

QUALITY IMPROVEMENT PLAN FOR VICTOR HARBOR COMMUNITY KINDERGARTEN

2018



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 a 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 schools which support community partnerships and smooth transitions to school. 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 have 4 Pupil-free days a year for staff training.

We are open during School Terms only.

We have two groups:

- Mon/Wed group (8:15-3:00 pm) plus Friday fortnights 8:30-11:30 weeks 1, 3, 5, 7, 9
- Tues/Thurs group (8:15-3:00 pm) plus Friday fortnights 8:30-11:30 weeks 2, 4, 6, 8.

We also offer another option for some children who may wish to attend 4 mornings:

- (M-Th.: 8:15-12:00).

These groups are divided into 2 focus groups, the Penguin group and the Seal group, with a Teacher responsible for leading these groups at Mat times and for writing two Reports through the year:

- Statements of Learning in Term 4 which is a final summary of a child’s learning journey through the year.
- Individual Learning Plans. These are collaborative documents that are written by a child’s focus group Teacher in conjunction with the child’s parent.

This QIP has been written by Chris Taylor (Director) in Collaboration with our staff team:

- Anne Taggart (0.6 Teacher)
- Adele Nightingale (0.2 Teacher/0.2 Director)
- Katie Czerwinski (0.6 Teacher)
- Gaynor Russell (1.0 ECW2)

Statement of Philosophy:

(Issue 7, 2018)

This Statement of Philosophy was written and agreed to by the whole staff team.

It has been displayed on our notice board and is available on our website.

Our most recent review has been developed by our current staff team of 2018.

The staff refer to this statement regularly when developing their own PDR's, when working with families to develop a child's Individual Learning Plan, when we are reviewing our QIP and Annual Report. It is also useful at Governing Council Meetings when parents have questions around our philosophy and when we have Parent Information nights, informing families of our curriculum.

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 the right to feel safe
- Children can develop trust and confidence and positive self- esteem through a supportive and nurturing environment

Therefore we:

- Implement a 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 supporting them to be 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 and a Growth Mindset.
- Implement an inclusive approach to positively support children's growth of identity, self- esteem, resilience & 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, emails and newsletters. Plus, using Apps such as 'See-saw' and 'Pencil' to quickly inform families of their child's progress throughout the day.
- 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 exploring and interacting with their environment and through intentional and explicit play experiences.
- Children learn through collaboration and communication with other children and adults and through interactions with the environment with a 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 language and Literacy, creative and expressive arts, Numeracy, science and social and emotional development and work towards the learning outcomes as expressed in the Early Years Learning Framework - "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 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 an emphasis on embedding sustainable practices and natural resources in the environment.
- Introduce children to a wide range of social and cultural experiences, 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.

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
<p><u>QAI</u> <u>Educational Program & Practice</u></p> <p>1.3.2</p> <p><i>Critical Reflection</i></p> <p>1.3.3</p> <p><i>Information for Families</i></p>	<p>“Critical Reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.”</p> <p>“Families are informed about the program and their child’s progress.”</p>	<p>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, Observation folders and Display Books. Critical reflection and monitoring of children’s progress is used to collect data on children’s knowledge & interests and forms the basis for programming. Interventions are put in place if required and progress monitored by the team via our reflection diary, staff meetings, focus groups and the Collaborative Planning tool.</p>	<p>Link with EYLF document and Preschool N & L Indicators plus the CBT (Collaborative Planning Tool) and evidence and data collected via RRR. Staff to continue to use and evaluate how we collect data for reporting and whether this is useful?</p> <p>Staff will spend time developing close relationships with children especially those that are in their focus group. Term 1 is spent focussing on the children’s sense of “BELONGING” to our Kindergarten group and each child’s sense of inclusion and identifying with their focus group. 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 & interests and programming follows this. Evidence is shown in our Portfolios, Program, Daily Reflection Diary, See-saw app and Observation Folders.</p> <p>All staff make notes on individual children and these are collected and an interview with that child’s family is offered and an Individual Learning plan agreed upon between parents and staff. In some cases we will offer follow up chats with families about their child’s progress. Staff will incorporate child and parent voice in this process.</p>	<p>Positive feedback from families and children either informally or through surveys. Information is collected on each child and forms the basis of our Individual Learning Plans and final summary document, the “Statement of Learning” in Term 4.</p>	<p>Ongoing though out the year. Staff will discuss this as part of our fortnightly staff meetings and each night after our session has finished through our Reflection Diary.</p>

