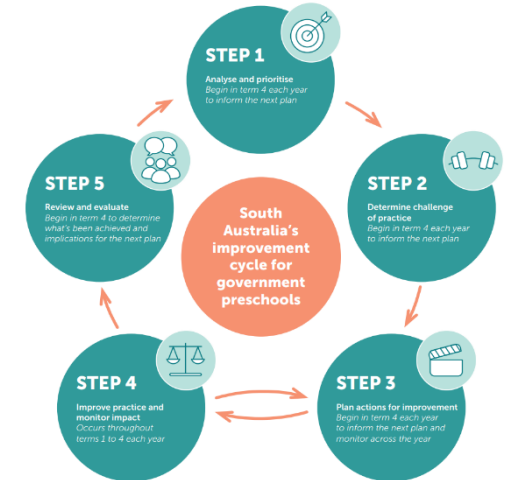


2023

Quality Improvement Plan for Netherby Kindergarten

Site number:

4684



Service name

Netherby Kindergarten

Service address

Bruce Webb Crescent, Urrbrae

Service approval number

SE00010706

Acknowledgment of Country

We acknowledge the **Kaurna** people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Netherby kindergarten is a full-time stand-alone kindergarten located in the Mitcham Council area. The kindergarten is well maintained with high ceilings, large light filled indoor learning spaces and an abundance of natural spaces outdoors for the children to explore and learn within. We have a large outdoor area with multiple shady trees which is fantastic during the summer months. Our nature play area is continually expanding, we utilise more natural spaces located next to and at the front of the kindergarten calling these spaces our Paddock and Bush Garden. In this space you will find a huge digging patch, teepees to hide and create in, a music wall with repurposed materials to explore sounds, an enormous reading chair and bench seats to sit and read or just take a minute to relax. We have added ramps for exploring speed and momentum with go kart wheels and natural swings in the trees.

The centre has a maximum capacity of 55 children, families choose their attendance pattern from Monday – Thursday up to 15 hours per week. Fridays we have a very popular, friendly and welcoming Playgroup session for children aged 0-5 years old. Children attend local Early Learning Centres or Childcare Centres as well as our kindergarten program. Our educators consist of Tahlia Grandison as director 1.0, Brett Gent 1.0, Emily Schneider 0.4, and Rosanna Carnevale Cantone 0.4. We have 3 ECW's Magali Thorez, Mika Due and Liz Hayball.

Our literacy focus is to develop children's phonological awareness through a focus on music and movement experiences. Each child will be involved in daily movement and music experiences where they will practice identifying syllables, alliteration, rhyme, keeping the beat, sound effects, refrain and begin to recognise initial sounds. Music learning specifically the act of keeping a steady beat, helps create auditory processing stability.

Our numeracy focus is to develop children's number sense also through a focus on movement and music experiences. Number sense supports children to make connections across other mathematical concepts. It also refers to a child's fluidity and flexibility with numbers, the sense of what numbers mean and the ability to perform mental mathematics. This will be achieved through daily music and movement opportunities, numeracy games, small groups and intentional teaching moments.

Statement of Philosophy

Statement of Philosophy

Our vision is to provide a high quality, play-based program which values children's prior knowledge and experiences and focuses on their learning and wellbeing, while developing strong partnerships between parents, who are the child's first and most influential teachers, staff and community. Our kindergarten curriculum develops children's confidence, independence, knowledge and understanding of their world in a safe, nurturing, interesting and beautiful environment where children are given time and the magic of childhood is preserved.

The Netherby Kindergarten community values respect, optimism, persistence, learner involvement and partnerships. These values underpin relationships, curriculum and governance of the kindergarten. We focus on developing secure, respectful and reciprocal relationships with children, while building strong partnerships with families. We respect diversity and are committed to developing cultural competence to promote understanding, communication and equity. Our day begins with our acknowledgement of the Kurna people as the traditional custodians of the land. We care for the environment by implementing and teaching sustainable practices. For staff, a culture of ongoing learning and reflective practice ensure continuous improvement in all areas.

