

Win Newby



Kindergarten

Quality Improvement Plan

2016/17



Service details

Service name - Win Newby Kindergarten	Service approval number - 00011131 Assessment and Rating ID: ASR-00019178
Primary contact at service - Candice Clark	
Physical location of service	Physical location contact details
Street: Ring Street Suburb: Whyalla Norrie State/territory: South Australia Postcode: 5608	Telephone: (08) 8645 7959 Mobile: Fax: (08) 8645 7731 Email: dl.6676.leaders@schools.sa.edu.au
Approved Provider: Department of Education and Child Development Primary contact: Ann-Marie Hayes Telephone: (08) 8226 3463 Mobile: Fax: (08) 8226 0159 Email: AnnMarie.Hayes2@sa.gov.au	Nominated Supervisor Name: Candice Clark Telephone: (08) 8645 7959 Mobile: 0412 596 402 Email: dl.6676.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO BOX 2303 Suburb: Whyalla Norrie State/territory: South Australia Postcode: 5608	

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

2017 School Holiday Dates:

Term 1: 30th January – 13th April

Term 2: 1st May – 7th July

Term 3: 24th July – 29th September

Term 4: 16th October – 15th December

Pupil Free Day – Wednesday 28th June

- Thursday 7th September (other 2 have not yet been allocated)

Kindergarten Public Car park is located on the corner of Russell and Simmons Street

How are the children grouped at your service?

There are two Kindergarten sessions per day. (10 per week)

Children are either one of three groups: 1. Morning sessions (times 5 per week) 2. Afternoon Sessions (times 5 per week) 3. Full days (two and a half – either Monday and Wednesday or Tuesday and Thursday and a half day on Friday's)

An additional lunch care program is provided for our full day children (not included in 15 hours)

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

Nominated Supervisor – Candice Clark – Director

Statement of Philosophy

At Win Newby Kindergarten we believe that all children are unique, capable and resourceful learners who are active contributors to their own learning. We believe that all children's learning is dynamic, complex and holistic and that all children need to be valued as individuals within the context of their family and the community. Therefore we will provide a safe and secure environment that encourages all children to reach their full potential. To do this we will include important factors that influence the program.

Individual children and how this reflects the program

All children need to know that others care about them, know them well, and are interested in what they do, think and feel. From birth children are connected to family, community, culture and place. Children's lives are characterised by *belonging, being and becoming* (Early Years Learning framework). Children experience a sense of *belonging* as they know where and with whom they belong. It's about the relationships they build with preschool educators and peers and about the interdependence they display. All children belong at Win Newby and additional programs will be put in place for children with additional needs, ensuring equity and inclusion. *Being* is the here and now; it's the time to be, to seek and to make meaning of the world. Preschool educators provide experiences where children can explore the environment around them, build relationships and take risks. *Becoming* is about children's identities. About the knowledge, understandings, capacities, skills and relationships they have. Preschool educators build on this knowledge and understanding of each child through observations and programming for each child and their needs including supporting children with additional needs. Having supportive relationships with preschool educators enable children to develop confidence in their ability to express themselves, work through differences, learn new things and take risks. Using the Early Years Learning Framework - Belonging, Being and Becoming preschool educators will provide a play based learning environment which reflects children's current abilities and needs. It allows children to be challenged and to consolidate skills. It allows for intentional and spontaneous teaching. Preschool educators will empower children to have input into the program and their learning and by providing a rich, stimulating and nurturing environment children have the potential to use their imagination and creativity.

Families and the Program

Families are the most influential people in children's lives. Strong and effective relationships between preschool educators and families are vital to the quality of the program and the care that children receive. Families will be encouraged to have active participation in the Kindy program, through cooking, special events, governing council and decision making processes and information days where families can look through children's learning Portfolios. Preschool educators will provide regular feedback and information about the kindy program and their child's learning and development through face to face discussions with families, through regular newsletters and information placed on gate and parent information board. Children's Portfolios will always be available for families to look through on a daily basis.

Community

Our centre prides itself as being a positive part of the Whyalla community. It's the connections we have with local schools, child care centres, health services and local businesses that provide the link needed to ensure children and families have access and utilise these services in a meaningful way. Full participation where possible in community events will be of high priority.

