



Paradise Kindergarten
www.paradisekgn.sa.edu.au

Quality Improvement Plan

2019

Paradise Kindergarten 2019 Quality Improvement Plan

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Service name Paradise Kindergarten		Service approval number			
		Service Approval No: SE 00006069 Provider Number: PR-00006069			
Primary contact at service					
Charmaine Suares Howard -Director					
Physical location of service			Physical location contact details		
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Postal address (if different to physical location of service)					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
Operating Hours-session times for parents and children					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:30	8:30	8:30	8:30	8:30(alt Fri)
Closing time	3:15	3:15	3:15	3:15	11:30

Additional information about your service

The service is a stand – alone preschool in suburban Paradise with two street accesses – Lincoln Road and Pam Street. Staff and parents park in Pam Street if more than two hours are required as all other street parking has a two-hour limit due to being close to the Paradise Interchange. The centre is operated as part of Department for Education site and thus is open during school terms. The site utilises 4 closure days per year to review the site learning plan and implement new strategic directions. These are approved by the Education Director and the community notified a minimum of 4 weeks prior to closure. The site includes excursions/incursions as part of the learning plan and these are planned to allow adequate notification to the community. We offer family and community opportunities to connect with the curriculum and to get to know the community and educators.

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Term 1: A Twilight Kindergarten session (in lieu of the Friday session) for parents/ caregivers to engage with the curriculum and make connections with the kindergarten community.

Term 2: We offer parents educator Conversations for each child to monitor and track children's Learning and engagement

Term 3: A family and community get together.

Term 4: An End of Year/Christmas concert. An opportunity to participate in the Campbelltown Christmas parade.

How are the children grouped at your service?

With Universal Access, the children are offered 15 hours of preschool per week in a 30-hour fortnight. To meet the needs of the community, parents can choose an option of 2 whole days, Mondays and Tuesdays (Koalas) or Wednesdays and Thursdays (Kookaburras) with extra hours every Friday morning fortnightly. Grouping children in two cohorts supports continuity of planning and organisation as well as supports children to develop a sense of community with the same group/cohort.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Charmaine Suares Howard- Director Full time

Deborah Walsh – Teacher Full time

Staff involved in reviewing the QIP and Submitting this one

Jenny Goodwin-ECW part time (Mon Tues Fri)

Jan Greb-ECW part time (wed Thursday Fri)

Silvina Muino- Teacher (Wed universal access)

Grace Rocca- lunch care and support

Payalben Lakhani- regular ECW reliever

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Site Philosophy

WE BELIEVE EDUCATORS

- *Are respectful, responsive, ethical and inclusive in their relationships with children and families and are advocates for high quality Early Childhood education.*
- *Collaborate effectively with each other and relevant service providers to support children with special rights and enhance each child's learning and wellbeing through inclusive and transparent processes and procedures.*
- *Are reflective, enthusiastic and passionate practitioners, committed to continuous improvement through ongoing professional Training and Development and performance planning and review through collaborative practices and pedagogical reflection.*
- *Work with children and families to plan, develop and construct meaningful, developmentally and culturally appropriate learning opportunities*
- *Continually reflect on the guiding philosophy of the*

WE BELIEVE CHILDREN

- *Are competent and capable learners with their own unique abilities and theories of the world.*
- *Develop a sense of belonging when relationships are responsive, reciprocal and respectful of children's rights and culture.*
- *Learn through play and develop a strong foundation when they are supported to be researchers in their own learning.*
- *Are resilient and adaptable when given the opportunity to experiment, persist and take appropriate risks.*
- *Need opportunities to develop creativity, imagination, a sense of wonder, decision-making skills, self-confidence, awareness of and consideration for others, play skills, friendships and independence in a safe, secure learning environment.*

- *Support the rights of every child, and engage them in experiences that focuses on child protection, social justice and wellbeing.*
- *Value time and relationships to deeply engage with children's learning and maximise learning for each child through using their strengths and interests*
- *Support children to be capable and competent by creating environments that encourage children to be researchers in their learning through exploration and engagement with materials that are developmentally and culturally appropriate materials.*
- *Reflect high expectations for learning through a cycle of rigorous planning, documenting and evaluation*
- *Provide opportunities to embed environmental sustainability and create global awareness, understanding, a sense of responsibility and optimism*

- *Are partners in providing a culturally diverse and inclusive kindergarten environment.*
- *Have opportunities for equal access and participation in their child's education is welcomed and valued.*
- *Are supported to develop honest reciprocal, respectful, ethical and equitable relationships which lead to better outcomes for children and families*
- *Support children's learning wellbeing and transitions from home and to school when they work together with educators and service providers.*

WE BELIEVE EDUCATORS

The Site Philosophy is constantly under review and we use reflective collaboration to ensure that our philosophy is revised, adapted and evolves over time.

WE BELIEVE FAMILIES AND COMMUNITY

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Adding a few dot points or sentences about the following questions will provide evidence for

QA 1 children's agency

QA 6 partnerships

QA 7 Leadership

When the philosophy original development of the philosophy? Who was involved?

- The philosophy was originally developed by the previous director who was at Paradise kindergarten for 10 years.
- Most recently the Philosophy was annually reviewed in 2017 with staff and families.

Who was involved in the most recent review?

- In the most recent review (2018) staff used the philosophy statement from 2017 and reflected on it to capture the essence of what we believe in order to ensure it is succinct and accessible to families and community as a one-page document.

What processes were used to engage families and children?

- We have used the process of talking with Families and using the parent's inputs that go out each term to engage with families about the kindergarten Values and Philosophy
- We have used Twilight Kindergarten as a means to engage with the parent's community about what Kindergarten is all about and use that time to revisit the learning and engage with conversations about our values, beliefs and practices. This is a hands on approach to engage Parents and community in experiencing our beliefs in action.

Can you describe children's input?

