and practices are embedded in all that we do to develop skills in Confidence, Persistence, Organisation, Resilience and Getting Along with children. Parents and families are given lots of information about these programs during the year and 'take home kits' on each are sent home during the terms with all children.
- Support and Intervention are planned and provided in greater depth for children who have ongoing needs in the areas of developing relationship and resilience and regulation needs.
- There is a strong focus in our service about respecting individual needs and rights and this is embedded into programs, reflected in our conversations with children and families and in conversations and discussions amongst educators. These rights are also advocated on through the ECA Code of Ethics. Decisions about policy and practices are made with a focus on these rights.

Quality Area 6 – Strengths Statement

- A sense of family and community is promoted at our site. We enrol a family, not just a child, into our Kindy community.
- As mentioned above, having a Key teacher for each child also supports the development of strong relationships with families. Information is shared, discussed and reflected on in regards to developing supportive programs for children.
- 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 as well as being strongly involved in key decision making.
- Parents have opportunities and are encouraged to provide feedback throughout the year. In regards to children's learning: feedback sheets are in children's portfolios, 'Information From Parents' sheets are collected on enrolment, programs are sent home regularly, parent support requested at various times in regard to many aspects of our program, surveys used to solicit interest and feedback. On arrival, we invite parents to share with us their child's Child Care folder if relevant and from this educators do learn some important information of the child's learning journey so far. We also ask families to provide information about their 'culture and family special experiences' that can be shared and supported through our program (often with parent participation). This information is used by educators to support programs and learning goals and outcomes; provide relevant resources from our Community networks and site Parent Library and initiate further discussions. This information is also used in decision making about resourcing and service changes. Informs and guides our practices- including making changes to policies.
- Parents have access to feedback about the children's play and activity through photo displays and the noticeboard, as well in Children's Portfolios. Very visual.
- Our site has 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 strong sense in this group of working together as a community to support children's learning and development.
- 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. Our meetings focus 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. Decisions about transitions are discussed with the Governing Council and shared with families. Opportunities for families to individualise this process can then be planned for to support children's transition.
- Our site has a strong working relationship with our DfE 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. This information is shared with all families and can be quite targeted depending on the needs of families.
- 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.
- We have a current and updated website providing information to parents.
- Parents receive information, notes, updates and newsletters in printed form as well as by email.

Quality Area 7 – Strengths Statement

- Our site has a Statement of Philosophy that is referred to and used as a guide in decision making and planning.
- The induction process for new staff at this site is detailed and comprehensive and is reviewed regularly.
- Staff Performance and Development discussions occur twice a year and goals and plans tailored to individual educator needs are developed. Written documentation is kept and written feedback given by the Site Leader. Goals must have a focus on the QIP and site focuses.
- Effective systems are in place to manage HR, finances and resource management and the Director is accountable to DfE for maintaining this. Many areas here are governed and managed by DfE,
- WHS policies and procedures (DfE) are in place and regularly monitored and completed using the DfE STAR system. This ensures compliancy with all WHS aspects as well as preventing and identifying and managing hazards and risks as they occur.
- Systems are organised and effective. This includes Yearly and Termly and weekly planners to ensure all aspects of management are maintained.
- Leaders in this site maintain skills and knowledge by participating in training on a regular basis.
- All aspects of management are reported to Governing Council and support and resources are obtained to ensure the efficient running of the service.
- The site has an Annual Budget: planned and evaluated with input from educators, Governing Council, DfE and other stakeholders. Budget is approved by the Governing Council and they receive monthly financial reports.
- Site Self Reviews occur annually and involve reflective input from educators, Governing Council and feedback from parents obtained across the year. Questions in our Parent Survey given to all parents reflect aspects of the NQS Standards.
- The Educational Leader leads the development and implementation of the programs and planning based on a defined 'Cycle of Improvement'. This cycle reflects the need to evaluate regularly, involve feedback and engage in professional discussions that lead to informed decision making for children, families and educators.

Improvement Inquiries

“How can we ...”

How can we enrich the learning experiences planned for children by reflecting critically on our observations taken of children in their play?

Rationale	Previous QIP focused on the taking of a good observation and interpreting that to gain child information. The next step is how to use this information to plan, be intentional in our teaching and provide stretch.
Standards/Elements	<p>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.</p> <p>1.2.2 Educators respond to children’s ideas and play and extend children’s learning through open ended questions, interactions and feedback.</p> <p>7.2.3 Educators performance is regularly evaluated and individual plans are in place to support learning and development.</p>

Actions	Data	Success Measure	Reflections on Progress
<p>Professional Development sessions for all staff to develop skill and understanding: Unpacking an observation. What did I learn? What does it tell me about where the learning should focus next for children? Targeted skills vs broader outcomes</p> <p>What is intentional teaching? Targeted Professional learning.</p> <p>Restructuring Programming sessions: input from all educators, critical reflection conversations, targeted headings to capture all aspects, being prepared for the session, ongoing evaluation</p>	<p>Programming slips</p> <p>Who is completing and sharing program slips?</p> <p>Program discussions</p> <p>Programs across the terms</p> <p>Portfolio data</p> <p>Reflections from individual staff through the Performance Development Process</p>	<p>All educators will be submitting slips and where possible, attending programming sessions.</p> <p>Programming slips will contain obs, reflections indicating the where to next and suggestions of how this will be achieved.</p> <p>Slips will contain information for broad focuses as well as intentional teaching.</p> <p>Information from parents and ILP’s from Portfolios will be reflected on in all programming sessions. Educators will be able to identify changes in their practice in PDP discussions.</p>	

Targeted individual educator support based on current needs for learning		All educators will be able to articulate why experiences have been planned for children to parents and other stakeholders. Programs will reflect the learning and needs being collected and assessed and reported on in Portfolios.	
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“How can we ...”

Rationale	How can we support parents more effectively in the areas of communication and provision of information about community resources and resources?
Standards/Elements	6.1.3 Current information is available to families about the service and relevant community services and resources to support parent and family well being.

Actions	Data	Success Measure	Reflections on Progress
<p>Establish a group of educators/parents to lead this inquiry.</p> <p>Inquiry Group to develop: scope of work, time line, evaluate current practices, develop a plan, research, support, resources.</p> <p>Implementation of the above plans across the year.</p>	<p>Parent Feedback- informally and through surveys</p> <p>Parent take up and access of information etc</p> <p>Parent involvement in contributing to the information that is available.</p>	<p>Parents indicating in the survey that they felt involved and supported in raising their children. A 5-6 rating</p> <p>Parents indicating in the survey that communication with the site was good. A 5-6 rating</p> <p>Parents actively engaging in and with information and services etc</p> <p>Parents actively seeking support and information from our site. Service consistently using multiple ways to share /communicate information with parents</p>	