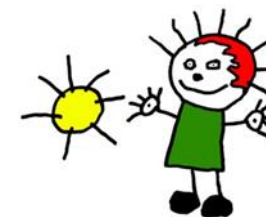




Government of South Australia
Department for Education and
Child Development



Magill Kindergarten

Quality Improvement Plan 2016



Service details

| | |
|---|--|
| Service name Magill Kindergarten | Service approval number: SE-00010597 Assessment and Rating ID: ASR-00016855 |
| Primary contact at service | |
| Isobel Quick | |
| Physical location of service | Physical location contact details |
| Street: 26 Edward St Suburb: Magill State/territory: SA Postcode: 5072 | Telephone: 08 83324803 Mobile: Fax: (08) 83646876 Email: dl.4641.leaders@schools.sa.edu.au |
| Approved Provider Department for Education and Child Development | Nominated Supervisor |
| Primary contact: Ann-Marie Hayes Telephone: (08) 82263463 Mobile: Fax: (08) 82260159 Email: AnnMarie.Hayes2@sa.gov.au | Name: Service Certified Supervisor (CS-00011349) Isobel Quick Telephone: 83324803 Mobile: Fax: Email: isobel.quick318@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.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------------|--------|---------|-----------|----------|--------|----------|--------|
| Opening time | 08.15 | 08.15 | | 08.15 | 08.15 | | |
| Closing time | 15.45 | 15.45 | | 15.45 | 15.45 | | |

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.

Parking is readily available in the adjacent car park. There are 2 Pupil Free Days for staff professional learning each year. Parents are given at least 1 month notice of the date. The next pupil free day is on Friday 11th November 2016. Term 4 2016 begins on 17th October and ends on 16th December.

We have excursions planned for Tues 25th and Thursday 27th October and Thursday 3rd, Monday 7th Friday 18th and Tuesday 22nd of November 2016.

On Tuesday 18th October and Thursday 20th October we have the photographer visiting.

How are the children grouped at your service?

Children attend either Monday and Tuesday, or on a Thursday and Friday. Children are also grouped for literacy/numeracy groups based on age, learning needs, and interests.

Sessions are allocated on the basis of parent choice. Being part of a consistent group allows children to gain a sense of “belonging” and ownership of their kindergarten. They can more easily develop and maintain friendships and educators can plan effectively for their learning. By having two consecutive days we hope to meet the needs of parents who often work 2 consecutive days, and this also allows children to continue with projects commenced the day prior. Experiences are fresh in their minds to build upon the following day.

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

Preschool Director Isobel Quick

Service Statement of Philosophy

At Magill Kindergarten, we draw from children's interests, strengths, capabilities and needs to create an engaging learning environment. We value each child's uniqueness and provide a curriculum where children can be involved in decisions, have fun, and develop a positive attitude to learning.

We provide a caring learning environment where children experience a sense of belonging. Educators celebrate and build on our multicultural community. Supportive relationships are developed amongst children, staff and families. By working in partnerships with families, children and educators co-create a learning environment that is stimulating and challenging.

By planning a curriculum that includes enquiry questions children learn from each other, the environment, by experimenting and problem solving, play and discussion. They develop the ability to think deeply and imaginatively, to collaborate with others, to research and to communicate their ideas.

Educator's holistic approach to planning provides for intentional and spontaneous play while providing a balance of both indoor and outdoor play, individual and, small and large group activities. They explore, experiment, problem solve, practice and learn. All children are capable learners and are able to succeed.

Educators develop deep knowledge of each child through documenting, assessing, and critically reflecting which enables them to guide children's learning.

We further build on the range of experiences with language, literacy and numeracy that children have within their families. Our curriculum is rich in print and oral language experiences.

Our Values

| | | | |
|-------------------------|--|--------------|--|
| Sustainability | <ul style="list-style-type: none"> • Environment • Relationships/partnerships • Work practices • Finance | Creativity | <ul style="list-style-type: none"> • Different ideas • Different solutions • Thinking • Questioning • The arts • Real life • Science • Becoming • Being • 21st century learning |
| Diversity | <ul style="list-style-type: none"> • Personality • Family structures • Celebrating uniqueness • Culture | Respect | <ul style="list-style-type: none"> • Each other • Adults • Parents • Families • Cultures • Positive environments • Belonging |
| Inclusion | <ul style="list-style-type: none"> • <u>All</u> children/families • Rights • Equity • Relationships • Special needs • Various cultures • Belonging/being/becoming | Partnerships | <ul style="list-style-type: none"> • Children • Parents • Staff • Schools • Professional support systems • Community • Belonging |
| Multicultural Community | <ul style="list-style-type: none"> • Languages • Cultures • Australian cultures • Different life experiences • Acceptance • Cultural/religious practices • Celebrating • Being | | |

Quality Improvement Plan for QA1 Educational program and Practice

Summary of strengths for QA1

Strengths

The site has a collaboratively developed and annually reviewed statement of philosophy and values. The staff plan, implement and reflect upon a curriculum guided by the Early Years Learning Framework, incorporating information from parents and drawing from their careful observations of and discussions with, children. This interactive process drives development of the program. Reflective, documented discussion at staff meeting and incidentally each day, results in revision of plans, routines and changes to the environment where beneficial. A documented process for assessing each child's learning, hearing the voice of children and families, planning, evaluating, and reporting is in place to maximise each child's learning opportunities.

A process has been developed to ensure that **each** child is reflected in the curriculum planning over the term and that information from Individual Learning Plans (ILP's) is included in the planned curriculum. The process includes regular review of and reflection upon the ILP's. Intentional teaching is planned for and embedded within the program to scaffold and extend each child's learning.