- Children are viewed as capable and competent and at group times we have asked children what they believe Kindergarten should look, like feel like and sound like. This was incorporated in the Philosophy statement
- Children are asked to draw what they would like Kindergarten to look like.
- Our Kindergarten Philosophy was also reflected on by children in 2017 when children were asked to draw what they believed Kindergarten should look like to others and this has developed into a Kindergarten logo designed by an ex-student Lara Cetinkol.

How is it communicated, displayed, promoted? - with families, children, educators, community

- Our philosophy is displayed on the community notice board and we are currently reflecting on how to make this more visible to parents / community.
- At the beginning of the year 2019 this will also be emailed out to parents

How is it used in decision making?

- Our philosophy guides all our decisions and practices
- We use critical reflection on our philosophy to guide decisions made about curriculum, resources and spaces and routines of the day and staffing.
- All staff have participated in training regarding the code of ethics
- Our philosophy has led to editing spaces and resources and we will look to improving the facilities at the site that echo the site philosophy

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Strengths Summary

Describe self-review processes and evidence collected

For example

Staff meeting agendas

QIP display

Parent input each term

Parent's educator conversation

Critical friend Thorndon Park Sam Chegwin

2016 NQS report

- Review undertaken over 3 Staff meetings
 - Date -QA 1-3
 - Date -QA 4-5
 - Date -QA 6-7
- Discussion at Governing Council Meeting
- Parent perspectives gathered during enrolment, term 2 interviews and in term 4
- parent display where individuals were invited to prioritise

List data considered in review process and tools used e.g.

- | | |
|--|---|
| • Self-review discussion record based on NQS Guide | • Local school performance report |
| • Sustainability Audit | • Leadership Survey |
| • Transition Rubric | • Psych health Survey |
| • Parent surveys | • Statements of Learning written for all children at the end of the previous year |
| • Involvement Scale data collected in March & Nov | |
| • Partnership Performance report | |
| • PDP | |

Through documenting these processes, you (and other site staff) will be able to articulate your self-review process if asked by assessors, you will be able to review what was a useful, authentic process and what wasn't, and be able to schedule the activities for the next review cycle knowing that 2017 QIP will be due in week 6 of term 1.

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QA1 Educational program and practice- Strengths

Theme 1: Practice is **embedded** in service operations

- All staff document children's learning using learning stories and observations that reflect the Early -Years Learning framework as well as Indicators of preschool literacy and Numeracy
- Computers are networked so staff all have access to facilities to document children's learning
- Data is recorded and monitored for each child by all staff by means of a data wall
- Explicit group learning experiences as well as intervention groups are organized into the routine of the day.
- The daily timetable has been developed to minimise transitions for children, providing long interrupted blocks of play in which to deeply engage.
- Between arrival and group time, there is opportunity for informal conversations and for staff to support children and parents with separation.
- Learning experiences and provocations are presented to children that are relevant, meaningful to them and allow for extension of their learning.

Theme 2: Practice is informed by **critical reflection**

- Staff contribute to a daily review about children and the group's learning, twice a term staff review each child and record strengths and possible areas of growth which is then followed up and documented in the program.
- Staff engage with Parents in term 2 offering a parent educator conversation to discuss each child's 'Statement for Learning', Children's learning / interests is then followed up and used to inform their Statement of learning in T4
- Educators document children 's learning and collate data from Learning stories, observations, samples of work and Individual learning plans and unpack the data twice a term
- This data informs a Statement of Learning that is written in term 4.
- Staff are focussed, active and reflective through daily review; recording individual and group interests, ideas and interactions which then become the foundation for emergent and longer term design / planning and implementation of a program that scaffolds and extends each child's learning.
- Assessment of and for learning is a continuous process (cycles within cycles), forming the basis for the program. Educators engage in Professional Training and Development either at staff meetings, as a team or individually and with colleagues across the partnership.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- A PowerPoint presentation of the project work for the term is documented and can be played back to children for them to revisit their learning as well as be played for families and caregivers at kindergarten events or at the end of term.
- The curriculum board along with photos of the week is displayed on a Television and print out of the PowerPoint of the term inquiry is accessible to all parents/ community in the foyer.
- Term 2 we offer an opportunity for each family to engage with a parent/ Educator conversation where families will be shown their child's individual folder. Parents/ caregivers are encouraged to take the learning folders home regularly.
- The creation of a Facebook page and new website as well as weekly emails has also supported parent's engagement in the program and curriculum at kindergarten.
- The planning / assessment process has been purposefully developed as an emergent planning document that develops and is led by children's knowledge and interests. By engaging in a project inquiry, staff and children are able to deeply explore their ideas or theories with excursions and visiting experts (parents and community) added to the curriculum.
- Our program is informed by surveys/questionnaires, parent evenings, informal and formal conversations, interactions with families/carers, staff working in small groups and developing relationships and having conversations with children.
- Local walks and excursions connects children to the physical space around kindergarten and makes children visible in and to the community.

Improvement Priorities for QA1

- Are embedded within our main improvement priorities

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QA2 Children's health and safety Strengths

- **Theme 1:** Practice is **embedded** in service operations
- Children are supported to gain an understanding and become independent in good hygiene as educators model appropriate health and hygiene practices with the children, hand-washing prior to eating, nose blowing etc.
- For children not fully toilet trained an individual toileting plan is organised with parents to ensure the child's comfort and dignity are always respected.
- The toilet and bathroom area is monitored and cleaned each day after lunch.
- Resources used by children are cleaned prior to storage. Shed equipment/resources are cleaned termly.
- Families are requested to inform staff of any infectious diseases in order to inform the community via the noticeboard and email, where appropriate, and recommended exclusion periods according to current medical recommendations are adhered to.
- Staff, parents and children are advised to seek medical advice and not attend work if unwell.
- Injuries are treated, recorded and monitored. Injury records are completed for all accidents, and signed by parents and relevant educator. These are then stored in the First Aid Folder in the kitchen.
- All head and more significant injuries are reported immediately to the ED/ECL, parents/carers and appropriate records kept.
- DfE IRMS (injury and response management system) is used to record and report incidents.

