



Thorndon Park Kindergarten

13 Nestor Street, Athelstone 5076

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**Quality Improvement Plan
2016**

Service details

Service name	Service approval number
THORNDON PARK KINDERGARTEN	
Primary contact at service	
MRS MAGGIE COOPER	
Physical location of service	Physical location contact details
Street: 13 Nestor Street Suburb: Athelstone State/territory: South Australia Postcode: 5076	Telephone: (08) 8336 1422 Mobile: 0429 060 257 Fax: 8365 5739 Email: dl.4670_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Telephone: Mobile: Fax: Email:	Name: Mrs Maggie Cooper Telephone: 8336 1422 Mobile: 0429 060 257 Fax: 8365 5739 Email: Maggie.Cooper598@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

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 times (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	08.40	08.40	08.40	08.40	08.40 *		
Closing time	15:30	15:30	15:30	15:30	15:30 *		

- The Friday sessions are held four times a term only as each child is offered an additional 2 days per term to ensure that they receive the correct number of hours of preschool education during the year prior to starting primary school.

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.

There is a small staff car park and plenty of on street parking available.

The kindergarten operates during term time, with holiday dates being the same as for schools in South Australia.

How are the children grouped at your service?

The children are offered 2 full days of kindergarten per week which means that they attend for 13 hours and 40 minutes per week. An additional 2 days per term is offered to compensate for the shortfall of 1 hour and 20 minutes per week. These additional sessions are offered on Fridays.

There are 2 separate groups of children that attend the kindergarten – the Monday Tuesday Group and the Wednesday Thursday Group. After trying a variety of ways of organising groups, this arrangement is the one that best meets the needs of families and children. Our families have shown an overwhelming preference for full days of kindergarten. For children, it means that they are with the same peer group throughout their time at kindergarten, and leads to the development of strong friendship networks. All children are able to have equal access to the full range of experiences available, including access to excursions and visiting performers.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Mrs Maggie Cooper – Director (Nominated Supervisor)

Service statement of philosophy Service statement of philosophy

Please insert your service's statement of philosophy here.

PHILOSOPHY STATEMENT – What do we believe?

Our philosophy underpins everyday practice and decision making and is used to set directions, build commitment and align actions with the centres goals and outcomes for all the children and families who use our centre.

It is a collaborative document:

- based on our beliefs about best practice early childhood education and those of our kindergarten community
- that reflects the principles that underpin the Education and Care Services National Law Act 2010 and the Early Years Learning Framework
- grounded in current and individually appropriate theories of child development.

We believe children;

- develop a sense of belonging when relationships with the centre staff are caring, supportive and culturally respectful
- develop through recognisable stages but that each individual progresses at their own rate
- are better prepared for later, more formal academic learning by developing a strong foundation in the early years through a play-based curriculum
- are more likely to become resilient and adaptable, learn to experiment, persist, take appropriate risks when their achievements and strengths are celebrated
- learn best when meaningful and relevant learning experiences are planned that extend and challenge them and where they see the connections to their own life
- need opportunities to develop creativity, imagination, a sense of wonder, decision-making skills, self-confidence, awareness of and consideration for others, play skills, friendships and independence.

We believe families and the community;

- should feel welcome and valued
- should have opportunities for equal access and participation
- have the right to open, honest and respectful communication and appropriate information
- are partners in education where reciprocal, respectful, ethical and equitable relationships lead to better outcomes for children and families
- can best support children's transition to school when they work together
- should have opportunities for participation and engagement with all aspects of the centre's curriculum and operation, including reviews of centre philosophy, policies and procedures
- have a right to privacy and confidentiality.

We believe the curriculum;

- reflects that child protection, social justice and the wellbeing of children are paramount
- prioritises time to build relationships as the key to learning
- is designed to maximise learning by using the children's strengths and interests, in addition to introducing new and challenging ideas and experiences that develop children's knowledge, abilities and values
- provides materials and resources that are carefully chosen with consideration given to skills, interests, and developmental and cultural appropriateness

- reflects high expectations for learning and a cycle of rigorous planning, documenting and evaluation
- should actively develop understanding about ecologically sustainable practices
- should reflect the diverse nature of our community
- provides opportunities for children to contribute, make decisions and influence their environment by planning and developing learning opportunities of their choice
- is planned to include structured or explicit teaching and learning opportunities.