We gather information from parents from the first point of contact and over time about their child, culture and family, and take advantage of the opportunity to learn with the children about different cultural practices, often through parent involvement in the curriculum. Our kindergarten community values and celebrates diversity. Food provision for events offers vegetarian and halal options, and children's cooking is vegetarian, nut free and halal-reflecting our community cultures and health needs.

We use a range of community languages via songs, greetings and script, and this year signing (Key word signing) will be a focus for all children. This has come from the Individual Learning Plans of several of our children, and promotes inclusion.

Information about the curriculum and each child's progress is shared with parents via incidental discussions, the noticeboard, displays, the ILP (Individual Learning Plan) process, floor books, portfolios, and learning stories and artefacts taken home. Learning stories are taken home as available and provide a stimulus for discussion with children and families about children's learning. Each child has an ILP developed from educator's observations, child and parent input. Parent ideas about learning and wellbeing for their child are incorporated in the ILP. Newsletters and our facebook page cater for parents who prefer their information in these formats. Educators also have frequent informal discussions with parents about the curriculum and their child's progress. Some parents find it convenient to communicate via email, and the director responds promptly to parent questions and information sharing via this format. Portfolios are readily accessible for viewing and this is encouraged.

Parent feedback about the curriculum is regularly sought through a variety of strategies-from the formal questionnaire to a clipboard sheet by the sign in sheet and email requests for parent thoughts. Parents' knowledge and skills are a valued resource that contributes to our curriculum provision.

Our daily routine allows for long blocks of uninterrupted play, including time for extended shared conversations and for children to make choices and follow their own interests. The daily routine is predictable, but sufficiently flexible to allow for the development of play, deep engagement and the exploitation of the spontaneous learning opportunities that occur. Levels of engagement are monitored and where needed educators actively support children to engage in the curriculum. Routines are modified according to the needs of the children as the year progresses or to meet individual or group needs.

The routines are represented visually and there are musical cues to promote smooth transitions. We have our fruit and lunch together as a group to build a sense of community, ensure that no child is exposed to nuts, and to take advantage of the opportunity for extended conversations. Children are able to access their own snacks again during playtime if desired.

A less structured afternoon allows for children to work independently on projects, develop play scenarios or participate in those facilitated by educators, depending on interests and friendship groups.

Collation of information about children's learning and interests allows us to plan for learning needs. We are able to extend the learning of groups via exploration of questions. This stimulates curiosity, and provides a vehicle for fostering positive dispositions for learning. Floor books, Learning Stories, and on the spot metacognition by educators make the children's learning visible to them and to parents, and enable educators to build from children's current knowledge, theories and questions, maximising their learning. Educators model and articulate learning processes with children, deepening metacognition and promoting risk taking with learning.

Our children are consistently empowered to make decisions, to help/teach each other, to collaboratively solve problems, to resource their own learning-being active members of our learning community (with the support of educators where needed). Explicit and incidental teaching strategies are used to build a community of children who are able to express their concerns, listen to those of others and to make informed and positive choices about their behaviour, and to influence events and their world. Children are encouraged to challenge themselves, and to experiment. Educators plan for an environment that offers appropriate challenge for all children and incorporate children's ideas which drive the curriculum.

Book making is a regularly used strategy for the development of children's literacy skills. We encourage each child to view themselves as an author, and explicitly teach concepts about print and books as part of the book making process. Phonological awareness is explicitly taught and included incidentally as part of the curriculum. The staff team have participated in extensive professional learning about the teaching of literacy skills which is evident in the literacy curriculum. The environment is rich in print and the purposeful use of different types of texts is explicitly and incidentally taught and modelled.

Art is an important aspect of our curriculum. We have drawn from the Reggio Emilia approach and created our own art studio. Children enjoy spending time with educators, exploring different types of paint, drawing materials and clay, ICT and other media to represent their thoughts/ideas.

In 2015 the Morialta Partnership began to explore how sites could utilize a STEM (Science, Technology, Engineering and Mathematics) approach to extending and motivating learning. Magill Kindergarten is an active member of this partnership, and staff are, along with other preschools and schools in the partnership, building our expertise in this area as part of our professional learning community. After team and individual reflection using a rubric drawn from the educators' role in the EYLF, we developed an enquiry question to explore and extend our practice. As part of this we have used the RRR Active Learning Environment to guide our enquiry. A STEM focus relies on the fostering of dispositions for learning, and skills and processes (as detailed in EYLF).

The language and concepts of literacy and mathematics are introduced in an intentional way over the year and are embedded within the program to scaffold and extend each child's learning via numerous play experiences and investigations which enable children to put these skills into practise. This is evident in the children's play and in their conversations.