Theme 2: Practice is informed by **critical reflection**

- Staff use STAR to reflect on resources environment and safety management plans.
- Outdoor equipment is located over appropriate soft fall and the learning environment monitored for safety and hazards.
- Effective steps are taken to identify and manage risks. All areas of the kindergarten are monitored for Safety Checks on equipment are conducted as per guidelines and issues requiring attention are added to the risk register on the OHS board.
- Hazardous materials and resources are labelled and stored appropriately away from children and secured to prevent access.
- Educators implement the Child Protection Curriculum regularly equipping children with strategies to keep themselves safe and empowered to seek help. Risk / benefit assessments are developed with children, with some displayed in the environment, and stored in the risk assessment folder
- All excursions have a risk assessment completed which is kept in filing cabinet with current excursion permissions. Excursions are planned that are relevant to the curriculum and children's interests. Adequate supervision is provided with adult: child ratios carefully followed. A risk review is conducted after the excursion and relevant changes are made to the risk assessment documents.
- All educators have current DfE qualifications
- Ratios of educator/child are monitored throughout the day to ensure this is maintained.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Every child's health needs are monitored and supported starting with the enrolment process where parents record needs and issues. Children with specific health needs have information displayed including their photo in the kitchen. Risk minimisation plans are also filed for each child diagnosed with a health plan.
- The staff administer medication that is related to asthma and anaphylaxis and these are kept in individually named bags in a basket on top of the refrigerator in the kitchen Antibiotics will be administered only if plan is available from a medical practitioner
- The site practices an 'allergy awareness' process and staff regularly monitor food provided for allergens. Families are notified about not sending allergen foods through enrolment information, email, Facebook and newsletters.
- The centre has a Hot Weather and a Skin Protection Policy reviewed with recommendations by the Cancer Council and governing council members.
- The outdoor area has large areas of shade with more quiet and cool spaces to be further developed.
- Families are encouraged to apply sunscreen in the morning and staff assist children to reapply after lunch with centre sunscreen. Staff will assist those with allergies and sensitivities to apply their own. -Parents are encouraged to send healthy foods and provide water only, in line with our food policy, in environmentally sustainable packaging.

Improvement priority for QA2 is

- Review and update all policies with new families
- Provide more shade areas in the outdoor area around mud kitchen and sand pit.

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QA3 Physical environment- Strengths

Theme 1: Practice is **embedded** in service operations

- Sustainable practices have been part of the QIP in recent years and many practices are now embedded. The kindergarten is now part of the Aussie Schools Initiative and will be accessing NRM. KESAB for support to establish a SEMP (Sustainable, Environment, Management Plan)
- Fruit and vegetable scraps are either fed to the chickens, composted for use in the garden beds, put in the worm farm or sent to green waste via Council provided food scrap container. Parents bring their kitchen scraps for the chickens.
- We have created a community table where parents and community share their excess produce from their vegetable patches.
- Children are encouraged use water wisely by using tank water for play and reusing water play water on our plants.
- The chicken coup in the outdoor environment supports community engagement by parents caring for them in the holidays. Children collect eggs, count them, use them for cooking experiences and feed the chickens scraps from our cooking or from home
- Children participate in seed raising, weeding, watering and caring for the gardens and vegetable patch a well as plant plants that attract pollinating insects and birds.
- While outdoor space has limited wheelchair / walking frame access we have not had enrolments that have needed them. However, children who have had casts on limbs have been supported by staff to access all learning areas or the activities were adapted for their inclusion. Playgroup requires a ramp and hand rails.
- Shady quiet areas are provided for in the outdoor area with shade sails and roofs being erected on play platforms. Quiet areas are provided for indoors with children able to use the library to rest have a quiet area to retreat to.

Theme 2: Practice is informed by **critical reflection**

- By reflecting on the space to ensure spaces reflect our philosophy spaces have been redesigned and currently new projects for pinup boards etc. are underway.
- -The indoor environment has been reassessed to ensure natural light is made a priority, resources that are stored in front of the windows have been edited and moved into the shed.
- -Adequate toilet and hand-washing facilities are provided however the taps in the children's bathroom will be replaced as they are hard for the children to operate. Raising the divider between the toilets will also undertake to respect children's rights to privacy
- Maintenance is carried out in an orderly fashion. Regular site inspections are carried out to ensure the safety of both staff and children, and that the learning environment is suitable for young children. The building facilities are maintained by DfE.
- Site cleaning is carried out nightly and equipment cleaned after use and prior to storage.
- At staff meetings Occupational Health and Safety issues are identified and discussed as a team, then actioned by the appropriate staff member? Governing council and the DfE.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- The centre has been adapted to provide the best service within its limitations (e.g. there is one main doorway to provide access between indoors and outdoors) The curriculum focus and board is on the left of the main entrance to engage families in the children's learning
- Over the years, many culturally inclusive resources have been purchased and by engaging the community via Facebook, more parents are donating cultural clothing, plants and artefacts to kindergarten.
- -The arrangement of furniture is flexible and will be further edited to provide more space for children to have agency. Furniture is being reviewed and different levels of home like furniture to be inclusive of other cultures and ensure access for children to explore and revisit experiences.
- -Bringing greenery and natural materials indoors will further provide a sense of emotional wellbeing for children and invite families and caregivers into the space.
- Caring for our environment (fauna and flora) is an embedded feature of the curriculum. Various animals from families, staff and the Nature Education Centre regularly visit. Children are encouraged to brain storm their knowledge and then ask questions for further research, which then becomes part of the programming cycle.