We believe in educators who;

- are respectful, ethical and inclusive in their relationships with children and families
- develop trust in children through calm, warm and responsive relationships
- collaborate effectively with other service providers to enhance children's learning and wellbeing
- reflect on the best practice needed to educate young children now and into the future and who are committed to continuous improvement through ongoing and specialist Training and Development and performance reviews
- are committed to the full participation of children with special needs through demonstrated, transparent and inclusive policies and procedures
- work collaboratively with the site leader and each other to promote and maintain a culture of excellence, learning and mutual support
- work with children and families to plan, develop and construct meaningful, developmentally and culturally appropriate learning opportunities
- are highly qualified, caring, approachable and passionate about teaching and learning with young children
- are open and responsive in their communication with families to enable staff and parents to work on strengths or weaknesses together to maximise outcomes for children

It is always our goal to do what we believe.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

[The Early Years Learning Framework (EYLF) has been used at Thorndon Park Kindergarten for a number of years to develop curriculum that enhances each child's learning and development. The program is on display for parents to read, and is presented in a manner that clearly links the activities and experiences that children are engaged in to the learning outcomes of the curriculum. Teachers plan a Term Overview that gives a program skeleton. On to this is build the Emerging Curriculum, as the children's interests and needs become apparent. The Child Protection Curriculum, the You Can Do It social skills program and the Brain Gym Program are all regular features of the curriculum at Thorndon Park Kindergarten.

Large blocks of time are devoted to free play, enabling children to become deeply engaged in their play, allowing them to develop ideas, explore, hypotheses, engage in in-depth conversations with peers and educators and construct their learning. Routines are in place that ensures children have predictability and can experience feelings of safety and security. Each child has an Individual Learning Book that includes photographs with anecdotes, learning stories, samples of work and transcripts of their dialogue. Children are observed during their first term of kindergarten and baseline data collected. Individual Learning Plans are developed and parents offered interviews early in the child's second term of kindergarten. Together, teachers and parents develop goals for the future development of each child and strategies are discussed to achieve these goals. These goals are consulted when putting together the fortnightly program.

At the end of each child's year at kindergarten a Statement of Learning is written that outlines their progress and development in relation to the 5 Outcome areas of the Early Years Learning Framework. Data is collected that reveals the progress of the cohort of children across the range of Outcomes and indicates those areas of the curriculum in which the site generally is performing well, and highlights potential trends and focus areas for the following year.

The Department for Education and Child Development has as one of its major focus areas a Numeracy and Literacy Strategy. The goal of this strategy is for every child to be a confident and powerful learner who can use numeracy and literacy successfully in every aspect of their lives. At Thorndon Park Kindergarten we provide a literacy rich environment where children have many opportunities through socio-dramatic play, songs & stories, discussions and conversations, to expand their oral language skills. These experiences lead to an increased vocabulary, competence in the use of grammatically correct speech, and the development of a love of books, stories and digital media. In 2014 and 2015, the staff team attended a series of workshops focusing on Mathematics and Numeracy in the Preschool Environment. The importance of providing a mathematically rich environment was highlighted, resulting in educators working to provide children with opportunities to explore Mathematical ideas in relevant contexts. Educators were also engaged in purposeful reflection on the rich mathematical vocabulary they might use to accurately describe and explain children's ideas and support numeracy development.

The connection between children's physical development and their level of engagement in the kindergarten program, their social competencies and their readiness for early academic learning has long been an area of interest for the Staff Team. In 2015 two staff members attended a workshop

entitled Move to Learn. Part of this workshop was a discussion about the ‘Foundation Skills’, a whole range of skills that need to be in place for children to be in an optimal state of readiness for formal learning. Move to Learn is a series of exercises aimed at using up Retained Reflexes that hinder development, and that promote good body awareness, directionality and integration of the Left and Right Hemispheres of the brain. We commenced the Move to Learn program at Thorndon Park Kindergarten in Term 2, 2015. It was immediately apparent that those children who were experiencing the most difficulty in adjusting to life at kindergarten also found the exercises particularly challenging. As the year progressed we noticed a correlation between children’s increased mastery of the rolling exercises and an improvement in self-regulation and deeper levels of engagement in the curriculum. Further research into this correlation will take place in 2016.