Key improvements sought for QA1

| | | |
|---|---|--|
| Standard/element [1.1.1] | An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators. | |
| | Identified issue | Collection of useful and rigorous information about children's progress in the area of numeracy has been identified as an area for development. In combination with exploration of the DECD Literacy and Numeracy Indicators this will be an area of work for 2015 and 2016. Staff have identified that developing their own understanding about how to further enhance numeracy learning opportunities for children |
| Standard/element [1.1.5] | Each child is supported to participate in the program. | |
| | Identified issue | A process for providing for the needs of all children with special rights is in place, and its effectiveness and sustainability is monitored. Sharing plans/reports of this group of children via email is useful. We have identified that further developing our skills in the use of visual strategies to enhance the learning of this group of children would be helpful. |
| Standard/element [1.2.1] | Each child's learning is assessed as part of an ongoing cycle of planning, documenting and evaluation. | |
| | | Refining and improving the methods we use to plan, document and reflect on curriculum and children's learning is an ongoing process. This is done incidentally as part of the fortnightly planning meeting, and annually in a targeted manner. DECD has Child Protection Guidelines which limit how educators use electronic images of children. In 2016 educators will explore using ICT effectively within these guidelines to document and report on children's learning. We will explore how to further involve children in the documentation of their own learning-making their learning visible as part of our STEM enquiry. |
| Standard/element [1.2.2] | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. | |
| | Identified issue | Science, Technology, Engineering and Mathematics (STEM) has been identified by the Morialta Partnership as an area for collaborative curriculum development. Partnership early years' educators have developed an enquiry question to be explored over the next 3 years." How can we foster and make visible powerful learning through STEM in the Early Years Learning Environment?" The Magill staff have elected to do this via the outdoor learning area in 2016. |

| Standard/ element | | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--------------------------|--|---------------------|---|---|----------|--|
| 1.1.1 | All children demonstrate their literacy and numeracy competencies via the DECD Literacy and numeracy indicators (LANI) and EYLF indicators | H | Team reflection on children's learning, sharing of successful teaching strategies. Consider an element of literacy and numeracy each term. Discuss understandings strategies/progress at planning meetings. Share information with parents/colleagues via displays/Learning Stories/Floor Books. Attend PMA T&D | Children's literacy and numeracy learning is documented and monitored via the use of the EYLF and EYLF indicators. Documentation includes LANI and EYLF indicators Monitor and reflect Nov 2016 Pupil Free Day for 2017 | End 2016 | Displays developed, saved in folder for future reference when taken down. Information to parents via leaflets/newsletters/drawing attention to displays. Learning stories/floor books include EYLF and literacy and numeracy indicators. Pupil Free Day Scheduled 11 Nov 16 Teachers have attended Primary Mathematics Association professional learning about numeracy indicators. Continue 2017 for all staff |
| 1.1 and 1.2 and 1.2.1 | Curriculum processes/pedagogy are increasingly effective in providing a high quality curriculum for our children. | L | Explore use of ICT to document, assess and report on children's learning. Seek support thru DECD | Documentation processes are effective, sustainable and compliant with DECD ICT guidelines Children are involved in documenting their own learning. | End 2017 | Meetings week 6 term 1 and Wk 4 T2 with Kym from DECD Hardware purchased and being used. See Karen's notes for regular team reflections. New question has emerged re need to re-examine all curric processes in light of new understandings. Issues re printing Children using borrowed ipads to record "books" and photograph noticings and ipad microscope. |
| 1.1.5 | Pedagogy for children with special rights and EAL is increasingly effective. | L | Planned small group learning to target language skills for identified children. Monitor effectiveness of processes/pedagogy for these groups of children pupil free day Professional Learning Community to build skills | Process of planning, monitoring for these children is regular and effective in guiding curriculum/pedagogy for these children.- Staff confident to use visual strategies. Use of visual strategies evident. | End 2016 | Rebecca has created oral language resource box, Annual Reflection by team at Pupil Free Day "What is the impact of these processes?" planned November'16 Team attended Key Word Signing, and are using for songs and incidentally. Signing song books made. Social stories developed. Need school social stories. Autism SA support received to use visuals |

| | | | | | | |
|-------|---|---|---|--|----------|--|
| | | | with visual strategies/signing | | | effectively for many children. |
| 1.2.2 | <p>Educators are focused , active and reflective in designing and delivering the curriculum for each child.</p> <p>Children are applying a wide range of thinking strategies to engage with situations and solve problems. EYLF</p> | L | <p>Use self reflection tool based on EYLF with Partnership.</p> <p>Collaborative enquiry with other partnership preschools-” How can we foster and make visible powerful learning through STEM in the Early Years Learning Environment?”</p> <p>Professional Learning National Early Childhood Conference 2016 Team PLC reading Participation in partnership networks</p> | <p>Floor Books/Displays show progression of children’s thinking.</p> <p>Agenda item at partnership teacher’s meeting</p> <p>Educators are increasingly skilled in making children’s thinking and theories visible-as evidenced by RRR moderated filming term 2 2016 and 2017 Partnership Plan Progress</p> <p>Documented reflection from conference</p> <p>Documented reflection, planned action Staff meeting minutes</p> | End 2017 | <p>Reflection (EYLF) tool has been used, conclusions drawn, RRR Active Learning Environment filmed observations moderated as part of Partnership Inquiry.</p> <p>Teachers attended Teachers’ Hub Groups on topic.</p> <p>Focus evolved and is now about making children’s thinking and theories visible as a result of reflections.</p> <p>Pupil Free Day attended by all staff STEM L.Burman ch 7- Inquiry thru research-site reading complete</p> <p>Teachers’ Hub & Director’s meeting K Murdoch –“Power of Inquiry” in progress</p> <p>Site Trial of J Sisson’s planning proforma to aid us in building on children’s theories. See detailed notes of inquiry progress and learning stories/floor books.</p> |

Quality Improvement Plan for Q2 Children's Health and Safety

Summary of strengths for QA2

Strengths

Processes are in place to manage first aid and plans are in place to consistently support, regularly monitor and promote children's health care needs. Appropriate first aid and asthma first aid kits are available.