Improvement priority for QA3 is

- Improve display areas and pinup boards
- Create more signage
- Purchase more flexible furniture for indoor and outdoor spaces

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QA4 Staffing arrangements- Strengths

Theme 1: Practice is **embedded** in service operations

- Supporting transition points with extra staffing has provided staff and children particularly around lunch times with more opportunities to be social and engage in relaxation and mindfulness more effectively.
- Universal Access funding has provided the opportunity to support the director's administration time and allow for the teachers' half a day non-contact time.
- All the staff are appropriately qualified with several having done additional study
- Staff communicate their movements in or out of the building to each other to maintain ratios across the day (indoor and outdoor learning environments) and they receive adequate breaks without compromising the safety of children.

Theme 2: Practice is informed by **critical reflection**

- A statement of philosophy of ideals, values and pedagogical practice is being reviewed and in consultation with staff and community to reflect the values in early childhood education, and is provided to all families on enrolling at the site
- Training and development will be accessed as a staff team wherever and whenever possible. Staff will also share their individual training and development with the rest of the team during staff meetings. The staff team will visit other sites to share ideas and connect with colleagues.
- Staff meet regularly for professional discussions and ongoing team learning (e.g. the implementation of The Literacy and Numeracy Indicators). All staff have an opportunity to reflect on their practice and will be using video analysis and the Respect Reflect and Relate and LDAR document to support their practice and pedagogy.
- In the team environment a strength based approach utilises various individual staff skills.
- Grievance policy procedures, and support service information is available to all staff and is also in the induction folder.
- Professional development plans that support both the site and the individual are reviewed by the director who takes time to manage and support staff to achieve their professional goals.
- Staff meetings are conducted fortnightly within work hours (on Fridays when all staff can attend) and provide an opportunity to share planning professional development, data and ongoing issues pertaining to the environment and wellbeing of all children and others

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- The site has governing council meetings twice a term where parents/community are partners in decision making processes at Kindergarten.
- Parents and families engage in Parent Opinion Surveys to provide feedback and have opportunities each term via Parent input sheets and Curriculum ideas and suggestion boards to be part of curriculum at Kindergarten
- The staff will be using the code of ethics to guide interactions with children, families, colleagues and the community.
- Families and communities are invited to be part celebrations and share their culture by engaging with children at group time
- Families have been part of celebrations in the indoor and outdoor areas at Christmas, twilight kindergarten. Although space is limited we have purchase an outdoor gazebo to provide shade and shelter during these events.

Improvement priority for QA4 is

- Employ a lunch care educator in order for lunch times to provide adequate staff breaks and support this transition point for children and staff.
- Ensure all educators are provided with Non-contact time to document children's learning.

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QA5 Relationships with children- Strengths

Theme 1: Practice is **embedded** in service operations

- Paradise Kindergarten has had relationships and wellbeing as foci in our QIP for a number of years, continuously improving the process for developing, building and maintaining respectful, trusting relationships with children and their families over time. This is supported by having stable attendance groups that are divided into two groups Koalas and Kookaburras.
- When interacting with children, staff use positive inclusive language and behaviour, engaging them in opportunities for discussions which further learning.
- A variety of techniques are used to convey meaning including sign language, picture cues and routines to support wellbeing.
- Staff sit and talk with children including lunch time where they engage in conversations in a relaxed manner. Active listening and open ended questions are used to further conversations and learning.
- Children are supported to engage with educators in respectful meaningful ways in their interactions. Small groups are used to build trusting relationships, support interactions, sharing of ideas and a sense of belonging.
- Children's interests, ideas and prior knowledge is respected and built upon in the learning program.
- Staff acknowledge the varied cultures that make up our community by learning greetings of the cultures, engaging in conversations with children and community and recognizing and acknowledging the different ways of being that are represented at the centre. Some staff speak a variety of languages of the cultures most represented which assists the children, families and others to communicate together.
- Children are given time, resources and are encouraged to engage in collaborative play especially dramatic play. The routines can be flexible and can change in response to children's engagement. Educators scaffold learning and play in response to each child using supportive language
- Learning is play based which promotes inclusion, communication, co-operation and collaborative play. Staff support children to 'have-a-go', take risks socially, develop resilience and problem solve in their play.

Theme 2: Practice is informed by **critical reflection**

- Staff critically reflect on the learning of each individual child during daily reflection meetings, through the term and during staff meeting twice a term.
- A data wall is being trialled to ensure systemic processes of data collections will inform monitoring and tracking children's growth over time.
- There is an individual learning plan for each child that is added to by all staff. This is reviewed twice a term
- The reflection of the program has a strong child's voice as children revisit their learning by reflecting on the week gone by watching it on the TV placed in the foyer. The PowerPoint is reviewed by the children once a term. We will also hope to include a mid-term review.
- A parent educator's conversation is offered in term 2 for each child where staff will critically reflect with the parents on each child's learning and develop joint learning plans for the future.
- All learning stories and Observations are reflected on for each child based on the Early Years Learning Framework and the IPNL
- Staff during staff meeting reflect on their practices uses reflective tools like LDAR, RRR, and the National Quality standards. We have also used the NQS self-review processes to build and further develop our critical reflective practices.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Educators develop respectful, reciprocal relationships with children and families, use inclusive language and respect family cultures.
- All children have individual learning folders that have a section for parents to comment on for individual learning stories.
- Parents have input into their children's learning via a parent input which connects to the inquiry for the term
- Parents and the community are represented in curriculum decisions made by the governing council which comprise of staff and representatives of the parent body.
- Health needs are respected, such as toilet plans, developed with the parent to ensure the dignity of each child
- Initial parent information provided on enrolment aids transition and enables educators to connect with every child
- Parents reflect on and is in partnership with educators to plan for their child's learning in the parent's educator conversation offered in term 2.

