QUALITY IMPROVEMENT PLAN FOR
VICTOR HARBOR COMMUNITY KINDERGARTEN

2015

Site Context:

Victor Harbor Community Kindergarten is a stand-alone centre with a site capacity for 45 children per session. Most children attend 2 full days and alternate Friday mornings which equates to 15 hrs per week. The centre is staffed by 3 permanent full-time staff – Director, Teacher and ECW with an additional 0.4 Teacher, a 0.2 ECW and an occasional Pre-school Support worker. The centre also has, “Learning Together at Home” outreach service and the regional “Family Day Care” Office on site. Preschool children can access local bus runs which drop off and pick up at the kindergarten to provide access to children in isolated areas on the Fleurieu. The kindergarten has a close affinity with the local environment and engages in environmental awareness programs in relation to the coast and local bush land. There are links with local community child care centre and primary school which support community partnerships and smooth transitions. The kindergarten accesses the local Library through walks to participate in literacy programs. Opportunities are also available to connect with the local High school through visits and work experience student programs. We also visit the local nursing home as part of our community participation and enjoy building strong links with other community members.

Statement of Philosophy:

(Issue 4, 2014)

CHILDREN

We believe:

- Children are capable and resourceful learners who are active contributors to their own learning.
- Children need to be valued as individuals
- Children have rights
- Children can develop trust and confidence and positive self-esteem through a supporting and nurturing environment

Therefore we:

- Implement child centred program based upon the principles in the National Early Years Learning Framework (EYLF) – “Belonging, Being and Becoming”, RRR (Reflect, Respect, Relate) and “Kids Matter” Principles.
- Foster children’s empowerment through being involved in their own decision making where children’s voice is valued.
- Implement a “Keeping Children Safe Curriculum” that addresses the child’s rights, their personal safety and provides preventative measures against any forms of intimidation.
• Promote each child’s confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings skills, values and sensitivities and promote success.
• Implement an inclusive approach to positively support children’s growth of identity, self-esteem & critical thinking
• Support each child to reach their full potential in accordance with their individual ability.

FAMILIES
We believe:
• Trust, respect and collaboration forms the basis for strong partnerships between families and staff
• Family, children and staff form a caring community
• Family involvement is integral to a high quality program

Therefore we:
• Are committed to open and constructive communication with families which includes both incidental and planned discussions (i.e. formal interview times), child portfolios, notice board displays and newsletters
• Strive to have empathy and be responsive to family needs and provide thoughtful and appropriate support when required
• Encourage families to engage in meaningful participation within the program

PROGRAM
We believe:
• Children learn through “Play”
• Children learn through collaboration and communication with other children and adults and through interactions with the environment with focus on “Nature play”
  • Children can become environmentally responsible and show respect for the environment.
• Children need opportunities to practice and consolidate their skills in the key learning areas including language and literacy, creative and expressive arts, Numeracy, science and social and emotional development and work towards learning outcomes as expressed in the EYLF—“Belonging, Being and Becoming”
• A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development
• Diversity within our centre, families, staff and wider community will be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social bias.

Therefore we:
• Implement a flexible program that is responsive to the evolving nature of the early childhood environment and provides for different learning styles.
• Make observations of children and document their work to inform possibilities and opportunities for future planning.
• Use both the indoor and outdoor environment to encourage children’s ability to observe, explore, investigate, imagine, make choices and problem solve.
• Provide attractive well maintained play areas with emphasis on embedding sustainable practices and natural resources in the environment.
• Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity and begin an awareness that managing life’s challenges is necessary to function in society.

STAFF
We believe:
• Staff are committed to working for the best interests of children and families by promoting Early Childhood Education.
• Each staff member brings fundamental, personal qualities to the centre environment such as empathy, respect, warmth and a passion for learning.
• In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentially is maintained.

Therefore we:
• Provide opportunities for staff to share in decision making and to obtain feedback
• Provide a safe and comfortable working environment with release time for programming and other duties
• Provide ongoing professional development for staff
• Participate in Professional Development Review with the site leader twice annually (focus on site’s Quality Improvement Plan)

COMMUNITY
We believe:
• Always to strive to be the best we can and highlight the importance of Early Childhood Education in the community by sharing our knowledge and experience.
• We are an integral link to information and support services within the wider community.
• In the importance of nurturing established relationships with community organizations, council and local schools and preschools.
• The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs.