EYS enables us to note any health needs, allergies and dietary considerations. These reports are produced regularly and stored in known, accessible locations. These are discussed at staff meetings when children commence at the centre and as required. Induction information for new families and staff includes information for parents about how we cater for health considerations. A close relationship with our CYH nurse enables us to work collaboratively to promote children's health via the 4 year old health check process (with parent permission).

Emergency evacuation and invacuation is practiced regularly and evaluated by the team. These plans were developed and are understood by the staff team and are known by families.

A process for notifying parents of infectious diseases is in place. Exclusion period information is displayed. Up to date information about illnesses is sourced from the DECD website and in "Staying Healthy in Child Care", and shared as required. This is our reference for implementing best practise in this area. As part of the curriculum we reinforce appropriate use of tissues, covering up when coughing, and effective hand washing. Exclusion periods are publicised and adhered to. As part of the curriculum we link with the Dental Clinic to promote dental hygiene and take the children on a visit to a clinic where possible.

Our healthy food policy includes information about recommended foods and lunches are refrigerated. Food safety, nutrition and hygiene leaflets are available. We have joined the Campbelltown Council's OPAL scheme with a focus this year on "Water, the original cool drink". Children are encouraged to bring their own water bottle, and access this regularly.

Daily health procedures like hand washing prior to eating, after using the bathroom, and prior to cooking are part of our routines. These are actively and consistently promoted. Children are encouraged to be independent with toileting to minimise cross infection. The building is cleaned daily by our cleaning contractor, with carpets steam cleaned biannually, and a comprehensive clean twice a year. This includes all chairs, furniture etc. Puzzles, books and toys are cleaned regularly after use.

Children have a short relaxation period prior to lunch and at the end of the day. Children are able to access quiet relaxation areas both indoors and out. Where children have specific needs in this area plans are made to accommodate them. Our generous outdoor learning areas allow for active physical play, and we make use of the adjacent oval also. Children have the opportunity to be active or play quietly according to their needs. Physical activity that builds on children's varied interests and development is embedded in the program and promoted to families. This year we have again participated in Little Athletics sessions.

Our staff team undertakes a regular safety check of the building and quarterly of the grounds, and the playground is checked daily for hazards.

Records are kept in the WHS folder. Possible risks are identified and eliminated or managed. Risk Assessments are available for parents to view. Issues identified are attended to as part of our WHS Corrective Action Log or at the time of observation.

Excursions are carefully planned and documented, and any identified risks documented and planned for. Excursion volunteers are carefully inducted prior to the excursion.

Documented processes for managing visitors and volunteers are in place.

Staff are aware of which children need close supervision in particular areas, and ensure that children are effectively supervised at all times. The environment is organised to ensure that activities which need most direct supervision are most visible. Communication between staff members ensures that all areas are covered at all times. Supervision requirements are made clear to relief staff via the induction process.

Child protection curriculum is embedded in the curriculum. This information is actively shared with families and raises family and community awareness of child protection issues. We have relevant books which we encourage parents to borrow and read with their children as a way to further conversations within the family about child protection. Staff understand their roles and responsibilities within the legislation and the site processes should reporting be considered.

Key improvements sought for QA2

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| Standard/element(2.2.1) | Healthy eating and physical activity are embedded in the program for children. |
| Identified issue | Following the recent health screening the CYH nurse has noted that promotion of suitable quantities and types of food for 4 year olds would be helpful. |

| 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 |
|------------------------------|---|-----------------------------|--|---|-----------------|---|
| 2.2.1 | Information about healthy lifestyle choices and dietary requirements of 4 year olds is promoted with parents. | M | Display/newsletter items developed (Rebecca) Informal discussion with parents Participation in and promotion of Campbelltown Council OPAL strategy | Parent expectation of amount of food children will eat at lunch time is realistic. Children articulating value of healthy lifestyle choices. – floorbook Displays/materials ready for use in future | Dec 16 | Water the Original Cool Drink promotion Term 4'15 and 1'16 Displays, newsletter articles and leaflets provided Terms 1 and 2. Planned curriculum focus term 4 |

Quality Improvement Plan for QA 3 Physical Environment

Summary of strengths for QA3

Strengths

Our kindergarten is located adjacent to a large oval, a car park and a church, in a quiet residential street. It is a short walk from the local Primary School, and a park with a creek. It is surrounded by mature trees which attract birds and koalas. The centre has two outdoor learning areas-one is a bush garden with fruit trees, a nesting box and a turtle pond. Following disturbance to this area as part of drainage works, this is in process of being developed as a butterfly garden/nature play space, as part of a curriculum project.

The other is a large shady garden with a number of flexible areas, including sand pit, mud play, vegetable and flower gardens, paved and soft fall areas, and secluded spaces. There are lots of flowers for children to use in their play.

The centre is purpose built, and faces north. There are windows along the northern and eastern sides of the building, giving plenty of natural light. Children have ready access to the bathroom and their lockers. The centre has had sound absorbent tiles affixed to the walls to improve acoustics. A diversity of spaces indoors and out provide flexibility to respond to children's individual needs, child initiated play and exploration. For example, this year, we have planned the environment to include withdrawal space for a child with autism to self soothe when needed. As her skills have developed this space has been changed accordingly.

The daily routine allows for long blocks of uninterrupted, child directed play, with free movement inside and out. This enables children to move between active and quieter play. Children are able to choose who they play with, however inclusion is valued. We have a number of different pieces of gross motor equipment that are used flexibly. The environment is planned to provide a stimulating learning environment for children, fostering active decision making and participation by children, with open ended resources, and a variety of activities/materials which children can choose to get out or move. (or pack away!). There is space for children to choose to play alone, in a small or large group. There are space, time, and resources for children to engage in sustained shared thinking and collaborative learning.