The Governing Council is our voice in the local and preschool community. They work together with the Director to ensure informed decisions are made in regards to equipment, buildings, program and curriculum. All parents are encouraged to be a member of the governing council and are given the opportunity to attend the AGM at the beginning of the year. Parents who are not members are also encouraged to attend meetings.

Background information about our Quality Improvement Plan

Our Quality Improvement Plan has been a continuous working document. Staff were involved in a review day at the end of 2016 which saw us reflect our program, practice, assessment and planning. We used our multi modes of data, determined goals and made plans for the 2017 year. This includes reflecting the Whyalla Partnership priorities and how this will impact our future planning – especially with the Partnership investment in Visible Learning and DECD initiatives such as Results Plus (Leading Literacy and Numeracy improvement in all DECD sites) and Critical Reflection Modules.

QA 1

Education Program and Practice – Strengths at Win Newby

Strengths

The Early Years Learning Frameworks underpins our planning, practice and pedagogy for teaching and learning. Our staff continue to find innovative ways to increase our own pedagogy and use every opportunity to do this at a local level, but also are willing to travel distances to do so. This includes our recent involvement in a number of projects as well as a whole staff commitment to engage in a professional learning community (PLC) with other early years educators in the Whyalla community. The PLC meets once per term (Wednesday week 4) to engage in learning that is relevant to our Partnership context and has been operating since term 4 of 2015.

We endeavour to make children's learning visible for the children and their families. Centred around the 'Floorbook' concept, we display our program, planning and reflections in a large folder which sits on our inside cupboard. Families are encouraged to look through this folder. Photographs are taken of the children engaged in learning, and are then placed in this folder. Children are then able to reflect on their learning and exploration and this is then recorded to the reflection photo. A program is also displayed on the parent notice board outside for families to view. The program is linked to child voice, EYLF outcomes and Literacy and Numeracy indicators. A space is provided for families to offer feedback to staff about what learning they can see occur and any future directions they can see happening. Children are given opportunities to contribute their ideas to the weekly program – with the guidance of staff through discussion and quality conversations. Each child has their own portfolio book which is always available to families and children to access. Children's learning stories are placed in their portfolios. Staff reflect on children's learning progress on a termly basis and this progress report is given to families at the end of each term and at the end of the year families will receive their child's Statement of Learning. Children's Literacy and Numeracy learning is reflected in these progress reports.

An area that staff have focused improvement since 2013 has been the ability to report narrow and deep on children's individual learning. We have worked hard as a staff team to pull apart the 5 outcomes of the EYLF and what this looks like in the preschool environment. We have dedicated funding to ensure that staff are given time to critically reflect their observations of children's learning and link them to the curriculum document as well as the Literacy and Numeracy indicators. We have now identified that a strength is analysing individual learner's growth, however critically reflecting our program and our active learning environment will be an area of improvement for us.

Quality Area 1 Improvements

Improving Outcomes for all children - Great Start, Strong Foundations, Powerful Learners

What outcome or goal do we seek?	Priority (L, M, H)	Strategies	Success Measure	Progress Notes
<p>1.1.3 The Program is organised in ways that maximise opportunities for each child's learning</p> <p>Literacy and Numeracy</p> <p>Learning Dispositions and Growth Mindset</p> <p>Oral language</p>	H	<p>Visible Learning Project</p> <ul style="list-style-type: none"> - Liaise with coalition school (NAPS) for direction and training through project - Include 'learning intentions' and 'success criteria' when explaining activities to children and include these on the plan also - Staff to be familiar with 'effect size' and knowing thy impact! <p>Literacy and Numeracy Development</p> <ul style="list-style-type: none"> - Results Plus training days - Implementation of Preschool literacy and numeracy indicators and reporting on these at an individual level at the end of each term – ensuring all children are having opportunities and experiences that provoke this learning <p>STEM Play Inquiry Project</p> <p>Staff engage in 2 levels of inquiry</p>	<p>Data demonstrating children engaging in literacy and numeracy learning and reporting on this via the indicators</p> <p>Staff giving children feedback through quality conversations, providing a challenging environment (using a growth mindset, high expectations)</p> <p>Making children's learning visible for families too.</p> <p>Observations and RRR data reflecting involvement and learning and children's learning reported using the Indicators</p>	<p>VL: All staff have attended an initial foundation day for visible learning in January. We have met with our coalition site which is Nicolson Avenue Primary School – Sally Rowe is our impact coach. The next professional learning day is evidence into action. We will then be able to plan how we will use visible learning in our preschool site to include being explicit to children about their learning using dispositions and metacognition.</p> <p>L&N: Each term we use one of each literacy and numeracy indicators as a focus for planning and provoking children's learning. Learning is then documented in a number of ways and reported to families at the end of each term.</p>