Within the Campbell Partnership, the focus of leader’s learning has been centred around the work of Lyn Sharratt and Michael Fullan and their book Putting Faces on the Data. The importance of making this data highly visible to act as a focus for reflection when considering the next steps for each child on a daily basis has resonated within the Partnership and the idea of creating a Data Wall has been adopted by all of our schools. The Staff Team at Thorndon Park Kindergarten are keen to investigate this idea in 2016 and create our own Data Wall. We believe that having this data visible will result in increased benefits for children. Educators will have a constant reminder of each child’s current state of progress, which they will use to tailor their interactions with the child for maximum effect on their learning outcomes.

Key improvements sought for QA1

Standard/element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	Children’s learning and development is assessed with regard to the Developmental Learning Outcomes and the Indicators of Preschool Numeracy and Literacy.
Standard/element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	The Staff Team will continue to conduct research into the value of the Learn to Move Program, and monitor its impact on the development of early literacy and numeracy skills.

Standard/element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.
Identified issue	Data collected on children’s learning and development to be displayed on a Data Wall of increased visibility and accessibility for analysis. The staff team will monitor the impact this has on learning outcomes for children.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Initial observations of children and Statements of Learning to contain information collected on the Developmental Learning Outcomes and the Preschool Literacy and Numeracy Indicators	H	<p>Staff will observe children during Term 1 of kindergarten and record observations with relation to DLO's and Indicators. Learning goals for children will be written also with respect to DLO's and Indicators, as will the Statement of Learning at the completion of the year.</p> <p>Fine-tuning of content of observations based on staff team reflection</p>	<p>Baseline data collected on each child using DLO & Indicators Individual Learning Plan developed on each child. Each family has the opportunity to attend a parent/teacher interview and contribute to goal setting exercise Content of DLOs and Indicators form part of this discussion Statement of Learning written in a timely manner prior to children starting school</p>	Dec 2016	<p>July 2016: Baseline data has been collected on all children base on the DLO's and Preschool Indicators All families have been involved in the process of setting goals for children via the Parent/Teacher interview process</p>
1.2.3	The Staff Team research the value of the Move to Learn program with respect to learning outcomes for children.	H	<p>T & D for nominated Staff Member who will become the manager of the Move to Learn program</p> <p>Program will be given a particular time slot for each group</p> <p>Base line date will be collected on children's ability to perform Task 1. This data will be analysed along with data on DLO's and early Literacy & Numeracy skills</p> <p>Move to Learn program will be run throughout the</p>	<p>Correlation between data sets – Ability to perform Move to Learn exercises versus DLO's and readiness for early academic learning</p> <p>Progress with Move to Learn exercises reflected in corresponding progress in DLO's and early academic learning</p>	Dec 2016	<p>July 2016: The Move to Learn program has become an embedded feature of our learning program, Data has been collected on children's mastery of the rolling component of the Move to Learn program and compared to other competencies.</p>

			<p>year with children given weekly practice of the skills involved</p> <p>Data will be collected at regular intervals and analysed</p>			
1.2.3	<p>Staff Team to develop a "Data Wall" to make data collected on children visible and easily able to be drawn upon when reflecting on children's learning and developing appropriate next steps</p>	H	<p>Staff team will develop a Data Wall</p> <p>The visible data will be used daily during professional conversations and in planning next steps for children</p> <p>Staff will make a brief diary note of looking at the wall and resulting action</p>	<p>Data Wall created with visible information on each child</p> <p>Diary notes will reflect use made of this information</p> <p>Improved outcomes for children when comparing Term 1 data with Term 4 data</p>	Dec 2016	<p>2016: Data Wall has been created. Information has been used in discussions with Special Educators regarding Preschool Support funding for children.</p>

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

Information about each child's health needs is gathered on enrolment. Action plans and photo ID's of children with asthma and anaphylaxis are displayed in the kitchen area. Good hygiene practices are promoted, and children and staff are encouraged to remain home when ill. Information regarding infectious diseases or conditions is placed on the noticeboard when applicable.

Healthy eating and physical activity is embedded in the program. The kindergarten has been a participant in the Healthy Eating and Physical Activity project run by DECD.

A Healthy Food Policy is in place that provides guidelines for families to use when choosing food to send to kindergarten for their children's lunch or snack. The "Fresh is Best" message is reinforced by graphing children's snacks, with children placing stickers on the chart if they have brought fresh fruit or vegetables.