The environment is consistently considered and planned for as part of the curriculum to ensure that it effectively provides engaging experiences for every child as part of our planning process.

WHS processes monitor and ensure the building and outdoor environments are safe and well maintained, enhancing the learning environment. Children also contribute to maintaining the garden. Recent (2016) maintenance work includes removal and replacement of soft fall, replacement of fencing, improvements to stormwater drainage, and replacement of cupboards to reduce visual distraction in a learning space. The available space has been designed and effectively organised to engage every child in quality experiences. Storage is carefully organised to make safe use of available space. Hand washing facilities are available both indoors and out.

There are sufficient purposefully chosen resources to extend every child's participation. Selection of new resources is planned by the team, based on the needs and interests of the group of children at the time. Children and parents are involved in the decision making process. Children and staff consistently use these resources creatively in numerous ways.

Sustainability has for some time been an area of focus, is embedded in day to day activity, and is consistently promoted. The centre is set up for recycling of food scraps and paper waste. The children are involved daily in sorting of their own compostables, recyclables and waste. There is a compost bin, a worm farm and a rainwater tank. Use of water is monitored, and strategies are in place to promote water conservation. Non packaged foods are promoted to minimise waste. The centre has been registered as a sustainable site under the Australian Sustainable Schools Initiative for many years, and has an Environment Management Plan, which includes our butterfly garden curriculum project. Strategies for considered, limited, use of paper towels by both staff and children are in place. Our sustainability strategies are communicated to and supported by, families.

Children are keen to observe the arrival of the mail each day and empty the mail box. Both visits to the local creek and oval, and experiences within the kindergarten offer children relevant experiences where they can notice, discuss, and question the impact of human activity on the environment.

Key improvements sought for QA3

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| Standard/element 3.2 | The environment is inclusive, promotes competence, independent exploration and learning through play. | |
| | Identified issue | Ways in which the backgrounds and cultures and languages of all our families are represented is a feature of our centre but needs to be continually improved and built upon. |
| Standard/element 3.2.1 | The environment is inclusive, promotes competence, independent exploration and learning through play. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both the natural and built environments. | |
| | Identified issue | The outdoor areas could be further developed to more deeply engage children in quality experiences in the natural environment. Long term development plans, involving the community and children, could be made to maximise the potential learning in these areas. |

| 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 | The environment can be further developed to support quality curriculum. | L | Consult with AuSSI, further Professional learning, apply for Aussi Grant, update Sustainability Action Plan. Planning with Governing Council and children as part of 2016 curriculum Budget allocation 2016/17 | Parent feedback, staff curriculum evaluations. A long term plan for both outdoor areas is developed in consultation with children and parents. | Dec 2017 | Term 3 AUSSI Plan updated for 2016/7 –see plan. Discussed Governing Council Meetings, with children terms 2 and 3 Grant received Oct '16 |
| 3.1.2 | Aspects of the many cultures of our families are even more evident in the environment | L | Consultation with parents to find out more about current family cultural celebrations, planning of resource development, (LOTE books, artefacts, print, songs) Survey families about what they grow, value in their gardens for ideas. | Parent feedback/suggestions provided and acted upon | End 2016 | New resources sourced, parents have provided ideas/resources-kite festival, link to veg gardens in the home terms ¾ 2016 Survey sent out, await responses. |

Quality Improvement Plan for QA4 Staffing Arrangements

Summary of strengths for QA4

Strengths

Our staff team is diverse with a broad range of age, cultures, skills and experience represented amongst the group. New challenges are embraced, with different staff taking the lead in different areas according to area of expertise. Interactions between staff members consistently demonstrate mutual respect and recognition of one another's skills and strengths. Staff actively seek opportunities to learn from and with each other.

Staff are mostly part time, which creates a strength in terms of energy and enthusiasm, but a risk in possibly compromising our ability to work effectively as a team. The awareness of this possible risk has caused us to put in place strategies to ensure that there is a high level commitment to communication. Strategies are in place to ensure that the new team (2 new members) has opportunities to bond via shared professional learning and deeply engage in reflective discussion about pedagogy and develop effective processes and shared understandings over the year. (Detailed in QA 1)

Our targeting of staffing resources towards fortnightly team curriculum meetings and whole team events, along with a range of communication strategies (including pigeonholes, minutes, emails, SMS, and group time records) addresses this successfully. Reflective discussion provides opportunities to affirm and challenge the practise of the team and one another. Participation in team T&D and kindergarten community events like the family day and Special Persons' Day has created a positive feeling of effective collaboration.

Collaborative decision making processes enhance our efficacy. Documented consultative processes and policy, and clear role statements ensure consistency. A high level of considered organisation of the educators underpins the provision of a high quality learning environment. Rosters are in place to ensure that ratios are maintained whilst educators are away from the children. Well planned meetings ensure that our work and work practises are consultative.

Regular relief staff have been recruited to ensure continuity of learning processes when educators are away. Induction information is emailed to new relief staff, prior to on site induction. Regular relief staff receive the fortnight's planning notes and are able to contribute of the curriculum planning process. This ensures a predictable environment for all.

Funding is targeted to ensure that the whole staff team is able to meet together fortnightly for the day to reflect on the children's learning, curriculum provision, and plan ongoing curriculum. Staff meet after work for an hour fortnightly in addition to this to discuss management issues, including the progress of the QIP, WHS, and professional learning. Daily reflection on children's experiences of the curriculum ensures that we are responsive to the needs of the children. A shared commitment to excellence and a genuine enjoyment of our work is a foundation of our work culture embedding the professional standards in our practise. This work culture incorporates ongoing, shared learning from and with each other and relating to topics of interest and our shared site improvement journey. Performance development processes are in place with the aim of continually improving skills to enhance practise and retaining skilled staff, for example teachers applying for Step 9.