		<ul style="list-style-type: none"> - How can we make the indoor learning environment more engaging, open ended and child led? - How can staff use interactions with children through quality conversations and quality questioning through a STEM lens? <p>Oral Language Project</p> <p>Support from DECD Speech Pathologist to</p> <ul style="list-style-type: none"> - Build staff capacity and lead numerous professional learning opportunities - Model quality conversations within the preschool learning environment - Using book based strategies 	<p>Data reflecting children's increasing engagement levels when engaged in learning indoors</p> <p>Staff and children's vocabulary will reflect STEM thinking and learning.</p> <p>Screenings demonstrating growth in children's oral language development</p>	<p>STEM: Our focus of inquiry has changed. Using RRR data on involvement and our active learning environment our lines of inquiry have changed to 'how can we foster curiosity and children's ability to ask questions and inquire for their own STEM learning.' This will connect with our Oral Language project.</p> <p>OL: To delve deeper into our planning we will be using wonder/think aloud, vocabulary, scaffolding and modelling/extending which for some learning areas which was a strategy learned through the oral language project.</p>
<p>1.2. Staff are focused, active and reflective in designing and delivering the program for each child</p> <p>Use of Early Years Planning Cycle to support staff to Reflect, question, plan, act and reflect</p>	<p>H</p>	<p>Staff commitment to the following:</p> <ul style="list-style-type: none"> - Use of RRR active learning environment and involvement scales - Staff to commit time to critically reflect our program on a Thursday afternoon to program, using new program, practice, assessment and planning tool (and having this completed prior to start of meeting) to ensure meeting is kept to subject and we are on task. - Review our Philosophy statement - Staff engaging in Critical Reflection training modules with Early Childhood Leader 	<p>Data from Active Learning environment and involvement scales reflecting shifting pedagogy and practice and critical planning processes</p> <p>Critical Reflection to occur and program to reflect this and children's learning opportunities will be enhanced</p>	<p>So far this year we have used a proforma to support our planning based on our individual child observations, child voice and active learning environment. We have been using the RRR to support our planning. We are improving the way we make connections with our observations, the program, then reflections – using the early years planning cycle. Time is always a factor for us as we are a full time centre. We currently have Tuesday staff meetings that commence at 4pm. We have also committed to an extra planning meeting and we currently meet at 3:45pm Thursday afternoons to work through PLOD's, observations and out future plans for the learning environment.</p>

				<p>Staff have also worked on re-developing the philosophy statement so that it is more clear and concise and sums up just what we believe is what drives our pedagogy and practice. We have so far been through a process where staff reviewed the current statement, highlighted key words that we felt are key to our practice. We are now refining this and once this has been completed, we will then consult with families and our community for their voice.</p>
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Children's Health and Safety – Strengths at Win Newby