QA 1 Progress:

T1:

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
-------------------------	---	------------------	--	---	--------------------------------------

<p><u>QA 2</u></p> <p><u>Children's Health & Safety</u></p> <p>2.1.2</p> <p><i>Health practices and procedures</i></p>	<p>"Effective illness and injury management and hygiene practices are promoted and implemented."</p>	<p>Staff have all been trained in appropriate DECD First Aid Training. We have systems in place to monitor and support children's health needs. Staff have been trained in supporting children with various temperaments to feel a sense of belonging. Staff work together to develop strong relationships with children and families. Staff have a keen interest in healthy eating and supporting children and their families with special dietary needs. As part of our program staff have been doing regular cooking and we have also invited parents to come in and share their cuisine with us!</p>	<p>Policies and Systems are in place to support health needs. Staff have put routines in place to support and implement effective hygiene practices. These includes songs, rhymes, regular toilet visits with staff and visual labels in the bathroom area to support children in understanding the importance of washing their hands and toileting 'skills'. Staff have requested copies of immunisation records and inform parents of recent health outbreaks. Staff monitor all children's health regularly and ring parents as soon as they recognise a health issue and a child needing to return home. Healthy eating is encouraged via our program, displays, literacy packs, parent borrowing, discussion and the 'Green Lunch Box' program.</p>	<p>The children's behaviour will be evidence of this. Calmer more productive days will increase throughout the year. Accident report forms will be fewer. Less children will be exposed to others who are contagious.</p>	<p>Ongoing though out the year.</p>
<p>Progress: T1:</p>					

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
------------------	----------------------------------	-----------	-----------------------------------	----------------------------------	-------------------------------

<p><u>QA 3</u></p> <p><u>Physical Environment</u></p> <p>3.2.1</p> <p><i>Inclusive Environment</i></p>	<p>“Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.”</p>	<p>Staff have a passion for natural 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.</p>	<p>The kindergarten has been regularly maintained, through daily reflections and daily outdoor playground checks staff will be able to monitor these spaces and implement suitable and sustainable facilities and resources.</p> <p>The children will engaged in our curriculum this will be evident through RRR data collected as well as overall behaviour throughout the day and via observations collected, recorded and discussed.</p> <p>Staff are working tirelessly to engage all children into our curriculum through developing individual programs and supporting individual needs.</p> <p>We have now developed a proper staff room! This has given more space in the area adjacent to our kitchen for quiet child and family play.</p>	<p>Collect data via photos, discussions, learning stories and Display books to support this. Collect Parent comments and feedback. Recorded growth in our CBT. Feedback via our Parent staff chats. Positive feedback around our changes.</p>	<p>Ongoing though out the year.</p>
--	--	---	---	---	-------------------------------------

QA 3 Progress:
T1:

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
------------------	----------------------------------	-----------	-----------------------------------	----------------------------------	-------------------------------

<p><u>QA 4</u></p> <p><u>Staffing arrangements</u></p> <p>4.2.1</p> <p><i>Professional Collaboration</i></p>	<p>“Management, educators and staff work with mutual respect and collaboratively challenge and learn from each other, recognising each other’s strengths and skills.”</p>	<p>Staff critically reflect and discuss children and individual needs each day. Staff work together supportively to find the best way to engage children with our program. This is logged in a folder and future plans and programming ideas are developed 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 supporting many children this year with ASD and speech issues as well as stretching children who are ready to work on developing the potential in both staff and children. Staff are always mindful of respectful communication with others.</p>	<p>This year we have continued employing a 0.2 Teacher and due to our enrolments we have continued to have an extra 0.5 ECW position. There are always 4 Educators on the floor working with children to fulfil ratio requirements. 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 still part of our working collaboration. We are looking at developing more imaginative play boxes and sharing these and other ideas with each other. This will evolve over the year with staff involvement and ideas about the process and how best to move forward and to develop a cohesive team approach. Due to our extra staffing this has allowed for more small groups of intentional teaching moments which we hope will improve and enhance children’s learning and wellbeing. Regular PDP reviews twice a year with Director and individual staff members.</p>	<p>Staff will feel a strong sense of success with supporting, developing and extending children’s learning. Children’s learning outcomes will improve and their wellbeing and development positively supported. Children will be calmer and happier in their day to day interactions.</p>	<p>Ongoing with PDR’s presented in Term 2 then reviewed again at the end of term 3.</p>
---	---	---	---	---	---