Staff work flexibly, consistently collaborating, helping and supporting one another. Celebration of our (and the children's) achievements is a feature of the team. This is evidenced in our 2016 Staff Psychological Health Survey.

The centre is a member of the Morialta Partnership, and the team often attend professional learning sessions together. As a team we study texts on topics we have identified for further learning, and discuss and put into practice new learning through our staff meeting process. As one of our team is currently studying Early Childhood at UniSA we are able to share some of the material she has been learning about. Team members are members of the Australian Early Childhood Association and have just attended their national conference together.

Quality Improvement Plan for QA5 Relationships with children

Summary of strengths for QA5

Strengths

Our staff enjoy working and learning with the children and value what they have to say. Independence and interdependence is promoted via the arrangement of the environment, routines, and a culture of children helping one another. Staff are attuned to children's cues and responsive to their needs. Staff ensure they have time to listen to children and conversations occur throughout the day. Responsiveness, consistency and a sense of humour ensure that warm, trusting relationships are built between staff and children. Inclusion is explicitly modelled with the children, and all children are taught signing as a means to communicate with their less verbal peers. Reflection upon ways in which children can be effectively included in the curriculum is documented through individual learning plans and the curriculum planning process. Our processes and professionalism ensure a relaxed happy atmosphere.

The staggered start to the morning allows staff to connect with parents and children as they arrive. For those children for whom separation is more challenging strategies are discussed with parents and the educator with whom they have the closest bond assists them at this time. Successful strategies include acknowledging the child's feelings and supporting them to make choices that make them feel safe and desire to participate through involvement in a favourite activity, looking at photos of family, and comfort toys.

We have two preschool groups, each with consistent children and staff, so the development of friendships and a feeling of stability and belonging is promoted.

Staff help promote a feeling of belonging during group times, for example, with a focus on learning and using one another's names. Each child has their own locker, name card, and photograph on the wall. Everyone is represented in our friendship books.

Collaborative learning opportunities are effectively facilitated by educators (as needed) and every child is consistently supported to work with and learn from others. Children are encouraged and explicitly taught how to work together independent of educators to maximise learning opportunities. Children learn how to lead activities like for example, small group games, play scenarios and art activities, amongst themselves.

Practice honours children and families and takes into account different cultures, and for example; food preferences. Languages other than English are used and valued at Magill. Equity, fairness, and inclusion are living aspects of our preschool culture, and explicitly discussed with children. We learn about children's interests through discussion with them as well as via information from their families. Children's expertise is recognised and peer scaffolding is actively encouraged.

Children have many opportunities to choose how they spend their time, and with whom. Staff observe closely, reflect, and respond where needed to ensure that each child is supported to feel secure, confident and included. Where needed, staff use the Site Behaviour Code to inform decision making about managing children's behaviour. Children are consistently encouraged to manage their own behaviour, and to respond appropriately to the behaviour of others. This year the Autism Association teacher has provided us with strategies to support children with autism to self regulate and interact successfully with others. "Rules" and "risk assessments" are developed by the children, documented and referred to in discussions about appropriate ways to behave. How to communicate to resolve conflict is modelled and scaffolded. Puppetry is a frequently used strategy. As part of the Child Protection Curriculum emotions and fair and unfair behaviour are discussed and a positive group culture actively developed. Should an incident of concern occur relating to a child's behaviour staff record details and their response in our confidential behaviour folder, also noting their discussion with parents. Where necessary a documented behaviour plan is developed for individual children. The Site Behaviour Code provides guidelines for ensuring that all children are consistently treated with respect and their rights promoted.

Reflection by staff about children and their learning is documented in our individual children's records, and in the record of staff curriculum decision making and discussion. Children are able to directly contribute to curriculum decision making via interview for their ILP (Individual learning Plan), by making choices from a range of activities on shelves which they can set up on tables, or just by asking for any resources they may need. Play choices

are noted and taken into account when planning. Individual learning plans are collaboratively developed to ensure that the knowledge that all staff have of a child is taken into account. Less verbally assertive children are given explicit opportunities for conversations with educators through involvement in small groups and individual time with educators.

Children who are learning English are monitored, and visual cues offered to support the sense of belonging and security. Bilingual educators are recruited where needed to support children's transition to an English speaking environment and to assist with the maintenance and valuing of the child's home language.

Quality Improvement Plan for QA6 Collaborative Partnerships with families and communities

Summary of strengths for QA6

Strengths

At Magill, ongoing partnerships between educators and parents are promoted through the processes of welcoming children to the kindergarten. An induction meeting is held for parents, and funding is allocated for staff so that children transitioning to the centre have the opportunity to visit before hand to become familiar with the staff and centre. Families are encouraged to share information about their child as part of the planning process. Where needed individual strategies are developed to settle children into the centre. Some parents choose to stay with their child as needed. Parents are encouraged to call the centre during the day to reassure themselves that their child has settled. Feedback from Governing Council indicated that parents find the meeting a useful source of information and an opportunity to ask their questions. The transition process is evaluated and refined each year.

Those parents who have English as an additional language or written literacy issues are offered the opportunity for an individual meeting. Bilingual workers are available to assist parents and to alert educators to any cultural considerations of which we may not be aware. We work in partnership with our Bilingual workers to ensure families are supported and feel they have a voice in our service community.