Strengths	<p>Children have the right to experience quality education and care in an environment that promotes physical as well as psychological aspects central to their belonging, being and becoming. At Win Newby we promote wellbeing for all where we foster confidence and independence where children are able to trust others, feel confident and to engage in experiences that are purposeful to them.</p> <p>We are very fortunate at Win Newby that we have a large outdoor space that provides children with opportunities to be actively involved in learning – with a natural play focus. Children are encouraged to use this space throughout their learning time. Policies and procedures are in place to ensure each child's health and safety is supported and promoted including our Sunsmart Policy and food and nutrition policy. We are an accredited Sun Smart Centre through the Cancer Council and our policy reflects this. Procedures include daily inspections of the indoor and outdoor environment to ensure the space is safe.</p> <p>All staff are trained in Applied First Aid and have completed up to date online courses of Responding to Abuse and Neglect training. Staff have also been trained in the 'Keeping Children Safe' child protection curriculum. This curriculum is implemented throughout the preschool year and staff are aware of their roles and responsibilities to respond to children who may be at risk of abuse or neglect. Children who have been identified during enrolment as having a medical condition or allergy are supported through appropriate health care plans and procedures are put into place to ensure ALL staff are aware of these, medical plans are up to date and they are placed where all staff have access at all times.</p> <p>We continue to work alongside Child and Family Health Services who are present twice per term to conduct 4-5-year-old health checks within our site. All families are given the opportunity to use their presence as an opportunity to ask questions about children's health and development and strategies are then put into place to support families should further referral or actions are needed.</p>
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Quality Area 2 Improvements

What outcome or goal do we seek?	Priority (L/M/H)	Strategies	Success measure	Progress notes
<p>2.1 Each Child's health and wellbeing is supported. Supporting children to be able to self-regulate and have an awareness of their own feelings and emotions 'Interoception'</p>	<p>M</p>	<p>Whole Site Involvement in Interoception trial</p> <ul style="list-style-type: none"> - Staff to engage with Dr Emma Goodall to help support understanding and trial within preschool environment - Have a group of focus children to monitor throughout the trial and use the RRR scales to determine level of engagement in the exercises and whether these help support self-regulation and wellbeing - Every child to engage in an interoception exercise twice per day (during our brain gym time at the end mat times) 	<p>Observation data shows focus children are able to better manage and regulate their behaviour through interoception exercises</p>	<p>Staff are familiarising themselves with the various exercises to participate in with the children. Staff have made a plan of action for interoception and this includes making the visuals better for children and placing these in our cosy rest area where our books are located, so that children can take themselves to this location and participate in the various exercises.</p>
<p>2.2 Healthy eating and lifestyle is embedded and promoted within our Kindergarten</p>	<p>M</p>	<ul style="list-style-type: none"> - Review our current Food and Nutrition Policy in consultation with families, Governing Council, staff and a Dietician - Use Dietician and other community members to promote this through special events in the community as well as site level - Use our Facebook and newsletter to promote community events related to OPAL as well as information regarding healthy eating and lifestyle - Use a visual display outlining sugar content in packaged food items - Rename snack time to 'fruit time' 	<ul style="list-style-type: none"> - Family, child and community knowledge and understanding about the importance of healthy eating and lifestyle including knowledge of how to read nutritional information on packaged food items - Children's food is reflecting positive food choices for snack times and those children who access the lunch care program. 	<p>Consultation with the Governing Council has occurred and we are going to arrange a dietician to come and speak with the group as well as the rest of the kindergarten community. We are also accessing numerous resources as recommended by DECD and ACECQA that has current research about children's health and nutrition. Families will be a part of the consultation process. At the moment fruit and vegetable is encouraged to eat first – before yoghurts, cheese etc.</p>

Physical Environment – Strengths at Win Newby

Strengths

Our indoor environment is small, but we have utilised the space well and a strength of ours is the equipment we have that enables children to explore the environment. Some experiences are set where specific skills are targeted however we are working on providing more open ended experiences where children are leading their learning. An area that we have set up is called our 'provocation area' and this is changed regularly – depending on children's interests at the time. In this area we have a range of resources that provoke children to think, question, explore, discover, be creative and use their imagination. This is not to say other areas do not promote this, such as the home corner for dramatic play or playdough for imagination and creativity. As a team we try to find innovative ways to make our indoor learning environment more engaging, open ended and child led.

We are very fortunate to have a fantastic large outdoor learning area in which we utilise in the best possible way with fixed and non-fixed structures which allows for flexibility and catering to children's current interests and abilities. We do however want to make our wonderful large space contain more natural resources where children will be encouraged to explore and risk take. We have adequate shade in most areas, which allows us to be Sunsmart, as we are an accredited centre.