Improvement priority for QA5 is

- Embedded within our two main Improvement priorities

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QA6 Collaborative partnerships with families and communities - Strengths

Theme 1: Practice is **embedded** in service operations

- Families complete a 'Waiting List form' to show intent to enrol and the site has an enrolment priority of access to ensure local families are a priority adhering to DECD enrolment processes. Families are contacted in Term 3 to finalise enrolment and attend an information session in the evening to allow for working parents to attend the session.
- During Term 4 there are two orientation visits. Parents have the opportunity to share information prior to starting sessional kindergarten, and children become acquainted with the learning environment
- There is an additional Information session for all families on term 4.
- Various methods of communication are used; face to face, email, Facebook and the website which is currently being developed are provided to parents with information about Kindergarten.
- All children with special rights are supported within the site and offered additional services if required (e.g. as bi-lingual, learning difficulties and speech, OT, sensory processing and Psychology)
- In the enrolment process, parent's thoughts and understanding of their child's learning is sought and respected through the 'About Me' questionnaire. This information is collated and used for planning during the child's first term.
- A newsletter is written twice a term and emails are sent to families each week informing them about the weekly happenings and reminders at Kindergarten. 2 posts on Facebook are also made twice a week for parents and caregivers to engage with the curriculum.

Theme 2: Practice is informed by **critical reflection**

- The site has reflected on invitations for parents to join the Governing Council by ensuring parents understand that it is open for all community members to join and is a forum for decision making and information sharing, and fundraising decisions, this has resulted in the largest attendance at Governing council.
- Our site philosophy reflects on the inclusion and participation of parents in all aspects of the kindergarten curriculum. this has provided for parents to participate in cooking, sharing culture, gardening, caring for chickens over the holidays and has developed into a sense of community where participation is embedded and reflected on to provide more opportunities for parents/ carers to be involved in their child's learning
- Reflecting on the cultural diversity within the site and to celebrate this diversity we have provided opportunities to celebrate by organising- multicultural lunches, festivals and occasions
- Reflecting on our parent opinion survey and the need for more one on one information to all parents regarding their children's learning, in term 2 all parents are invited to attend an Educator Parents conversation that forms the Statement for learning where parents have input about the learning and wellbeing of their child.
- All parents reflect on and are invited to have input into the QIP, our policies and our philosophy, we have reflected on our parents needs and provided multiple platforms for communication via FB , weekly emails, newsletters and mobile phone messages.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- Families are invited to participate and join in working with children and sharing their home culture. We seek Participation for excursions, cooking, gardening, special interests, fundraising, assisting in the day to day activities of the kindy and for working bees.
- We celebrate with community days- multicultural lunch, festivals and occasions
- In term 2 all parents are invited to attend an Educator Parents conversation that forms the Statement for learning where parents have input about the learning and wellbeing of their child.
- The site liaises with other organisations and service providers to support children's learning such as speech pathology, psychologists and CAFHS.
- Emergency services and other occupations are accessed to extend learning opportunities, child protection curriculum and keeping safe
- The DfE partnership model promotes linking with other services in the community to support our families.
- Children with additional learning needs have a negotiated education plan, and referrals are made to DECD for support.
- Children with English as a second language and those who have no English are supported where possible with a

Improvement priority for QA6 is

- Embedded within our main Improvement priorities

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QA7 Leadership and service management- Strengths

Theme 1: Practice is **embedded** in service operations

- The philosophy statement is written in collaboration with staff and families and is part of our induction process. It has been based on NQF, National Regulations, EYLF principles and practices. It reflects the centre and community's commitment to quality early childhood education and interactions.
- The site leader drives teaching and learning, site culture and ensures the site complies with all policies and DfE systems for information storage and is currently looking at employing someone to archive records.
- The site has ongoing support and input from DfE systems.
- The service employs an accountant to ensure that all financial transactions are properly recorded.
- -The service's finances are audited annually with 'no actions required'
- The centre has DfE and Work Safe systems in place to ensure it meets all responsibilities for notification.
- All staff are inducted to the site with a comprehensive process and orientation. The induction folder provides information on the daily schedule, health needs of children, emergency information, site philosophy, site specific policies, WHS information and programming details.
- DfE policy and directives are used to support and manage the service.
- Folders relating to NQF, EYLF, National regulations, policies and procedures are available and clearly marked.
- Relevant screenings and training records are kept up to date on the HR system

Theme 2: Practice is informed by **critical reflection**

- All staff members that engage in Professional development are supported to share their learning with the rest of the team. The leaders ensure that all staff participate in regular Performance Plans with their line manager. It is an opportunity to discuss ongoing professional development and support of the site, for personal improvement and to support DfE initiatives.
- A continual improvement cycle is used by staff to support ongoing programming and learning.
- The QIP is reviewed each year in the process of review for the Annual Report and new goals identified for the following year (s)
- Staff reflect on their practice in the provision of learning outcomes which are discussed at staff meetings, with a focus on improved documentation and video review.
- Open and professional discussions to further staff's professional knowledge, to reflect on practice and build on the culture of the site is promoted. This is done in staff meetings, professional reflective meetings to discuss early childhood pedagogy, attendance at professional development opportunities, and closure days to review and reflect for continued improvement.
- With the Staff team children and families are involved in the inquiry project model. All staff members and educators have input into the curriculum and can articulate how the planning is emergent and based on children's theories, as well as provocations provided by educators and visiting experts. The educational leader is supported with extra NIT time once a term to lead professional learning within the team
- The Director is accessing the DECD Strategic leadership course to further develop and support her skills in leadership
- All staff participate in regular Performance Plans with their line manager. It is an opportunity to discuss ongoing professional development and support of the site, for personal improvement and to support DfE initiatives.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**

- The site has a community based Governing Council that is involved in making decisions regarding curriculum and the running and governance of Kindergarten. All families are invited to the Annual general meeting (this is also extended to the families who are starting the following year) and the annual report is shared and the new Governing council members are elected.
- The approved provider, nominated supervisor and educators at the centre are displayed. Governing Council member's names and photos will be placed on the notice board.
- All volunteers and Governing Council members are inducted to the site appropriately

Improvement priority for QA7 is

- Embedded within our main improvement priorities
- Ensure systems for relief staff and part time staff to be informed of progress against our improvement work.