Our website is a key source of information like policies and the information booklet, for parents. We have developed a Facebook page to more easily communicate with parents. Parents receive regular newsletters via email or hard copy as they prefer. Information about relevant community services/programmes and resources are provided to parents regularly. This is also collated so easily accessible for staff to suggest services to individual families as needed.

Information from parents about their children is sought and used as part of the planning process. Parents are involved in the curriculum planning process via the development of children's ILP's. Displays about the curriculum, including many pictures, are in evidence.

Policy changes and opportunities to contribute to site planning (QIP, general decision making) are circulated through newsletters and questionnaires. Governing Council meets regularly, and provides a parent perspective on parenting and matters related to the kindergarten. Each year Council and staff focus discussions on 1 or 2 areas of the QIP in detail, and the parent community is invited to contribute.

A sense of community is promoted through community events and celebrations. Council have instigated and supported a number of community events, including parent coffee sessions. Acquaintance night, a Saturday sausage sizzle/family fun day, children's film nights and other events contribute to the community feel of the centre. Cultural information is sought and used to guide curriculum planning, and give insight. Parents are generally keen to learn about one another's cultural traditions. As we have many Hindu, Moslem and vegetarian (for cultural reasons), families, we avoid using meat, fish and non hallal food in curriculum cooking activities. Bilingual Workers facilitate conversations with parents who have little English and are sought out by families.

Parent expertise is valued and parents come to share their expertise with the children and staff.(detailed in QA1) There are formal and informal processes for parents to contribute to the curriculum.

Aboriginal and Torres Strait Islander parents are invited to provide insights into their culture, and guide us in planning celebrations, excursions, and incursions. The importance of the local Kaurua people as the traditional owners of our local area is highlighted with the daily singing of a song acknowledging this.

Links with our local public school are promoted through regular excursions for the children to and from the school, as well as transition visits at time of entry to school. Teachers from other schools often visit to meet their new children as part of their transition program. Leaders from Magill School and Kindergarten meet on a regular basis. Our DECD Partnership "Morialta" links us with local preschools and schools in collaborative work. Termly meetings with Magill School staff provide a forum for planning our collaborative work and building an understanding of curriculum in both settings. This process has assisted us in establishing effective relationships with the school.

Links with the university are evident through hosting student teachers, researchers, and teachers and parents who work or study at the University. Kindergarten parents are welcomed at the adjacent church coffee morning/English language conversation group, and staff call in when time permits. Our families often use the Motor to the Max program which is run by Uni SA occupational therapy students. We encourage participation via circulating information about the program. We also promote the Burnside Library Holiday Program and other activities, and borrow from them regularly ourselves.

There are a number of local playgroups which our families attend or have attended. We have strong links with one, and are developing links with others. We visit our local Child Care Centre from time to time to ensure we are aware of the other contexts where our children spend time. .

The DECD Speech Pathologist and Disability Coordinator visit regularly and provide assessment, advice to staff and parents, and professional learning. Private speech pathologists are encouraged to visit or provide advice regarding the children they have on their caseload via email or phone. This year we are working with the Autism SA advisor.

The kindergarten community participates in community events like Harmony Day, Book Week, and we will be participating in National Tree Day. We have links with the local Pepper St Art Gallery run by Burnside Council. We link with Campbelltown Council via the Opal Strategy detailed earlier in QA2.

The kindergarten has close links with the Pilgrim Church across the road. Parents and toddlers are welcomed at a weekly coffee morning. Parents are invited to go along to practise their English. Following a very successful 6 week Toolbox Parenting Course run by Lutheran Family Care for our parents, Governing Council initiated monthly attendance at the coffee morning. They encouraged other parents to come along. The parenting course

was so successful that it was recommended that this be repeated in 2016. This is now scheduled. In conjunction with the Magill School and Lutheran Family Care we ran a single session “Starting School” workshop for parents. This was recommended by parents to be repeated in 2016, and is scheduled for later in the year.

Key improvements sought for QA6

| | | |
|-------------------------------------|--|--|
| Standard/element [6.1.1] | Respectful and supportive relationships with families are developed and maintained. There is an effective enrolment and orientation process for families. | |
| | Identified issue | Our external signage is now outdated and needs replacing to reflect the current sessional offering. Induction information should be available in predominant languages. |
| Standard/element [6.1.1] | Respectful and supportive relationships with families are developed and maintained. There is an effective enrolment and orientation process for families. | |
| | Identified issue | Our website needs updating. Induction information should be available in commonly needed languages. Effective enrolment and induction procedures need to be redeveloped for the 2017 intake. |
| Standard/element [6.2.2] | Families are supported in their parenting role and their values and beliefs about childrearing are respected. Current information is available to families about community services and resources to support parenting and family wellbeing. | |
| | Identified issue | Community information about a broader range of services to support families would facilitate referrals. Parents have requested that the Toolbox Parenting Course be offered to support them in their role. |
| Standard/element [6.3.2] | The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing. Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | |
| | Identified issue | Further development of collaborative strategies with local schools and service providers will support continuity of learning and transitions for each child, as they transition to school. |