A Skin Protection Policy and a Hot Weather Policy are also in place. In terms 1 and 4, children require a hat to play outside and sunscreen is applied as part of the lunchtime routine. In terms 2 & 3, the UV is monitored and when it climbs above 3, hats go on.

Children are adequately supervised at all times. The emergency procedure and evacuation plan are displayed and practiced each term.

To support our focus on healthy eating and physical activity, Thorndon Park Kindergarten has participated in the OPAL (Obesity prevention and lifestyle) program run by Campbelltown Council since 2013. During the first year, the program was focused on the importance of eating a healthy breakfast and had a catchy Peel, Pour, Pop message. In 2014 it was the Eat a Rainbow program, with children learning about the different vitamins contained in different coloured fruit and vegetables and the various parts of the body they benefit. Last year, OPAL ran the Outdoor Explorers Program, providing T & D for the staff team and a number of resources to encourage children to thoroughly explore their outdoor learning area. These included bug catchers, magnifying glasses and a range of story books. Elements of each of these programs continue to be incorporated into the kindergarten program.

Participation in physical activity is further enhanced by yearly participation in the Little Athletics Program. Skills developed here include running, jumping, hopping, hurdling and ball skills. Another regular yearly event is the hugely popular Dancify Program. This program consists of 4 dancing lessons and concludes with a end of year Disco



Key improvements sought for QA2

Standard/element 2.2.1	Healthy Eating and Physical Activity are embedded in the program for children
Identified issue	Participation in the Water – The Original Cool Drink project

Standard/element 2.2.1	Healthy Eating and Physical Activity are embedded in the program for children
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Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
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Identified issue	A focus on healthy eating at lunch time
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2.2.1	Children already drink water exclusively at kindergarten – but we are aiming at increased knowledge about why	M	<p>Distribute OPAL water bottles and information to families</p> <p>Implement the Healthy Drink program – show how many teaspoons of sugar in various drinks</p>	<p>Children able to identify everyday drinks and sometimes drinks</p>	Term 3, 2016	<p>July 2016: The importance of drinking water was a major focus of the Term 1 program. Information and drink bottles sent home. Arrangements being made for children to attend OPAL performance at TPP</p>
	<p>A reduction in the number of children eating jam or honey sandwiches at lunch time.</p> <p>Reduce the number of “junk food” items included in lunch boxes.</p>	H	<p>Collect base line data on the contents of children’s lunch boxes</p> <p>Implement a lunch cooking/preparation program providing a range of alternatives to unhealthy food</p> <p>Provide recipes and information to families</p> <p>Collect and graph data on lunch box contents after the program</p>	<p>Comparison of the 2 data sets will show a reduction of the number of unhealthy options for children’s lunches</p> <p>Children’s lunches will include some of the items introduced via the lunch program</p>	Dec 2016	<p>July 2016: Term 2 program included children being involved in cooking/making healthy lunch items. Newsletter items promoting healthy choices Dramatic change in contents of lunchboxes noted</p>

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Improvement Plan for QA3

Summary of Strengths for QA3

<p>Strengths</p>	<p>The kindergarten is a purpose built secure structure, and both the indoor and outdoor environment is designed to effectively engage every child in quality learning experiences. There is a balance of structured and un-structured activities and a range of experiences involving both built and natural environments. There is a strong emphasis on caring for the environment and contributing to sustainability. These include water conservation – tanks, subsurface irrigation, self closing taps; food production – growing vegetables, chickens that produce eggs, waste minimization and recycling.</p> <p>In 2013 an enormous amount of work was done to refurbish the kindergarten. This included the removal of all asbestos from the site, painting both internal and external, new carpet and new blinds (inside and out), remodelling of the storeroom to include a compactus unit and new shelving, the installation of a new water heater and a new security system, and the installation of an Interactive Whiteboard All of these improvements enhanced the learning environment and safety of children and staff at the kindergarten.</p> <p>Attention was then turned to the Outdoor Learning Environment with work taking place during 2014 and 2015. Features of this upgrade include a sandpit that can now be covered after kindergarten, a watercourse and bridge, and an outdoor platform area with a roof that provides shelter from the rain and high UV</p>
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Key improvements sought for QA3