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GOAL 1: Documentation of the indicator 'I Understand the language of my world' evidences children's learning through the implementation a playful literacy program

Challenge of practice	<p><i>If we deepen our knowledge by documenting and critically analysing children's literacy learning of 'I understand the language of my world' through play and make this visible and explicit to families, then we will see greater evidence and understanding of this learning with families and educators.</i></p> <p>Families particularly EALD families often teach children how to write the alphabet in upper case and view that as literacy learning. In order to engage parents and community, staff need to reflect on our own knowledge, documentation and intentional teaching around the indicator of 'I Understand the language of my world' and engage with the Early Years Literacy project 2019</p>							
Strategy 1	<p>Support and develop educator capacity to document around Phonological awareness and language development to design and implement a playful literacy program.</p>							
Actions	<ul style="list-style-type: none"> • Engage with support services around planning for Rhyming, syllabification experiences and plan for music and movement within the curriculum. • Continue to engage in small group learning for all children as well as to target children with Special rights and EALD around language development via book making experiences. 							
Strategy 2	<p>Liaise with parents and community regarding current developmentally appropriate Literacy learning</p>							
Actions	<ul style="list-style-type: none"> • Critically Reflect on literacy information and use feedback to revisit the information that is sent out to all parents as a team. • Ensure parents have access to resources like books via book swap and literacy kits. (Clarify that it is different to Literacy Kit Borrowing) • Provide opportunities for Parents to engage in children's book making experiences at twilight Kindergarten. • Educators will create a display about book making for families and children 							
Strategy 3	<p>To document Children's literacy learning via data sets (Learning stories and Obs) using IPL 'I understand the language of my world.'</p>							
Actions	<ul style="list-style-type: none"> • Use the data wall to track and monitor LS and observations recorded against 'I understand the language of my world' • Revisit statement of and for learning • Minimise daily reflection format and ensure there is an embedded process to follow up or reflect on learning (e.g. Staff mtgs) 							
Resourcing Required	<ul style="list-style-type: none"> • Staff will be part of the Early Years Literacy Project which will focus on literacy learning in the early years. 4 TRT days will be budgeted. • Pupil free days will account for this project as well as used for critical reflection and data collection and analysis. • Budget for educator time to organise Literacy kits • Share training around language development as well as Phonological awareness as a team • Provide information to parents regarding developmentally appropriate literacy learning 							
	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA1</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA2</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA3</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA4</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA5</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA6</td> <td style="border: 1px solid black; width: 12.5%; padding: 2px;">QA7</td> </tr> </table>	QA1	QA2	QA3	QA4	QA5	QA6	QA7
QA1	QA2	QA3	QA4	QA5	QA6	QA7		

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Links Standards & Elements	Educational Program and practice 1.1.1 1.1.2 1.2. 1.2.2 1.3.2 1.3.3	Children's health and safety 2.1.1	Physical Environment 3.2.1 3.2.2	Staffing arrangements 4.1.1 4.2.1	Relationships with children 5.2 5.2.1	Collaborative partnerships with families and communities 6.1.1 6.1.2	Governance and Leadership 7.1.1 7.2.1 7.2.3
Links Exceeding Themes	Theme 1: Practice is embedded in service operations			<ul style="list-style-type: none"> Self-review and assessment of the learning processes will occur termly using the QIP improvement review processes. Systems analysis of the data wall will be built into the staff meeting agendas. Critical reflections on the documentation of learning against the Literacy and Numeracy indicators will be reflected upon. e.g. staff learning stories shared at meetings Staff will be organised to attend staff meetings and professional development as a team. Staff will be supported to align their Professional Performance reviews to align with the QIP. 			
	Theme 2: Practice is informed by critical reflection			<ul style="list-style-type: none"> Critical reflection will be part of the pedagogy and practice at staff meetings. The use of tools like LDAR, NQS review along with video analysis RRR will be implemented Monitoring progress using the NQS and QIP will be ongoing and collaborative Learning and documentation against the Literacy and Numeracy indicators will be shared at staff meeting. Developing Educator capacity of using the Indicators and the language of the indicators with children, families and community will be reflected upon. Data will be reflected on and analyzed more frequently to ensure we are on track or to inform future planning. 			
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community			<ul style="list-style-type: none"> Families will be informed about best literacy practice via information in learning folders, assessment of children's learning via learning stories as well as support from DfE's speech pathologists. The inquiry model each term will focus on one part of literacy development for e.g. syllabification, rhyming, phonological awareness etc. Literacy kits will be made available for parents to borrow to support meaningful literacy experiences at home. Book making will be a display created at twilight kindergarten for the parents to engage with. Families will be invited to be part of a term 2 parent and educator conversation where learning will be reflected upon based on the preschool Indicators of literacy. 			
Success /Progress Measures Indicate monitoring timeline	<p>Consider the 4 levels of outcomes Targets can be set against</p> <ol style="list-style-type: none"> Professional learning and engagement with the Campbell Partnership Early years' inquiry 2019 around literacy learning and book making. Literacy kits around rhyming will be created. Educator actions/behaviour/pedagogy (e.g. modelling and fostering curiosity) Educators will share their documentation against the literacy indicators via learning stories at staff meeting to ensure all staff are confident to use the language of the literacy indicators. Progress against EYLF Outcomes or IPNL will be documented and monitored by using the data wall in the office. Confidentiality will be maintained for all children and all staff will contribute to documenting, tracking monitoring and analysing the data. 						