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 |
|----------------------|---|---------------------|--|--|----------|---|
| 6.1.1 | Up to date external signage | L | Quotes have been obtained, need to collect children's drawings. | New sign in place | Nov 2016 | . |
| 6.1.1 | Induction information in Singhalese, Mandarin, and Hindi is available | L | Develop information summary Use DECD translation service/parents/students | Information leaflets available | Nov 2016 | |
| 6.1.1 | Effective enrolment and induction processes are developed for the 2017 intake | H | Consult with partnerships to develop a wider process. Staff team to review process, consult with Governing Council. | Process developed | Feb 2017 | Discussed 2016 Council. Partnership Principles for Transition agreed. Local meeting held, DECD provided new process, review term 1 2017 |
| 6.2.2 | Families are supported in their parenting role and their values and beliefs about childrearing are respected. | L | Broader information about community services could be available for families. Toolbox Parenting Course is offered in conjunction with Lutheran Family Care | Folder of resources available Courses available | Oct 2016 | Referred to partnership, parents. Parents provided info for folder. Dates decided and funding for course sourced. Course completed need to evaluate for 2017 |
| 6.3.2 and 6.2.2 | The service collaborates with other organisations to enhance children's learning and wellbeing. | M | Expansion of collaborative strategies with Magill School (and others) would further support a positive transition to school. | Progress demonstrated via DECD Principles of Successful Transition rubriks, Action Plan . Also link to Partnership Plan Starting School Parent workshops run | ongoing | Creek joint excursion undertaken and evaluated Date for workshop decided and funding to be shared with Magill School. Oct '16 Termly meetings with Reception teachers |

Quality Improvement Plan for QA7 Leadership and Service Management

Summary of Strengths

Strengths

Magill Kindergarten is part of the Department for Education and Child Development in South Australia, and so Governance arrangements operate within the DECD guidelines. The site is well organised, with processes known and documented, and key processes available in flow chart format. Time is allocated for archiving of records as appropriate.

Comprehensive induction procedures and a package of information have been developed for staff, volunteers and Governing Council Members. It contains information about the site philosophy, values and processes. Staff roles and responsibilities are negotiated and documented. Induction information includes information about job descriptions, first aid and incident reporting, and policies. Policy information is available for parents both on our website and in hard copy format.

Continuity of educators is seen as important and as such we work closely with HR to make this happen where possible. Two staff members have been placed long term at the centre, others are on shorter term contracts. We endeavour to use a regular pool of relief staff in case of staff absence. The Director leads the development of the curriculum and process of setting goals for learning, in collaboration with other educators. The team have regular planning and evaluation time where they can reflect together on curriculum provision and children's learning and development.

Professional discussion and our email chat line are used to share information and ideas about early childhood research and practice. Our "What are we learning about?" folder documents participation in professional learning. The educators are members of the Australian Early Childhood Association and Primary Mathematics Association, and the Director is a member of Preschool Directors' Association. Different staff members lead the development of curriculum in different areas.

Teacher registration and DECD processes ensure that all staff participate in safety clearance checks. Regular non parent volunteers are also required to undertake the DECD working with children clearances. Governing Council all attend a session on Responding to Abuse and Neglect.

The site philosophy was collaboratively developed and is reviewed at annual induction/orientation for staff, and otherwise as relevant. The philosophy and opportunities for feedback are included in the orientation process for families.

Individual performance development plans are in place to provide feedback, support the development and identify strengths of each staff member. Teachers and the Director are beginning to use the Professional Standards for Teachers/Principals to develop priorities for development. A site process for Performance Development has been documented in our Performance Management Folder, which includes samples of all of the required documents.

Site improvement processes are in place and a documented cycle of improvement has been developed. The DECD Improvement and Accountability framework is a useful tool to guide improvement. The DECD Annual Reporting process is used to review data from a range of sources, and document the process of planning and review of improvement. Desired improvements are documented in the QIP. Data about children's learning informs our planning cycle. Feedback is sought from parents, staff, children and Regional Office personnel.

Our Grievance Policy is available on our website, and concerns raised are responded to swiftly. Parents who raise concerns are valued because they give us the opportunity to reflect and improve. Staff have the opportunity to resolve issues by raising them at staff meetings or with the Director. The DECD Psychological Health Questionnaire was completed in 2016 and indicates that staff have a positive perception of the leadership and management of the centre.

Decision making is collaborative, Decisions made by the staff team are documented in staff meeting minutes. Decisions made by Governing Council are documented in the minutes and communicated to the parents via newsletters. Feedback from parents is sought in a number of ways and on

varied topics. This year we have worked through a process to provide feedback about the possibility of creating a Magill Education Precinct with the University, and local schools. Draft copies of the QIP are available for parents to borrow and record their suggestions. All Governing Council Members are involved in discussion about the QIP. Feedback from parents from the Parent Questionnaire, Individual Learning Plans and other sources is incorporated in the QIP.

Resources are targeted towards priorities, for example ensuring that all staff can meet for curriculum planning, and to further our priorities. Our QIP is a living document which is reviewed each term and progress towards outcomes noted. It details the focus for our Professional Learning Community (PLC) and progress throughout the year. (noted under QA 1) Our email group is regularly used to stimulate and share new ideas. Our teachers are involved in an additional PLC with partnership teachers.

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 |
|------------------|---|------------------|---|--|----------|---|
| 7.2.3 | Documented processes for policy review, and annual improvement planning are streamlined | L | Process reviewed and documented in QIP/Improvement Folder and in Annual Task calendar | Process in place | Dec 2016 | |
| 7.3 | Teachers are moving towards Step 9 as evidenced by Performance Plans and the Professional Standards for teachers. | M | Teachers using Professional standards | All staff have a performance plan including professional standards where appropriate | End 2018 | One teacher eligible to apply for Step 9 Oct 2016. Our other teacher used the standards as part of her application for full registration. Nov 2015 |