Standard/element 3.1.1	Indoor and outdoor spaces etc are suitable for their purpose.
Identified issue	The library/storage room needs refurbishment to facilitate more efficient use of space and ease of access to resources
Standard/element 3.3.1	Sustainable practices are imbedded in service operations
Identified issue	To further promote the children's engagement in growing fruit & vegetables via an arbour to provide shade to swing area

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Upgrade of the library and storage room to include more cupboard space with draws to allow for more efficient storage of items. Replacement of library shelving as required to include manageable storage of Big Books	M	Discuss requirements with staff team, Governing Council and Facilities Manager Budget for refurbishment work Obtain quotes and plans from a variety of providers Decide on successful quote and proceed with work	Library / storage room will be refurbished with more efficient shelving/draw space and library shelving	DEC 2016	July 2016: Quotes in and company chosen. Work to take place early Term 3.
3.3.1	An investigation completed into the possibility of growing a fruit arbour near the swing set – this would have the dual purpose of providing shade to that area and involving children in growing fruit and vegetables.	M	Gather information from Vital Veggies regarding possible design and cost Discuss with Governing Council, staff team and Facilities Manager Decide on feasibility and make allowances in 2017 budget	A decision would be made during the current year about the feasibility of proceeding with this idea.	DEC 2016	July 2016: Plan deemed not feasible. Mobile umbrella will be purchased instead.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<p>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</p> <p>Educator to child ratios are maintained at all times.</p> <p>Non contact time is provided and enables programming, meetings with parents & inclusion professionals, and professional networking to take place.</p> <p>Communication book provided to enable all staff to participate in the development of and be well informed about the current program</p> <p>Educators, co-ordinators and staff members are respectful and ethical.</p> <p>The kindergarten has a warm and positive atmosphere or care and respect for children, colleagues and families</p> <p>There is a high level of professionalism, confidentiality and ethical conduct</p> <p>The staff team work together collaboratively and the strengths talents and interests of individual members are acknowledged and supported</p> <p>Positive working relationships and an atmosphere of openness are evident at the kindergarten. The staff team interact with mutual respect, equity and recognition of their respective skills.</p> <p>During 2013 2 members of our staff team embarked on studies to achieve a Certificate 3 in Children's Services, the minimum requirement now to work as an ECW. In DECD kindergartens.</p>
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Key improvements sought for QA4

Standard/element 4.1.1	Educator to child ratios and qualifications are maintained at all times
Identified issue	In 2016 the Educator to Child ratio has changed to 1:11.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	The kindergarten complies with the new Educator to Child ratio of 1 : 11	H	When enrolling children we are mindful of this new regulation	Currently, the enrolments for the 2 groups have been capped based on staffing provided by DECD. Future enrolments for 2016 are being directed to the Wednesday Thursday group as the capacity limit of 33 has not been reached	Feb 2016	July 2016: Ratios of Educators to Children maintained at all times.



Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>[The kindergarten has a committed, supportive and skilled staff team with a focus on the importance of developing relationships and enhancing the wellbeing of children. Priority is given to ensuring that children feel secure and confident. There is a focus on the development of the whole child – socially, emotionally, physically, culturally and cognitively. Many opportunities are provided for the children to work collaboratively and learn from each other.</p> <p>A great deal of emphasis is placed on the development of the ability to share, take turns and to use words to negotiate. Teaching of these skills takes place continuously, both in planned group sessions and spontaneously as episodes arise in free play scenarios</p> <p>The You Can Do It program is a major tool use to develop children's social and emotional competencies.</p>
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Key improvements sought for QA5

Standard/element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Identified issue	It will be necessary to analyse the needs of the new cohort of children and include plans for each child to enhance their ability to build successful and respectful relationships with adults and peers.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Children able to manage their own behaviour, respond appropriately to others and effectively resolve conflicts	H	<p>Analyse children's current skills and plan appropriately to develop them</p> <p>Develop strategies as a staff team to ensure consistency</p> <p>Identify sections of You Can Do It program that are relevant to groups of children.</p>	Children able to share, take turns, use words to negotiate	Dec 2016	July 2016: All children progressing towards in awareness of the rights and responsibilities of being a member of the kindergarten community

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

There are effective enrolment and orientation processes available for families and information is available in a range of formats including via the kindergarten website. A Parent Information Night has been incorporated into the orientation process and these have been very well attended. Parents receive an updated copy of the kindergarten handbook and tips on how to successfully manage their child's transition to kindergarten. Families are welcome to visit the kindergarten at any time. There are transition visits that have replaced the old Pre Entry term and these are valuable opportunities for children to have a gentle introduction to kindergarten life. Early in the kindergarten year there is a Kindergarten Picnic at the Thorndon Park Reservoir, giving families the opportunity to get together in an informal gathering and get to know other families attending the kindy. Regular newsletters keep families up to date with aspects of the curriculum, the improvement plans and upcoming events. Newsletters are available in hard copy and are emailed out to families.