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Progress Notes

Date	Term 1: Literacy goal: Documentation of the Indicator “I understand the language of my world’, evidences children’s learning through the implementation of a playful literacy program.	Tracking Progressing on track Needs attention Not on track
22.02.2019	Unpacking the goals for the QIP.	Progressing on track
8.02.2019 11/02/2019	Early years literacy learning day with an introduction to book making Book making display for all parents created on the curriculum board Book making information in each child’s folder.	
1.03.2019 4.03.2019	Unpacking what the learning looks like by sharing with all educators the learning stories and documentation of the Literacy indicators within The indicator “I understand the language of my world.” Amanda Bartram demonstrates book making. Deb to rewrite parent Information about Literacy	Progressing on track Needs attention
21.03.2019	Pupil free day. Staff had input into the Quality improvement plan with each staff member aware of what part they are responsible for via the GANTT chart. Unpacking of the data wall how to use it and how to analyse what the data is telling us.	Progressing on track
2.03.2019	Speech Pathologist Emily Mcpharlin came to talk with the staff team about the progression of language from an oral language perspective as well as a phonological perspective and supported staff with a range of resources aimed at providing parents with information. She is open to a short session for parents re oral language.	Progressing on track

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Progress Notes

Date	Term 2: Literacy goal: Documentation of the Indicator “I understand the language of my world’, evidences children’s learning through the implementation of a playful literacy program.	Tracking Progressing on track Needs attention Not on track
15/05.2019	Presenting the monitoring part of the QIP to colleagues at partnership	Progressing on track
10/05/2019	Early years literacy learning day sharing the displays , work and documentation with other sites	
25/05/2019	ECHO bus trip to engage with other sites and their planning and documentation of children’s learning.	Progressing on track
30/05/2019	Amanda Bartram mentoring the “What’s the nudge?” Feedback to be shared with each educator as well as at Staff meeting on 31/05/2019	Progressing on track
31/05/2019	Staff meeting re reflecting on the documentation around the visits to different sites with the ECHO as well as critically reflecting on feedback from Amanda Bartram.	Progressing on track
27/05/2019		
30/05/2019	Created a learning display for children’s work around the teaching point “Speech bubbles and thought bubbles.”	
24/06/2019	All families received information electronically and hard copy around language development and the importance of all three components. Oral language, Phonological awareness and print knowledge	
24-28 th /6/2019	Tracking system for learning stories for all children Implemented	

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	<p>All parents were encouraged to participate in an opportunity to share in their children’s learning and progress against the Literacy and Numeracy indicators were reported against.</p>	
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Date	Term 3: Literacy goal: Documentation of the Indicator “I understand the language of my world’, evidences children’s learning through the implementation of a playful literacy program.	Tracking
2/9/2019	Staff team attended the Early Years Literacy project about Building Readers Identity Action: intentional opportunities and the end of the day and spontaneous opportunities during the day.	Progressing on track
		Progressing on track

Date	Term 2 : Numeracy goal: Document Numeracy learning against the indicator “ I explore and understand my place and space in the world’, through relevant and meaningful experiences that engage children and families.	Tracking
17/05/2019	Analysis of data wall noticed a noticing and naming of the literacy learning but gaps within the Numeracy documentation	Needs attention
28/05/2019	Deb and myself joined the PMA Maths meet to engage with other preschool colleagues to focus on the documentation around children’s numeracy learning	Progressing on track

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24/05/2019	Deb created a Maths Number challenge with information for parents to engage in the challenge with their child.	 Progressing on track
4/06/2019 7/06/2019 24/06/2019 24/06/2019 24-28 th /6/2019	<p>Twilight session for Parents presented by Lisa Jane o Connor “mathematics in the Early years and how to support your child with meaningful experiences at home.”</p> <p>Numeracy display created for all parents following up on Lisa Jane o Connors Numeracy twilight session. All parents receive hard copy and electronic copies of handouts of how to explore geometry with their child at home.</p> <p>Tracking system for learning stories for all children Implemented</p> <p>Numeracy books purchased for the site and displayed for the parents</p> <p>All parents were encouraged to participate in an opportunity to share in their children’s learning and progress against the Literacy and Numeracy indicators were reported against.</p>	 Progressing on track
Date	Term 3 : Numeracy goal: Document Numeracy learning against the indicator “ I explore and understand my place and space in the world’, through relevant and meaningful experiences that engage children and families.	Tracking  Progressing on track  Needs attention  Not on track
22/07/2019	Invited all parents/ caregivers to the Literacy and Numeracy session organised by DfE	 Needs attention
9/8/2019	Invited all parents for Follow up Numeracy session led by Lisa Jane O Connor	 Progressing on track
9/8/2019	Small groups were created to support, track and monitor children to achieve their goals within Numeracy drawers of Number sense and spatial sense	 Progressing on track

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21/8/2019	Sent out family Challenge for pattern and algebraic reasoning to all families	 Progressing on track
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2019 Quality Improvement Plan



GANTT CHART

Priority 1: Documentation of the indicator 'I understand the Language of my world', evidences children's learning through implementation of a playful literacy program.

Goals and success criteria	Term 1 Weeks 1-5	Term 1 Weeks 6-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 Weeks 1-5	Term 3 Weeks 6-10	Term 4 Weeks 1-5	Term 4 Weeks 6-9
	Reflect on literacy info for all parents- Just one-part Deb	Engage with support services around planning for Rhyming, syllabification experiences and plan for music and movement within the curriculum Charmaine	data wall to track and monitor LS /Obs/WS All staff	Reflect on literacy info for all parents- Just one-part Deb	Reflect on literacy info for all parents- Just one-part Deb	data wall to track and monitor LS /Obs/WS All staff	data wall to track and monitor LS /Obs/WS All staff	SOL- Charmaine Deb Silvina
	Minimise daily reflection embedded process to follow up or reflect on learning (e.g. Staff mtgs) Charmaine	Continue to engage in small group learning for all children as well as to target children with Special rights and EALD around language development via book making experiences. Jenny, Jan Charmaine Deb Silvina Payal	Revisit statement of and for learning Deb	Revisit small group learning documentation- Jan/Jenny		Monitor small group learning- Jan Jenny		
		Twilight Kindergarten staff will create a display about book making/reading books. Charmaine DEB all staff	ILP's- Charmaine	Parent / educator SFL conversation – Charmaine /Deb	ILP's- Charmaine		ILP's- Charmaine	

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Goal 2: Document Numeracy learning against the indicator “I explore and understand my place and space in the world”, through relevant and meaningful experiences that engage children and families.