Therefore we:
• Ensure we operate within the guidelines set down by DECD and the governing council and professional bodies.
• Use established channels of communication with committee, council and the community.
• Encourage early childhood and work experience students to contribute in a positive manner to our program.
• Establish close ties with the local Primary and High school for networking, shared training, resource sharing and shared understanding of our families and their needs.
• Utilise local services in an effective and meaningful way.
• Evaluate our centre goals and program regularly.
<table>
<thead>
<tr>
<th>Standard Element</th>
<th>What outcome or goal do we seek?</th>
<th>Strengths</th>
<th>How will we achieve this outcome?</th>
<th>How will we measure our success?</th>
<th>By when Will we Achieve This?</th>
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<tbody>
<tr>
<td>QA1 Educational Program &amp; Practice</td>
<td>“Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.” “Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation”</td>
<td>Staff work tirelessly towards collecting and celebrating each child’s individual and group skills. A lot of time is spent collecting evidence to put into the children’s individual books, Numeracy folder and Floor Books. Critical reflection and monitoring of chn’s progress is used to collect data on chn’s knowledge &amp; interests and forms the basis for programming. Interventions are put in place if required and progress monitored by the team.</td>
<td>Link with EYLF document and Preschool N &amp; L Indicators. Staff will spend time developing close relationships with children especially those that are in their focus group. Term 1 is spent focussing on “BELONGING” and this term is a time that staff get to know new children and their families. This develops children’s trust and confidence which is crucial to their success as learners. Daily reflections and staff discussions will reflect children’s knowledge &amp; interests and programming follows this. Evidence is shown in our Numeracy Folder, Floor books, Individual children’s books and on our planning board. Each Term each child’s Statement of learning is updated and evidence of learning reported.</td>
<td>Positive feedback from families and children either informally or through surveys. Information is collected on each child and forms the basis of our Statement of Learning.</td>
<td>Ongoing thoughout the year.</td>
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**QA 1 Progress:**

**T1:** The staff have started meeting with families for interviews and discussions to get to know the children’s backgrounds and individual needs and concerns and parental expectations regarding their child’s learning. We are continuing these in term 2 as it is impossible to get through 64 interviews in one term. The staff have developed ILP’s based on these interviews and reported on each child’s individual learning journey in their “Statement of Learning”. Daily critical reflections are written up in our program folder and staff have been focussing on Numeracy outcomes and familiarising themselves with the N & L indicators. We have started collecting evidence into a folder and staff have been doing professional readings around this subject. At staff meetings this has also been discussed and Chris has shared information and professional development training with the staff. Numeracy and literacy is a curriculum focus and is planned for each week. Anne has set up a Literacy board with cards and information for parents to read and take home. Through our program staff are using take home notes and activities to include families in activities that support numeracy, literacy and environmental awareness. This also helps to inform parents and offers them an opportunity to be involved in our program and have a voice regarding our curriculum and feedback.