There are numerous ways in which families are encouraged to be involved in the kindergarten. These range from providing recyclable materials for children's creations, sharing skills such as playing musical instruments or speaking different languages, assisting the children with cooking activities, accompanying children on excursions, and caring for the kindergarten chickens during holiday time. All parents are cordially invited to become members of the Governing Council.

On enrolment, a great deal of information is sought from families in order to help children settle easily into kindergarten. This includes information on their interests and skills, their past experiences, and details of any developmental issues that they may have. All parents are invited to have a parent/teacher interview early in their child's second term of kindergarten. During this interview, we seek the input of parents when setting goals for children's learning for the next 2 terms. . Information about community services is available and prominently displayed in the kindergarten foyer

There is a high level of collaboration with local primary schools in order to promote smooth transitions for children and with service providers to enhance the inclusion and participation of all children in the program. There is a high level of engagement with the local community, with schools, performers and presenters visiting the kindergarten. .

Key improvements sought for QA6

Standard/element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	
	Identified issue	Parents have indicated that they would like more opportunities to provide feedback and input into the educational program
Standard/element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing	
	Identified issue	The kindergarten will investigate ways to provide families with opportunities to explore their attitudes and understandings of their child as a powerful learner, and as a learner and user of literacy and numeracy in the preschool environment.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.1	Parents to receive regular information on the kindergarten curriculum with means to provide feedback and suggestions attached	M	Director to email parent community with summary of curriculum at end of term Parents asked for feedback on their child's learning – suggestions on topics of interest	Parents receive summary of term Kindergarten receives feedback from parents	May, 2016	July 2016: Parent's provided with regular summaries of the kindergarten curriculum via newsletter
6.2,2	Provide information to parents to support them in their role as mentor for their child. Focus on the child as a powerful learner and a user of literacy and numeracy	M	Regular emailing of information and invitations to events Hosting of guest speakers either at the kindergarten or via partnership	Parents receive information in the form of: Newsletters Reference to websites Information on workshops and guest speakers	December 2016	July 2016: Relevant info provided in newsletters Parent's invited to quest speakers including Joanna Buttfield, Clare Crew

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>There is a suitably qualified and experienced leader of the kindergarten. There are induction processes for new members of staff, and the kindergarten aims to have consistency and continuity of educators. The role of the Governing Council is well established and includes contributing to the development of policies and the approval of the Annual Site Budget. There is a commitment to continuous improvement both on a site level and as individual educators, with all staff having a personal development plan.</p> <p>The Site Philosophy Statement was updated in 2012 with input from the community, the staff team and Governing Council. It is displayed in the foyer of the kindergarten and guides our work, outlining our beliefs regarding Children; Families and the Community; The Curriculum; and Educators.</p> <p>The Administrative systems of the kindergarten comply with DECD requirements.</p> <p>During 2015, the Healthy Food Policy, the Behaviour Management Policy and the Skin Protection & Hot Weather Policies were reviewed by the staff team and the Governing Council.</p>
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Key improvements sought for QA7

Standard/element 7.2.1	A statement of philosophy is developed and guides all aspects of the services operations	
	Identified issue	Our Philosophy Statement is due for review.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	Review of the Philosophy Statement	M	Feedback sort from Staff Team, Governing Council and Kindergarten	New Philosophy Statement distributed to community and displayed	DEC 2016	July 2016: Philosophy Statement has been distributed to Gov Council Members Will

			<p>Community</p> <p>Feedback analysed and Philosophy statement reviewed in relation to this</p> <p>Draft developed by staff team</p> <p>Draft presented to Governing Council for feedback and ratification</p>	appropriately		be reviewed in staff meeting.
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