Challenge of Practice	<p><i>If we document Numeracy learning within the Indicator of ‘I explore and understand my place and space in the world’ then we will see educators, children and families engaging in relevant and meaningful mathematical experiences.</i></p> <p>Staff need to be more explicit about documenting against the IPN and need to work as a team to understand, name and notice mathematical learning within the strand of ‘I explore and understand my place and space in the world’</p> <p>Parents will be supported to understand that Numeracy is bigger than just number and naming basic shapes and engage with the learning in meaningful everyday experiences with their children.</p>						
Strategy 1	<p>Build on existing and develop new opportunities for parents to engage in numeracy practice.</p> <p>Actions;</p> <ul style="list-style-type: none"> • Critically reflect on, and review the numeracy challenges that are given out to families each term • Provide opportunities for Parents to share the numeracy that they engage in their professional or daily life in order to engage parents in unpacking relevant, meaningful mathematics and Numeracy across kindergarten and home • Create opportunities for this learning to be displayed in community forums. (Campbelltown Library). E.g. cooking display 						
Strategy 2	<p>Document children’s learning in numeracy through group learning, Inquiry, observations, learning stories to make the learning visible to parents/ community</p> <p>Actions:</p> <ul style="list-style-type: none"> • Document numeracy learning via PowerPoint within big idea inquiry • Refine systems to track and monitor numeracy learning within the indicator of “I explore and understand my place and space in the world.’ (Data Wall) 						
Strategy 3	<p>Use provocations, inquiry & Numeracy resources to mathematise the Kindergarten space</p> <p>Actions;</p> <ul style="list-style-type: none"> • Ensure that the Numeracy learning is highlighted in the existing literacy Kits that are developed for children and families to borrow 						
Resourcing Required	<ul style="list-style-type: none"> • Release time for educators/leaders • Pupil free day • Site Budget allocation • Budget for PMA to provide a parent session in term 2 • Set up a twilight session of numeracy in real life with PMA to engage parents and community. T2 • Budget for teacher time to document for PMA • Budget for Educator time to highlight the numeracy learning in the existing literacy kits 						
	QA1	QA2	QA3	QA4	QA5	QA6	QA7

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Links Standards & Elements	QA1 Educational Program and practice 1.1 Program 1.1.1 1.1.2 1.1.3 1.2 Practice 1.2.1 1.2.2 1.2.3 1.3 Assessment and planning 1.3.1 1.3.2 1.3.3		QA3 Physical Environment 3.2.2 Resources support play-based learning	QA4 Staffing arrangements 4.2 Professionalism 4.2.1	QA5 Relationships with children 5.2 Relationships between children 5.2.1	QA6 Collaborative partnership with families and communities 6.1 Supportive relationships with families 6.1.1 6.1.2 6.1.3	7.2 Leadership 7.2.1
Links Exceeding Themes	Theme 1: Practice is embedded in service operations	Staff meeting agendas will provide for time to reflect on the documentation of numeracy learning and the analysis of the data wall The physical environment and resources will be added to and updated to create mathematical provocations for students.					
	Theme 2: Practice is informed by critical reflection	Critically reflecting on the term inquiry and the numeracy indicators to build educator capacity to use mathematical language with children and document the learning using the IPN Analyzing the data wall and monitoring how each child is engaging with their numeracy learning will be embedded termly and during critical daily reflections 'Educators will share their documentation via learning stories of Numeracy learning that has been noticed at staff meeting.					
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community	Parents are involved with the numeracy learning via the mathematics challenge sent out each term. The term inquiry explicitly relates to numeracy indicators and engages parents in meaningful and relevant numeracy experiences with their children. We participate in the Primary mathematics numeracy challenge in term 3 and will use the strand of "I explore my place and space in the world" to unpack and document the numeracy learning. Engage Lisa Jane O'Connor to provide a twilight regarding numeracy in everyday life for parents and caregivers. Parents will be provided the opportunity to be part of the educator/parents conversation in term 2 and learning will be reflected on using the IPN					

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GANTT CHART

Priority 2: Document numeracy learning through the Indicator “I explore and understand my place and space in the world, through relevant and meaningful experiences that engage children and families.								
Goals and success criteria	Term 1 Weeks 1-5	Term 1 Weeks 6-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 Weeks 1-5	Term 3 Weeks 6-10	Term 4 Weeks 1-5	Term 4 Weeks 6-9
	Review the numeracy challenges that are given out to families Charmaine	Refine systems to track and monitor numeracy learning (Data Wall) All staff	Numeracy learning is highlighted in the existing literacy kits Deb Jan /Jenny	Refine systems to track and monitor numeracy learning (Data Wall) All staff	Review the numeracy challenges that are given out to families Charmaine	Refine systems to track and monitor numeracy learning (Data Wall)-all staff	learning to be displayed in community forums. (Campbelltown Library). Charmaine	SOL Charmaine Deb
		Parents to share the numeracy that they engage in their professional or daily life –All staff	Review the numeracy challenges that are given out to families Charmaine	PMA twilight session for parent/ Community –Charmaine Parent /Educator conversation Deb/ Charmaine	Review the numeracy challenges that are given out to families Charmaine /Deb	Document for PMA - Deb Parent / educator SFL conversation – Charmaine /Deb	Parents to share the numeracy that they engage in their professional or daily life –All staff	SOL Charmaine /Deb