We have a Preventative Maintenance Program through DPTI which ensures regular checks of outdoor structures, air-conditioning, electrical and general building structures. We have our electrical equipment tested and tagged on an annual basis.

In the past we have worked hard as a preschool community to increase our Sustainable Practices. This has included encouraging families to have their fortnightly newsletter emailed to them, instead of printed which we have around 25% of families using this – we do however want more. We have encouraged the use of 'nude food' for families when providing snack and lunch for their children. We have 2 large water tanks which we use to water our edible garden and grass. Our 5 garden beds have seen children harvesting many different herbs, fruits and vegetables and this is incorporated into healthy eating practices. Children are involved in the care of our garden, allowing them too to become responsible citizens and valuing the importance in keeping up sustainable practices.

Quality Area 3 Improvements

What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	Progress notes
3.2.1. Outdoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments	M	Outdoor Learning Environment Project <ul style="list-style-type: none"> - Continue to work with Facilities manager to ensure compliance - Source contractors to complete the works – according to our concept plan - Professional learning through Nature Play SA and OPAL - Using our community as a resource to source equipment to support 'loose parts play' 	Children's increased levels of: <ul style="list-style-type: none"> - Cognitive flexibility, creativity, imagination, risk taking, self confidence Links to Literacy and Numeracy and elements of STEM. Children will be able to: <ul style="list-style-type: none"> - engage in enjoyable interactions with others - respond verbally and non-verbally to what they see, touch, feel and taste - contribute their ideas and experiences in play, small and large group discussions - interact with others to explore ideas, feelings and understandings using language and representations in play - use symbols in play to represent and make meaning - begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds - engage with technology for understanding and to make meaning. 	Concept plan and project commencement has been placed with DECD. We are just waiting for the appropriate contractors to be able to complete the work in Whyalla.
3.1.2. Premises, furniture and equipment are safe, clean and well maintained	M	Documentation of safety checks <ul style="list-style-type: none"> - staff and community members conduct safety inspections using the DECD checklists - Ensuring that appropriate paper work if completed and signed by the staff member performing task. Preventative Maintenance Schedule	Documentation kept Compliance met Maintenance organised and carried out where required Reports provided and appropriate tradesman conduct preventative maintenance checks and then maintenance is organised when required.	New inspection lists from DECD website has been downloaded and working with governing council to conduct quarterly inspections. Carpark and outdoor daily inspection checklist has been laminated and placed in shed to tick of daily.

3.1 Front Entrance to be more visually pleasing	L	Contacting local schools/artists to work with us to design a new mural for front entrance wall. Liaise with Whyalla City Council and community to discuss designs.	<ul style="list-style-type: none"> - Visibly pleasing area to enter - Community engagement and ownership in process 	
3.3.2. To continue to plan and implement Sustainable Practises	M	Develop a sustainability strategy <ul style="list-style-type: none"> - Newsletter articles and displays promoting 'nude food' and 'recycling' cardboard boxes for our collage area - Maintain edible garden beds - Colour coded bins for sorting waste - Food scraps to be given to families who have chickens at home (eventually the site will invest in our own compost bin and or chicken coup.) - KESAB audit - Emailing newsletters and other information 	<ul style="list-style-type: none"> - Reduced use of paper - Reduced levels of waste - Lush garden beds - Children involved in sorting and recycling waste - Promoting and educating families on practises - Encouragement of Nude Food practices 	Staff have completed some planning to incorporate sustainable practices – especially waste and recycling. We are looking at developing a strategy in consultation with families and the community. Veolia visit in May to discuss where waste and recycling go once bins have been emptied.