**T2:** Staff have read the “Great Start, Strong Foundations, Powerful Learners: Numeracy & Literacy” Booklet and looked at increasing the children’s thinking processes.
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<th>QA 2</th>
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<tr>
<td><strong>Children’s Health &amp; Safety</strong></td>
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<td><strong>2.1.1</strong></td>
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<td><strong>2.1.2</strong></td>
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<td>“Each child’s health needs are supported”</td>
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<td>“Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.”</td>
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<td>Staff have all been trained in appropriate DECD First Aid Training. We have systems in place to monitor and support chn’s health needs. Staff have been trained in supporting chn. with various temperaments to feel a sense of belonging. Staff work together to develop strong relationships with children and families.</td>
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<td>Systems are in place to support health needs. Further training has been planned for 2015. Staff will develop close relationships through focus group times and individual experiences to get to know children and monitor their comfort level through observation and provide quiet rest times as required. These will happen mainly in the afternoons. Staff will monitor this and tweak as necessary always being mindful of growing needs and changes to group dynamics, maturity and skill levels.</td>
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<td>The children’s behaviour will be evidence of this. Calmer more productive days will increase throughout the year. RRR Wellbeing scale will help to measure this.</td>
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<td>Ongoing throughout the year.</td>
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**Progress:**
**T1:** Staff have a process in place to support children’s ‘first-aide’ type injuries, that inform parents and require a signature from staff and parents. Medication is logged and forms are filled in by staff and parents. Staff have focussed on developing strong relationships with the children and have been working with parents to support their child’s health and wellbeing needs. 4 children have transitioned from all mornings to 2 full days and the children’s energy levels and interests are accommodated by staff offering different quieter activities in the afternoon.
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<th><strong>QA 3</strong></th>
<th><strong>Physical Environment</strong></th>
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<td><strong>3.2.1</strong></td>
<td><strong>3.3.2</strong></td>
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<td>“Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.”</td>
<td>Staff have a passion for Nature Play and are working with the community to develop this. The centre has spent time and money on developing its natural and built environments to provide an engaging quality learning environment for children. We are fortunate to have a large yard and building which is very well maintained and provides a rich learning environment for the children. Staff have nurtured a positive relationship with community groups that extend our Nature and sustainability Curriculum.</td>
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<td>“Children are supported to become environmentally responsible and show respect for the environment.”</td>
<td>Staff have planned nature experiences throughout the year and wish to utilise the Inman River area for more frequent walks. Our coast is also a wonderful area to visit and learn from. Our focus will be on Nature Play in 2015. Continue to inform children about our re-cycling and caring for our garden. Observe and discuss what we find and observe. Invite a speaker from our local re-cycling centre to discuss re-cycling and sustainable practices with the children. Go for walks to the beach and Inman River area, study and discuss what we see. Record information in Floor Books. Focus on the Literacy and Numeracy opportunities provided to record and support our growing understanding of the Preschool Indicators.</td>
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<td></td>
<td>Collect data via photos, discussions, learning stories and floor books to support this. Collect Parent comments and feedback. Focus on reporting on Numeracy and Literacy progress in Statement of learning reports. Look at what this data is telling us to then implement areas of intervention in required or celebrate our success!</td>
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<td></td>
<td>Ongoing though out the year.</td>
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Progress:
T1: We have had 2 very successful excursions and one incursion that have focussed on our natural and local environment. An Inman River Bush Walk and a Beach Walk plus Clancy from the Coastal Guardian Group came and talked about our coast and how rubbish impacts on our wildlife. The children’s interest was tweaked and we have had a lot of interest in this area coming through the curriculum. Anne set up a Nature Treasure Hunt for the children to do in the holidays with families.
**QA 4**  
**Staffing arrangements**  
4.2.2

| “Educators, work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.” | Staff critically reflect and discuss children and individual needs each day. This is logged in a folder and future plans and programming ideas develop from this. We see ourselves as life-long learners and are always open to ideas and new ways of doing things. Staff have identified areas for Training and Development throughout the year. Our focus is on familiarising ourselves with the N&L Indicators, Nature Play and Social/Emotional wellbeing. | Educators discuss their philosophy and practice to share with other staff, to learn, affirm, support and develop our cohesive pedagogy. Staff will develop a shared vision and review our existing one. Review our Philosophy/Statement of Principles at the end of the year. Staff will work together to look at how best to collect and report on data and information about the Preschool indicators and how this fits in and augments our Preschool Pedagogy. Deprivatisation of Practice is a goal this year and staff will present their PDR’s to the team for reflection on best practice with warm feedback and ‘what next’ suggestions. This will evolve over the year with staff involvement and ideas about the process and how best to move forward. | Staff well-being, motivation and morale would be high. Educators would feel a strong sense of belonging to a cohesive TEAM. Staff well-being survey. Staff meeting minutes. RRR scale. PDR feedback protocol. | Ongoing with PDR’s presented in Term 1 then reviewed again at the end of term 3. |
**Progress:**