QA 4 Progress:
T1:

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
<p><u>QA5</u></p> <p><u>Relationships with children</u></p> <p><i>5.1.1 Positive Educator to child interactions</i></p> <p><i>5.2.2 Self-regulation</i></p>	<p>“Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.”</p> <p>“Each child is supported to collaborate, learn from and help each other.”</p>	<p>Staff are very mindful of the importance of developing positive relationships. We have organised our sessions and days to reflect this. Sessions and associated Educators have changed to build consistency and develop security. Support staff are employed to cater to individual needs.</p>	<p>Staff will 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. This also helps staff to get to know individual children and their interests. Confidence and developing trusting relationships are crucial to the wellbeing and success of learners. Staff are mindful of supporting children’s individual needs and providing alternative routines to support them transitioning positively between learning areas.</p> <p>Staff will encourage child and parent voice as feedback and a way of gathering further information to support developmental outcomes and learning.</p> <p>Staff will work closely with children to effectively manage their behaviour and interact positively with others. Our program will reflect children’s interests and cultural and family backgrounds to help them feel acknowledged and supported in our kindergarten.</p>	<p>Children have fewer conflicts each day and become more resilient and respond positively to each other and staff.</p> <p>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.</p> <p>Children’s and Parent voice will reflect positive responses to our program.</p>	<p>Ongoing through the year.</p>
<p><i>QA 5 Progress:</i> T1:</p>					

Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?
<p><u>QA6</u></p> <p><u>Collaborative partnerships with families and communities</u></p> <p><i>6.1.2 Parent views are respected</i></p> <p><i>6.2.1 Transitions</i></p>	<p>“The expertise, culture, values and beliefs of families are respected and families share in decision making about their child’s learning and wellbeing.”</p> <p>“Continuity of learning and transitions for each child are supported by sharing in formation and clarifying responsibilities.”</p>	<p>Staff have a strong belief in the importance of working with families in partnership to develop the best outcomes for children.</p> <p>Staff believe in developing strong links with local schools to ensure positive transition for all children to schools.</p>	<p>Staff will offer Parent/Teacher chats to collaboratively work with parents around developing positive outcomes for individual children. This is then written up as an ILP and parents are asked to read and sign these.</p> <p>Strong links with the community will be maintained by continued communication and use of their services. Staff offer parent workshops via Fleurieu Families and continue to refer children to SFHS. Staff will maintain strong links with the local schools by attending meetings and training sessions plus taking groups of children for excursions and visits. Staff will link in with VHR-7 as much as possible with visits and developing a positive Transition to school program.</p> <p>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.</p>	<p>Positive feedback and raised awareness of our centre in the community. We will increase and/or sustain our enrolments due to community awareness.</p> <p>Children have a positive transition from home or child care to kindergarten, from learning area to learning area and when transitioning to school.</p>	<p>ongoing</p>
<p>Progress:</p> <p>T1:</p>					
Standard Element	What outcome or goal do we seek?	Strengths	How will we achieve this outcome?	How will we measure our success?	By when Will we Achieve This?

<p><u>QA 7</u></p> <p><u>Leadership & service management</u></p> <p>7.1.3 <i>Roles and Responsibilities</i></p>	<p>“Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.”</p>	<p>As a Staff we have a mixture of experience 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 and to provide continuity in our program and any interventions that may be required.</p>	<p>Staff have a clear and extensive Induction to our site. PDP’s are planned and reviewed twice a year for all staff. Staff communicate well via communication book and reflection diary and staff meetings.</p> <p>Our AGM will be attended well and a Governing Council elected. Regular meetings are held twice each term. Reports are presented and voted/approved appropriately each meeting and the correct paperwork filled in especially for Auditing purposes.</p>	<p>Positive feedback from families in our Parent Survey and at meetings.</p> <p><u>Staff are happy and are working together well and feel supported.</u></p>	<p>Ongoing.</p>
<p>QA 7 Progress: T1:</p>					