The principles of Reggio Emilia underpin our practice: promoting children's voice, encouraging children to explore their interests, and to express themselves in their own unique way through the "Hundred Languages of Childhood". The educators observe and reflect on the children's learning to build the curriculum with the children.

Last reviewed 2022

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

The principles of the Reggio Emilia Schools are incorporated into the teaching practice at Netherby Kindergarten. Children are seen as competent powerful learners. Children's voice is highly valued and listening to children informs the curriculum.

Educators respond to children's ideas and theories and use intentional teaching to scaffold and extend each child's learning

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 2: Children's Health and Safety

Children's well-being is a high priority. Valuing and using nature as the third teacher.

Providing extended uninterrupted periods of play support children's learning and allows enough time for each child to feel a sense of belonging within the learning environment.

Times for meditation, yoga and positive affirmations are planned for all children to be involved in.

Regular gardening experiences are offered to the children, planting vegetables and herbs to use in healthy cooking experiences once harvested. Families often volunteering their time to contribute to cooking experiences with the children. Produce harvested from the garden is used in a market table, produce is harvested by the children and can be bought by families including the collection and sale of our chicken's eggs.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Sustainability is embedded within in the service, education to children and including sustainable practices within the site including the Sea Sheperd and KESAB visiting, scaffolding the children's understanding of using our colour coded waste bins, recycling, compost and soft plastics. Nude food lunch boxes are a continuous talking point.

Using Nature as the third teacher- Outdoor places are designed and organised to engage every child in quality experiences in both built and natural environments. We strongly believe outdoor learning strengthens children's emotional and social well-being as well as providing open ended opportunities for literacy and numeracy development. Outdoor play enhances critical and creative thinking, problem solving, collaboration and teamwork. Our paddock and bush garden area allow educators to step back but tune in, reducing adult presence allows children to be the teachers and share their knowledge of the world around them with peers increasing their oral language and communication skills.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Educator child ratios exceed the NQS requirements, this supporting optimal learning opportunities for all children. Educators demonstrate care, empathy and respect for children, staff and families.

Staff attend regular professional development and where possible in whole staff teams.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Our consistent staffing and group sizes supports the establishment of secure relationships between all educators and children. All educators are sensitive to children's individual needs and respond appropriately, with all efforts being recognised positively. Educators create an environment that reflects the lives of the children, their families and the local community

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

Educators create a welcoming environment for all families, communicating respectfully and sensitively with all families and responding to families' questions, concerns and requests in a prompt and courteous manner. All educators comfort and closely observe and offer reassurance to children who are finding it difficult at separating from their family. Our waving area is very popular to all families and children.

Our Playgroup sessions provide a welcoming, community building and supportive network for all families to be a part of. This is also a fantastic way for new children to transition into the kindergarten program as they build their sense of belonging and start forming strong relationships with their educators.

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Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

Opportunities are provided for shared leadership. Staff are responsive to the needs of the Centre, curriculum planning and programming and in managing situations as they arise.

Quality documentation is provided to demonstrate evidence of a deep understanding of children's learning e.g. goals, reflection, evaluation, assessment for learning, children's voice as well as parent input. · Families have access to children's learning through a variety of documentation methods including children's portfolios, individual learning plans, individual learning goals and snap shots of learning and our weekly program update via email.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Netherby Kindergarten

Goal 1: To improve children's literacy with a focus on phonological awareness.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we as educators implement a music pedagogy that supports the development of phonological awareness, then we will improve children's literacy.

Success Criteria (what children know, do, and understand):

1. -Children can identify a range of familiar sounds within their environment
2. -Children can tap out syllables of most words and say the number of syllables.
3. -Children can identify rhyme and create their own rhymes with familiar words.
4. -Children can keep the beat in a variety of different ways
5. -Children can identify initial sounds of words or names that are meaningful.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Build educator capacity and embed understanding through a range of professional learning opportunities	7.1.3 7.2.2 7.2.3	TND booked and attended by all staff by the end of term 2	All educators to take responsibility for implementation	Educators sharing her knowledge and utilising the music education strategy, ASO incursion, investigate incursions to support phonological awareness Music Education Strategy Workshops
Team agreement Create a plan about what this will look like for each child & groups of children. Intentional teaching opportunities during small and larger group times	1.2 1.1.1, 1.1.2,1.3.1 7.2.2, 7.2.3	End of term 1	All educators take responsibility for agreement	Literacy guidebook/indicators regular staff meetings Literacy que cards Music Education Strategy Workshops
Budget for purchasing relevant Resources Revamp literacy resources	6.1.3 6.2.2 7.2.2	End of term 1	All educators	Utilise new educators' and Music Strategy knowledge sharing on possible resources.