**T1:** Staff have all presented their PDR's to the staff team this term using the Fleurieu Partnership Protocol. This was to support our ‘Deprivatisation of practice’. Staff received 2 lots of warm feedback and one ‘what next’ suggestion. This was at first daunting, but staff later found this to be a positive experience. Staff have been diligently doing lots of professional reading to support our curriculum focus and critical reflection. Staff fill in our daily observations and reflections with a weekly summary that informs our program the following week. Focus children are discussed at staff meetings and interventions put in place. Numeracy and Literacy is a curriculum focus with this being planned and reflected upon and this then informs our future planning cycle.
<table>
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<tr>
<th>QA5</th>
<th>Relationships with children</th>
<th>5.1.1</th>
<th>“Interactions with each child are warm, responsive and build trusting relationships.”</th>
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<td>Staff have achieved a score of ‘4’ in our 2014 RRR relationships scale. Staff are very mindful of the importance of developing positive relationships. We have organised our sessions and days to reflect this. Sessions have changed to build consistency and develop security. Staff have identified a need for further training in this area and will look at obtaining this during the year.</td>
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<td>Staff will do the RRR wellbeing scale at the end of Term 1 and again at the end of the year. Staff also offer parent teacher interviews in term 1 and early in term 2. This helps to develop and build positive and trusting relationships with both children and families. Confidence and developing trusting relationships are crucial to the wellbeing and success of learners. Staff will encourage child and parent voice as feedback and a way of gathering further information to support developmental outcomes and learning.</td>
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<td>Children have fewer conflicts each day and become more resilient and respond positively to each other and staff. Do RRR assessment to determine how we going. Children will be happier and proactive in their play choices. Children will present in a calm, receptive manner throughout the day.</td>
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<td>Ongoing through the year.</td>
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**Progress:**

T1: Due to the high numbers of anxious children this year, staff have spent a lot of time and effort to accommodate these children into our program so they feel happy and safe and therefore are better able to engage with the curriculum and other children and staff. Consistency and predictability have been very important in supporting these children, which has worked very well with all children becoming more relaxed and happy, settling into our routine and kindergarten curriculum very well. These children have needed less and less 1-1 intervention as the term has moved along.
QA6
Collaborative partnerships with families and communities
6.3.1
“Links with relevant community and support agencies are established and maintained.”

Staff have a strong community awareness that has developed over many years. Staff have a lot of collective knowledge that has been gathered over many years of experience. Links with the community have always been a priority. Parents are supportive of what we do.

Strong links with the community will be maintained by continued communication and use of their services. Staff will maintain strong links with the local schools by attending meetings and training sessions plus taking groups of children for excursions and visits. Chris will attend local provider meetings. The kindergarten will use parents as much as possible when buying products and services and by inviting them to share their knowledge through our program. Staff will have combined staff meetings at least once a term with staff from LT@H and FDC. The kindergarten will advertise an open day in term 3 and offer Pre-entry sessions in term 4 to encourage new families to enrol for the following year.

Positive feedback and raised awareness of our centre in the community. We will increase our enrolments due to community awareness.

Progress:
T1: We have invited Stephen Hedges a local community member to come and discuss the Inman River and Bush Walk excursion. Parents and children enjoyed his presentation. We have had lots of parents help out on each excursion. Staff have decided to meet with LT@H and FDC staff each term to discuss shared families and what else is happening at their work sites. Staff have advertised our centre in the local Times Newspaper. Our Governing Council has 12 very enthusiastic members with parents offering support through gardening, donations and Working Bees. Chris and Gaynor attended the local Provider Network Meeting whilst Anne and Christine attended T&D training. The children were invited to join in with VHR-7 school Sports Day which was a very positive experience for everyone. We hope to continue this next term.
| QA 7 | Leadership & service management | Updates and progress about our QIP will be on-going throughout the year. Staff will review our centre’s Vision statement and Statement of Principles at the end of each year in preparation for the next year. A pupil free day will be planned for term 4. Staff will discuss our Pedagogy and how this colours our curriculum and provide a basis for the following years goals. Progress Data will be critically reflected on and our Program adjusted accordingly with N & L indicators embedded throughout our curriculum. |
| 7.2.1 | “A statement of philosophy is developed and guides all aspects of the service’s operations.” Staff are very experienced and bring a wealth of knowledge and various skills which we utilise throughout our service. We all work to our individual strengths in a cohesive way. Staff will work together as much as possible to write up and report on individual children, decide on possible interventions, track and monitor children’s progress against N&L Indicators. |
|  | Our team develops a cohesive approach and a successful Philosophy that we all approve of throughout the year. N&L indicators and how report on these will become more familiar and staff will be confident uses of this resource. | Reviewed again in Term 4. |
Progress:

T1: The staff have been discussing and collecting ideas and information about the new N & L indicators. Professional readings have been read on this topic and Chris has shared her T&D information about this. Our Vision and philosophy will be reviewed and updated in Term 4 with a closure day planned. Staff are discussing how best to collect and collate data for Numeracy Plus targets. Staff have been extremely busy collecting information and writing up ILP’s for families and updating each child’s Statement of Learning.