

NETHERBY KINDERGARTEN QUALITY IMPROVEMENT PLAN 2017

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE					
STRENGTHS: We identify and build on children's strengths through observations and information from parents. We embrace each child's diversity and value their sense of family. We listen to children's voice when programming. We have a flexible daily routine so that staff respond with immediacy to children's ideas and needs. The program and children's folders are available to families. We support children with special needs, medical issues and those with English as a second language. Routines are predictable and flexible to support children's engagement. The play-based program provides opportunities for children to make choices and decisions about their learning. We are continually striving to ensure that all staff are involved in documentation. Children are encouraged to share and explore their ideas and projects. Intentional teaching is used in small and large groups, and individually with children.					
AREAS IDENTIFIED FOR IMPROVEMENT: Using improved assessment and documentation to plan for each child's learning					
Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
1.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend children's learning.	Literacy and numeracy improvement plan Growth mindsets Executive functions	Track and monitor each learner Literacy and numeracy improvement cycle Staff training as team to improve pedagogy Staff reflection for improvement cycle Staff to share professional reading RRR Active Learning Environment scale Domain 1 Social Constructivist Pedagogy Pupil free days to focus on improved Pedagogy Performance reviews linked to RRR task Enrolment information, parent survey, staff observations to identify children's needs ILP for each child and concerns and interventions discussed at staff meetings	See literacy and numeracy Improvement Plan	See literacy and Numeracy Improvement Plan	
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY					
STRENGTHS: We prioritise children's health and well-being. The program caters for children's needs in relation to active and quiet times, and uninterrupted periods for play. There is flexibility to change a child's attendance pattern to suit the child's needs, and flexibility of attendance patterns means that parents are able to choose the sessions to maximise their child's access to the 15 hour entitlement. Staff follow up absences to ensure children attend regularly. Health practices are demonstrated and modelled by staff using intentional teaching. The community is informed when a child has an infectious disease and information about symptoms and exclusions is provided. The CHES guidelines and procedures are followed. Healthy eating is promoted so that children bring healthy snacks, nutritious lunches and water bottles. Staff are aware of keeping everyone safe, and avoiding the risk of allergic reactions. Challenging climbing equipment and opportunities for active play are set up each day and changed weekly to develop physical skills. Regular walks are embedded in the program. Lunch care fees are used to provide staffing above the required allocation. WHS practices are followed. Child protection curriculum is taught using intentional and responsive teaching. Evacuation and invacuation procedures have been developed and are practised at regular intervals providing staff and children the opportunity to respond to alerts and danger. Staff are aware of their responsibilities as mandated notifiers.					
AREAS IDENTIFIED FOR IMPROVEMENT: Educators to ensure the child protection curriculum is effectively implemented					
Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
2.3.2 Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards	"Keeping them safe" child protection curriculum used Snake awareness Regular safety drills Healthy eating promoted	Curriculum included each term Information in newsletter to parents Keeping garden and adjacent land clear, repellent spray, daily inspections Evacuation and invacuation drills each term Daily conversations with children and cooking Newsletter items promoting healthy eating	Program notes Newletters No snake problems Cooperation with University and WCCC Diary notes Lunchboxes contain healthy food Newsletters	All educators each term Director or teacher All educators All educators All educators in consultation with parents Director or teacher	
QUALITY AREA 3: PHYSICAL ENVIRONMENT					
STRENGTHS: The centre was purpose built in 2001 and modifications have improved the spaces for small groups as well as staff work spaces. The outdoor area has been extended and is continually modified to enhance children's learning. The centre is tidied and cleaned daily. Working bees are held regularly and the annual budget factors in maintenance and improvements as identified in the safety audit. The centre accommodates children with special needs and additional equipment is sourced from SERU as required. Staff change the learning environments by reorganising spaces and resources to stimulate the children's level of engagement and to encourage access across the curriculum areas in both the indoor and outdoor learning areas. The annual budget allows for the renewal of resources and equipment. Sustainable practices are a focus with the children involved in recycling, composting, reusing and waste reduction. Parents are encouraged to collect recycled items for craft and the educators strive to provide found or recycled items rather than art resources purchased from catalogues. Families are encouraged to donate preloved clothing using the Red Cross bin, and pre-loved books are collected for the Learning Together Programme at Enfield Primary School Children's. Rainwater tanks are used for the sandpit and toilets. The garden is water wise and reflects the bush environment. The community planted and maintains the bush garden and frog pond, as well as vegetable gardens. The children observe the local plants and wildlife, notice the changes in the environment and go for walks to the Waite Arboretum.					
AREAS IDENTIFIED FOR IMPROVEMENT: The outdoor learning environment and bush garden need maintenance and new planting to encourage nature play and provide more shade.					

Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
3.3.2 Children are supported to become environmentally aware and show respect for the environment	Sustainable practices embedded in all aspects of centre and program Children articulate and practice sustainability Improved shade in play area and more planting and maintenance in the bush garden	Sorting rubbish and landfill sent home WOW and NRM resources used Families encouraged to recycle and bring found or recycled items for use Planning to improve planting in play area and bush garden Redesign frog pond	Reduction of landfill in lunchboxes NRM plan used Number of children bringing items to use Design for planting and frog pond Working Bees held	Educators in consultation with parents Staff team Governing Council and educators	

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Building relationships and children's wellbeing are the essence of what we do. Staff individually greet children, follow their interests, take time to listen (child's voice), and challenge their thinking (executive function). We celebrate each child's success and share this with their families. We use the children's names in a variety of ways so that they each get to know each other, giving them a sense of belonging. We give children the opportunity to peer tutor to share their skills with others. We encourage children to care for and respect each other, to collaborate and to support each other in following the centre rules and routines. Kindergarten rules are explicitly taught. Restorative Practices support children to take responsibility for resolving conflict. Executive function thinking skills are promoted to help children think and plan. Staff value children's rights, and maintain their dignity at all times. Respect is the core value at this site.

AREAS IDENTIFIED FOR IMPROVEMENT:

Focus on pedagogy which supports the principles of executive functions and restorative justice

Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
5.2.2 Each child is supported to understand how their own actions affect others, respond appropriately to the behaviour of others and communicate effectively to resolve conflict	Executive functions and restorative justice principles incorporated in daily program and communicated to children and families	Use "Stop and think" (impulse control), working memory and cognitive flexibility tasks each day and articulate these concepts to support children develop confidence and growth mindset. Involve children in developing kindy rules and also in resolving conflicts to support respectful relationships and behaviour	Observation notes and learning stories will demonstrate executive functioning skills and Respectful relationships and interactions	All educators	

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

STRENGTHS: Families are invited to attend playgroup prior to enrolment to support relationship building and transition. All families are invited to an Information Meeting before their child commences kindergarten and transition visits are planned prior during term 4 to support the children and parents. Parent questionnaires, Governing Council and regular parental involvement, eg excursions, parent meetings, working bees, give families the opportunity to be involved in the centre. Surveys are conducted when consultation with parents is needed for improving practice and for decision making. The Governing Council is involved in deciding the centre priorities and operation. An Information Booklet is provided to all parents and is available online. Regular newsletters and program information are emailed to parents and displayed in the centre. The parent survey is an affirmation of our recognition of parent's expertise and acknowledgement of children's prior learning. This gives parents a forum to share their expectations and concerns for their children. We encourage parents to share information about their child through conversations in person and by email. Information about parenting courses is provided regularly to parents. Staff have sound knowledge about child development and the ability to refer families to services as required. Parent and family wellbeing is supported by flexibility and the willingness of the educators to listen. The centre supplements the Support Services budget to facilitate inclusivity of children with special rights and provide a safe learning environment for all students and staff. Links are maintained and promoted with a variety of community services such as schools, child care centres, other kindergartens, Nature Education Centre, and other professionals supporting children with special needs. School transition links with local schools are strong, and all schools are encouraged to send to teacher to visit, observe and listen to the child at the kindergarten prior to starting school. The educators work to build relationships with the staff of local child care centres to support children transitioning to kindergarten. DECD Support Services are accessed. Through the Mitcham Plains Partnership strong links are maintained for shared learning and improved learning outcomes for children. The staff support and mentor work experience students and University students. Educators seek opportunities to engage in research projects.

AREAS IDENTIFIED FOR IMPROVEMENT:

Improve the information available to parents about community services and events

Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
6.2.2 Information is available to families about community services and resources to support parenting and family wellbeing.	Improved communication with parents about community resources and events	Skoolbag Parenting brochures and links in newsletters Information about community services and events	Improved range of resources available and used by parents Parent survey to demonstrate improved parent satisfaction with resources available	All educators	

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Governing Council meetings are regularly held, financial management is supported by a qualified Accountant, and an Administrative Officer supports the provision of information to DECD. Continuity of staff facilitates quality relationships with children and families. The budget planning supplements the staffing DECD provides, employing of the same Early Childhood Workers in the lunch care program, support services and preschool program. Having a fulltime Teacher and Director and regular Contract Teachers ensures continuity of relationships and learning experiences for children. The highly experienced and committed staff team work closely together to ensure high expectations and goals for teaching and learning. The site budget supports staff to undertake training and development to support the site learning plans and priorities. DECD Annual Reporting requirements ensure clear planning, evaluation and improvement processes are implemented. Effective systems support the operation of the service, and facilitate ongoing communication with the parents, past, present and those with children on the waiting list. DECD systems are used to document incidents. The site grievance procedures are available for parents and staff to resolve issues. Site specific policies are regularly reviewed in consultation with the Governing Council.

AREAS IDENTIFIED FOR IMPROVEMENT:

Setting improvement goals in line with Quality Improvement Plan in performance review process

Standard/ Element	Goal Or Outcome	How Will We Get There? Strategies and Actions	Success Measure Our evidence and data	Responsible persons and By When?	Progress Notes
7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement	Performance reviews will lead to improved pedagogy	Regular whole staff team meetings and use of staff meeting book and diary to improve communication between team members Involvement in Partnership meetings Regular performance review meetings to set goals and reflect on progress	Twice termly meetings Attendance at meetings and pupil free days Two review meetings and written feedback once a year	All educators Director and all educators	