Staffing Arrangements – Strengths at Win Newby

Strengths	<p>We are very lucky to have had the same staff team for at least 7 years now. We are now very fortunate to have 4 staff members who have permanent positions within the centre. (Director is a permanent teacher, teacher is permanent and 2 Early Childhood Workers), which enables consistency for our site. As we have had this consistency, working collaboratively with one and other has been facilitated through this.</p> <p>Staff meetings are an important process at our site. It allows staff to engage in professional conversations about children's learning as well as build capacity and share ideas. All staff meet once per week at a designated time and as it is out of hours. Staff are committed to using this time as a reflection of their own practice and valuable in their development. Staff are also involved in a professional learning community with other early years educators in Whyalla which provides them with opportunities to engage in professional learning and challenge and extend their current thinking and pedagogy.</p>
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Relationships with Children – Strengths at Win Newby

Strengths	<p>Staff at Win Newby strive to build positive relationships with children and families. As children move from home to preschool and then school, preschool is usually the first formal setting for each child's education. As staff we must engage in positive relationships with children that are nurturing and we need to provide children with consistent emotional support in order for them to appreciate their connectedness and interdependence as learners and to value collaboration and team work. Everyday interactions and shared learning opportunities are evident with the staff and children. Staff act in a way that ensures the rights of all children are maintained and follow all DECD policies regarding Code of Conduct, Code of Ethics, and Supporting and Managing children's behaviour. Our relationships and interacts reflect our statement of philosophy.</p>
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Collaborative Partnerships with Families and Communities – Strengths at Win Newby

Strengths

Families are children's first teachers. That is why we value and support information from families about their child that is coming into our preschool setting. At the beginning of each year when families have just begun their time with us, we send out a survey called 'getting to know you' which we ask families to fill in. It can also offer a conversation starter for parents to approach staff, as this is when they are informed about who their child's focus teacher will be for the year. The information that families provide about their child's interests and skills is used as the basis for their Individual Learning Plans. Parents are also invited and encouraged to join our governing council. An AGM is held at the beginning of each year and new members invited to join.

Communicating with families is very important. As we are a large centre with 77 children it can be hard to touch base with every family on a consistent basis. Therefore, a strategy we use is to have a preschool newsletter that is distributed to families on a fortnightly basis. It provides detailed information about up and coming events and curriculum information. It also allows connections with the Whyalla community as we place information about up and coming community events as well as community promotions. We regularly place information regarding OPAL initiatives such as 'life is brighter outside' 'peel pour pop' and 'make it a fresh snack.' Along with newsletters, display boards are also in a prominent position for families to see. It displays our philosophy, weekly program and up and coming kindy and community events. Posters are displayed throughout the centre as another source of information for families. Children's learning is made visible through displays and explanations of curriculum content.

We have developed positive working relationships with DECD colleagues and other professionals within our community. Staff attend regular child development unit meetings at the hospital to discuss progress with the preschool program and potential strategies and goals that can be used for the kindy and home environments. We support families during these interactions with health professionals and how goals can be modified for children for the home and preschool environment. We support families through transition processes, especially to school. We network with local schools to ensure a smooth transition to school is provided.

Leadership and Service Management – Strengths at Win Newby

Strengths

In order for an organisation to run smoothly and efficiently, it is important that a strong leader is present who can create a positive culture which enables staff to feel comfortable and confident and where they can contribute. Staff have been using a variety of strategies to improve their own practice and pedagogy and a process has been implemented that allows staff 1:1 time with the Director to discuss individual professional development using a professional development plan. Meetings are arranged with each individual staff member and they are to provide a copy of their personal development plan. Verbal feedback is then provided, however we have been trying to make this process more formal and therefore written feedback about individual performance is completed against our Quality Improvement Plan priorities.

Through support of the leader the new 2017 Governing Council has been established through an Annual General Meeting process. They are an enthusiastic and eager group of parents that want to support and lead improvement in our site. They are very supportive of improvements that are required and are excited to help guide and shape this. Meetings are held regularly and they are willingly a part of the decision making processes of our site.

We are very fortunate to have most of our staff members being permanent staff, meaning that families are familiar with staff and we feel they do come back to our site with siblings because of this. Staff are knowledgeable and guide good pedagogy using the Early Years Learning Framework. Staff are guided by our Philosophy of children families and the Whyalla Community.

At Win Newby we pride ourselves on our organisation of documents relevant for families and also the staff. Staff can easily access policies or procedures and they understand that what is not available in hard copy form can be accessed online. Confidentiality is always maintained when keeping records of children. This is filed in a locked cupboard. Each child has an individual file which has relevant documentation as well as individual observations, anecdotes and plans.