Sharing the importance of phonological awareness with families	6.1.3 6.2.2 7.2.2	End of year	All educators to take responsibility	Music education strategy
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Goal 1: To improve children’s literacy with a focus on phonological awareness.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Build educator capacity and embed understanding through a range of professional learning opportunities	Week 5 Term 1 Week 10 Term 1	Educators invited a Teacher from the musical education strategy (MES) to share a grouptime with children using music to build childrens understanding of rhyme, syllables and singing. Children showed excellent connections to making numer with one or two hands, counting syllables and sharing that number aloud. Children remembered the songs days after the session and sang them out loud. Educators attended a music PD which focussed on rhyme and literacy. This has set the plans in motion for our agreement to extend or build on children’s literacy skills. Educators will read a professional reading; phonological awareness to help shape planning and intentional teaching.	Staff to use resources shared to build on their practice of delivering literacy and numeracy outcomes using the success criteria. Share with families phonological awareness information and activities. Staff to use data to write ILP’s and plan group times. Staff to begin finding and sharing readings, PD opportunities etc... at staff meetings

		Staff team have almost completed traffic light assessments giving great insight into the literacy knowledge, stretch and strengths of the cohort. Staff continuing to build capacity through readings and implementing plans according to educator agreement	
Team agreement Create a plan about what this will look like for each child & groups of children. Intentional teaching opportunities during small and larger group times		Whole team to begin the agreement of what and how we will deliver growth for each child using the success criteria to guide. Focus: syllables Children are clapping words throughout the day or using hands under the chin to break down words. Children are demonstrating different strategies to build their learning with syllables, especially during play. Children are hearing the claps and saying the number (another way to subitize!) Most children can recognise 2 syllable words. Staff are breaking down words within stories shared throughout the day.	Staff to begin large group times with a literacy experience Staff to use data collected to target small group experiences in literacy skill development. Staff to use traffic light data to separate green, orange and red and begin planning for each in regard to syllables. How can we use music to build on syllable skill building? Instruments? Staff to focus on rhyme recognition with the intention of building skills to create own rhymes. How can the other literacy and numeracy indicators be planned for in our group times?
Budget for purchasing relevant Resources Revamp literacy resources		Waiting on budget	Create a wish list of resources Literacy packs that reflect focus.
Sharing the importance of phonological awareness with families		Information shared on Sway	Staff will begin to share in the newsletter readings or information that related to phonological awareness and important. Staff to share games, ideas and more resources with families to use at home to extend the learning.

Goal 1: To improve children’s literacy with a focus on phonological awareness.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

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Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Netherby
Kindergarten

Goal 2: To improve children's numeracy with a focus on number sense.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we as educators implement a music pedagogy that supports the development of number sense, then we will improve children's numeracy.

Success Criteria (what children know, do, and understand):

- Subitise collections up to 6 using a variety of different ways to show groups of numbers
- Understand the arrangement of a collection won't affect the quantity (conservation of number)
- Understand the countable units of 1 using one to one correspondence
- Know everything about numbers 1-10







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Build educator capacity and embed understanding through a range of professional learning opportunities	7.1.3 7.2.2 7.2.3	TND booked and attended by all staff by the end of term 2	All educators to take responsibility for implementation	Educators sharing her knowledge and utilising the music education strategy, ASO incursion, investigate incursions to support phonological awareness Music Education Strategy Workshops
Team agreement Create a plan about what this will look like for each child & groups of children. Intentional teaching opportunities during small and larger group times	1.2 1.1.1, 1.1.2, 1.3.1 7.2.2, 7.2.3	End of term 1	All educators to take responsibility for the agreement	Numeracy guidebook/indicators regular staff meetings

				Literacy que cards Music Education Strategy Workshops
Budget for purchasing relevant Resources Revamp numeracy resource area	6.1.3 6.2.2 7.2.2	End of term 1	All educators to take responsibility	Utilise new educators' and Music Strategy knowledge sharing on possible resources.
Sharing the importance of number sense awareness with families	6.1.3 6.2.2 7.2.2	End of year	All educators to take responsibility	Music education strategy


Goal 2: To improve children’s numeracy with a focus on number sense.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Build educator capacity and embed understanding through a range of professional learning opportunities</p>	<p>Term 1 week 5 Term 1 week 10</p>	<p>Educators invited a Teacher from the musical education strategy (MES) to share a grouptime with children using music to build childrens understanding of numeracy. Children showed excellent connections to making numbers with one or two hands, counting syllables and sharing that number aloud. Children remembered the songs days after the session and sang them out loud. Educators attended a music PD which focussed on rhyme and literacy. This has set the plans in motion for our agreement to extend or build on children’s literacy skills.</p> <p>Focus: subitising. Children are noticing dice number and showing the number using fingers. Staff have been using</p>	<p>Staff to use resources shared to build on their practice of delivering literacy and numeracy outcomes using the success criteria. Share with families number sense information and activities. Staff to use data to write ILP’s and plan grouptimes. Educators will read a professional reading; number sense to help shape planning and intentional teaching. Staff team have almost completed traffic light assessments giving great insight into the numerical knowledge, stretch and strengths of the cohort.</p> <p>Staff to look at all of the numeracy indicators to inform planning. Staff to focus on wellbeing for some learners.</p>

		<p>subitizing when ever the opportunity arises.</p> <p>Some children are picking up subitizing with great skill, others are still building their skill beyond 3</p>	<p>Staff to break down traffic light data to inform practice.</p> <p>How are we going to go deeper with subitizing?</p>
<p>Team agreement Create a plan about what this will look like for each child & groups of children. Intentional teaching opportunities during small and larger group times</p>	<p>Click or tap here to enter text.</p>	<p>Whole team to begin the agreement of what and how we will deliver growth for each child using the success criteria to guide.</p> <p>Staff are showing and teaching in multiple ways during all group times and are mindful of the stretch some children need.</p>	<p>Staff to end large group times with a numeracy experience Staff to use data collected to target small group experiences in numeracy skill development.</p> <p>What are we going to do about the green lights for subitizing?</p> <p>Tallying – another way to subitise.</p>
<p>Budget for purchasing relevant Resources Revamp numeracy resource area</p>	<p>Click or tap here to enter text.</p>	<p>Waiting on budget</p>	<p>Create a wish list</p>
<p>Sharing the importance of number sense awareness with families</p>	<p>Click or tap here to enter text.</p>	<p>Information added to Sway</p>	<p>Use more readings to draw on numeracy information</p> <p>Staff to share games, ideas and resources to extend the focus areas each month.</p>

Goal 2: To improve children’s numeracy with a focus on number sense.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
All educators demonstrating an understanding of NQS and the role they play in each area.	7.2.1 7.2.2 7.2.3	Documentation reflection and planning as a staff team on NQS areas	End of 2023	NQS moving from meeting to exceeding document staff meetings, pupil free days	Director to start the process but educators to take turns in facilitating this understanding and direction for change. Whole team approach and agreement
website updates- ensuring all information is current and relevant	6.2.3 6.1.3	Follow up website contacts and updates. New staff bio and photos	End term 1 2023	EDU web, Governing Council, Community	Director/admin staff
Policy update schedule in place	7.1.2	Develop timeline on all policies and when they're required to be reviewed	End of 2023	Governing Council, Policy folder	Director
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
All educators demonstrating an understanding of NQS and the role they play in each area.				
website updates- ensuring all information is current and relevant				
Policy update schedule in place				
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Click or tap here to enter text.				

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Tahlia Grandison
Date Friday, 9 December 2022

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: