

Service details

Service name - Win Newby Kindergarten		Service approval number - 00011131	
Primary contacts at service – Candice Clark			
Physical location of service		Physical location contact details	
Street	42 Ring Street	Telephone	(08) 8645 7959
Suburb	Whyalla Norrie	Mobile	
State/territory	SA	Fax	(08) 8645 7731
Postcode	5608	Email	dl.6676.leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Department of Education and Child Development	Name	Candice Clark
Telephone	(08) 226 3463	Telephone	(08) 8645 7959
Mobile		Mobile	
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Email	AnnMarie.Hayes2@sa.gov.au	Email	dl.6676.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 2303	State/territory	SA
Suburb	Whyalla Norrie	Postcode	5608

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30	8:30	8:30	8:30	Week 5 and 6 (make up session) 8:30 Playgroup 9:30-11:30 (not in week's 5 and 6)		
Closing time	15:45	15:45	15:45	15:45	13:30		

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.

2018 School Holiday Dates:

Term 1: 16th – 29th April

Term 2: 7th – 27th July

Term 3: 29th September – 14th October

Term 4: 15th December – 28th January 2019

Pupil Free Days – Monday 13th August

Monday 5th November

(2 more days will be confirmed at a later date)

Carpark for visitors is located on the corner of Simmons and Russell street.

How are the children grouped at your service?

Group 1 – Monday and Tuesday 8:30am-3:45pm (make up session on Friday week 5 of each term from 8:30am-1:30pm)

Group 2 – Wednesday and Thursday 8:30am-3:45pm (make up session on Friday week 6 each term from 8:30am-1:30pm)

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

Candice Clark – Preschool Director

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

At Win Newby we believe all children are capable and competent individuals who all have the right to contribute and achieve success in their own learning.

Therefore we will.....

- Provide safe, secure environments that fosters a sense of belonging and enables children to establish trusting relationships and be supported to learn*
- Use the environment as the third teacher where staff and children co—construct learning and play experiences where they can explore, discover, inquire, imagine, create, challenge, wonder and take risks together*
- Acknowledge and build on the range of experiences that children already have with literacy and numeracy*

We know that families are children's first educators and we value the importance of working in partnerships with families and our community. We strive to be culturally aware, inclusive and value how diverse our families in our Kindergarten community are.

Therefore we will.....

- Respect each families nature, culture and home language*
- Develop multiple strategies to engage families in meaningful ways that underpin everyone's sense of belonging, being and becoming*
- Develop respectful relationships and value the families voice to strengthen the connections between families and our community.*

Background information about the development of the Win Newby Quality Improvement Plan

The Quality Improvement Plan is a working document used to drive our practice and pedagogy. With ongoing critical reflection using multi-modes of data educators reflect and refine using the early years planning cycle. This document is also driven by the recommendations made during the 2017 NQS Assessment and Rating process where Win Newby received a rating of 'Meeting National Quality Standards.' Win Newby is a part of the DECD Whyalla Partnership and we work closely with other sites in Whyalla to ensure the best start to education in our community happens in the early years. Partnership education priorities are embedded within the improvement plan.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is **stimulating and engaging and enhances children's learning and development**. In school age care services, the program **nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community**.

Summary of strengths for Quality Area 1

Strengths	<p>The Early Years Learning Frameworks underpins our planning, practice and pedagogy for teaching and learning. The Preschool Literacy and Numeracy Indicators support our planning to ensure children's learning opportunities are maximised and they have a strong start to their education. We view each child as a competent and capable learner and in consultation with educators, families and our community our revised philosophy reflects our view of the child and this then drives our practice and pedagogy.</p> <p>We endeavour to make children's learning visible for the children, families and our wider community. As you enter the building you will see an explanation of our planning provocations and the learning that is occurring at these experiences. You will also see examples of children's learning through photographs with an explanation of what and how they are learning through these experiences. A space is provided for families to offer feedback to educators about what they can see and offer their thoughts and ideas. We also have a large A3 folder, which we call our 'reflections folder' which sits on a shelf inside for children and families to access at any time. Children's ideas and reflections are placed in this folder as well as programs, and observations from staff that connect to our program. Our Philosophy is displayed using photographs and in a place for families and the communities to see which is relevant and meaningful to them. We hope to do the same with our Quality Improvement Plan.</p> <p>Each child has their own portfolio book which is always available for families and children to access. Children's learning while at kindy is reflecting within this book. Learning stories are placed in their portfolios as well as samples of art. 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 as well as holistic learning is reflected in these progress reports.</p> <p>In 2017 Win Newby was a part of the STEMP play inquiry project and from this experiences we identified the need to provide more open ended experiences in our indoor environment as some spaces were quite 'fixed.' This process has allowed for staff reflection, challenge, research and collaboration into how can we improve these experiences for children to maximise their opportunities for learning. It has seen a complete change in how we provide spaces in our indoors.</p>
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Key improvements sought for Quality Area 1

What outcome or goal do we seek?	Element/ Priority (L/M/H)	Descriptor	How will we get this outcome? (Steps/Strategies)	Success measure	Progress notes
<p><u>Program</u> The educational program enhances each child's learning and development</p> <p>Great Start <i>Children have a strong, supportive start to life and learning</i></p>	1.1.3 H	All aspects of the program including routines are organised in ways that maximise opportunities for children's learning.	<p>Change structure of preschool sessions to longer day and not sessional.</p> <ul style="list-style-type: none"> Group 1- Monday and Tuesday 8:30-3:45 Group 2 – Wednesday and Thursday 8:30-3:45 Make up day in week 5 for group 1 Make up day in week 6 for group 2 8:30-1:30pm 	<ul style="list-style-type: none"> Increased attendance Continuity of Learning Less transitions Reflective practice between educators Routines are used to maximise children's opportunities for learning and interactions (assisting in meal preparation) Learning opportunities are maximised 	<p>End of term 1 shows positive response to change. Increased attendance and continuity of experiences RRR scaling will be completed to determine level of involvement, engagement in learning environment and relationships between staff and children.</p>
<p><u>Practice</u> Educators facilitate and extend each child's learning and development</p> <p>High Achievement <i>We have high standards and support all children to achieve their best</i></p>	1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions	<p>Literacy and Numeracy Indicators</p> <ul style="list-style-type: none"> Observe, assess and report each term on a literacy and numeracy indicator Ensure environment is provoking this learning and development Staff to scaffold and be deliberate in their conversations and interactions. Using professional reading as staff capacity building 	<ul style="list-style-type: none"> Staff confidently identifying learning through open-ended experiences and are consistent when identifying literacy and numeracy learning 	<p>Educators are now having time to have conversations where we can reflect, challenge and design learning and assessment. This includes dissecting the indicators even further and using examples of observations for assessing children's learning as a group of educators and then displaying these for parents to see learning also.</p>
			<p>STEM Play Inquiry Project – Trailblazer site</p> <ul style="list-style-type: none"> Share STEM early years pedagogy with Whyalla and other sites Continue to identify STEM 	<ul style="list-style-type: none"> Continue to implement STEM thinking Staff confident when planning for this Having families engage in STEM thinking and learning 	
	1.2.2	Responsive teaching and scaffolding	<p>Visible Learning Project</p> <ul style="list-style-type: none"> 2 professional learning days Intentional teaching of dispositions 'what are they' 'what do they look like' 'why are they important for learning and life' Quality conversations – Feedback Making learning visible to children and families through newsletters, displays, program board, Facebook page, children's portfolios etc. 	<ul style="list-style-type: none"> Consistency of learning throughout levels of schooling Continuity of learning through to school 	<p>Educators are using every opportunity to describe dispositions with children during conversations and when explicit teaching is taking place. Educators have worked hard on having a common understanding of what these are and what they look like for preschool children's learning.</p>

			<p>Oral language project– building staff capacity and enhancing 4 strategies:</p> <ul style="list-style-type: none"> • Intentional teaching of vocabulary • Modelling and expansion • Wondering and think aloud • Scaffolding 	<ul style="list-style-type: none"> • Staff pedagogy and interactions to reflect 4 strategies • Strategies used as a guide when planning provocations. 	
<p><u>Assessment and Planning</u> Educators take planned and reflective approach to implementing the program for each child.</p> <p>Fairness for all <i>All children receive a quality education, whatever their circumstances.</i></p>	1.3.1	<p>Each child's learning and development is assessed or evaluated as a part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection</p>	<p>Staff engaging in more rigorous critical reflection</p> <ul style="list-style-type: none"> • Friday mornings all staff are present and together to share observations and assessments and use this for future planning where consistency and understanding is reached. Using the proforma provided 	<ul style="list-style-type: none"> • Planning and critical reflection is rigorous and reflective in practice. All staff have a consistent understanding of learning and know approach to pedagogy 	
	1.3.2	<p>Critical reflection on children's learning and development both as individuals and in groups drives program planning and implementation</p>	<p>Learning Design Assessment Reflection (LDAR)</p> <ul style="list-style-type: none"> • 2 professional learning days • Engagement in Whyalla Early Years PLC 	<ul style="list-style-type: none"> • Children demonstrating increasing skills/dispositions in numeracy and literacy • Staff pedagogy where scaffolding, quality conversations and careful planning are present • LDAR elements are applied to enhance learning 	

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on **safeguarding and promoting children's health and safety**.

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

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 to engage in experiences that are purposeful to them. 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 to engage all of their senses. Through mud, water, dirt, rocks, sticks and tree climbing.

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. With community consultation our Food and Nutrition policy was reviewed last year and changes were made that reflect current practice as well as continuing to promote healthy wellbeing and lifestyle. 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.

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.

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.

Key improvements sought for Quality Area 2

Improvement Plan

What outcome or goal do we seek?	Element/ Priority (L/M/H)	Descriptor	How will we get this outcome? (Steps)	Success measure	Progress notes
Each child's health and physical wellbeing is promoted	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation	Rest and relaxation opportunities now that we operate long days <ul style="list-style-type: none"> Provide areas of rest and relaxation Responding to the cues of children Provide a variety of different mediums: rest swing, cushions and mats Update rest and sleep procedure 	<ul style="list-style-type: none"> Children's wellbeing and comfort is provided for Children are able to articulate their need for rest 	Staff have been reflecting constantly about an appropriate space. We are now working on a space that incorporates 'Interoception' exercises as well as displays with Yoga poses, cushions for resting and if needed mats for sleep We are in the process of compiling a rest and sleep procedure relevant to our site.
	2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented	Effective handwashing is embedded in our routines and practices <ul style="list-style-type: none"> Educators to provide assistance prior to mealtimes (small groups at a time) Use of visuals in the bathroom area to assist children in appropriate hygiene practices 	<ul style="list-style-type: none"> Infection control All children have embedded handwashing practices 	Transitions to eating times are not such a rushed process as we are not having time constraints with full days. A staff member is monitoring and scaffolding this time and ensuring children are following appropriate hygiene practices.
	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	Promoting healthy eating and physical activity through: <ul style="list-style-type: none"> Food and Nutrition Policy Regular Newsletter Articles Engaging a Dietician to connect with our community – including Visible Displays Using the term 'crunch and sip' to enable continuity of learning for children. 	<ul style="list-style-type: none"> All children and educators engaging in healthy eating practices 	
Each child is protected	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazards	Ensuring appropriate risk assessments are completed for equipment and excursions <ul style="list-style-type: none"> Ensuring we have completed risk assessments/benefits on our loose parts play and equipment – including our nature play area (boat, stumps, logs, climbing tree etc) and that these are reviewed regularly and hazards reported to be placed on Corrective Action log. 	<ul style="list-style-type: none"> Staff fostering children's curiosity and respect for their natural and social environments where they can challenge themselves in safe ways. 	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the **physical environment** and ensuring that it **is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.**

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>Our learning environments are spaces that are designed to provide children with the opportunity to involve themselves in play and learning that are both active and quiet. We have quite a small indoor space, however we have maximised these spaces for optimal use. This includes having high frequency areas (art and craft and playdough) have enough space many children. We also continue to provide provocations that encourage children to think, question, explore, discover, be creative and use their imagination. This is not to say other areas do not provoke 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.</p> <p>We are very fortunate to have a fantastic large outdoor learning area in which we utilise in the best possible way with a balance of fixed and movable equipment. We have lots of open space that promotes investigation and respect for the natural environment. This includes our nature play area which is in the second phase of completion. It allows children to connect to nature with mud, dirt, rocks, and a creek bed for water. We continue to provide natural materials where children can participate in unstructured multi-sensory experiences including loose parts play. We have adequate shade in most areas, which allows us to be Sunsmart, as we are an accredited centre. We provide a sunscreen station where families have unlimited access to sunscreen, which also displays the days UV rating. Children are supported at the completion of lunch to re-apply sunscreen in months between August – April.</p> <p>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.</p> <p>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 our daily routines and 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. Children are also involved in composting our food scraps and separating reusable, recyclable and waste products.</p> <p>Each day we acknowledge that we are on Bungarla land and how it is important to take care of the people, land and animals and this includes kindy and our wider community.</p>
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Key improvements sought for Quality Area 3

Improvement plan

What outcome or goal do we seek?	Element/ Priority (L/M/H)	Descriptor	How will we get this outcome? (Steps)	Success measure	Progress notes
The design of the facilities is appropriate for the operation of a service	3.1.2	Premises, furniture and equipment are safe, clean and well maintained	Ensuring quality inspections and conducted and documentation is kept and action is taken <ul style="list-style-type: none"> • Educators 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 	<ul style="list-style-type: none"> • 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. 	
The service environment is inclusive, promotes competence and supports exploration and play-based learning	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in built and natural environments	Outdoor Learning Environment Project <ul style="list-style-type: none"> • Refer to Concept Plan provided by Climbing Trees where project stages have commenced – where funds are available. • Continue to work with Facilities manager to ensure compliance • Source contractors to complete the works – according to our concept plan 	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 	



			<ul style="list-style-type: none">• Professional learning through Nature Play SA and STEM PIP• Using our community as a resource to source equipment to support 'loose parts play'	<ul style="list-style-type: none">• engage with technology for understanding and to make meaning.	
	3.2.3	<i>The service cares for the environment and supports children to become environmentally responsible</i>	<ul style="list-style-type: none">• Develop a sustainability strategy, including reducing or refusing purchased plastic equipment to support art and craft• 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	

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

We are very fortunate to have a team of passionate and experienced educators who are responsive, purposeful and reflective. Professional standards guide our practice, interactions and relationships. We implement the EYLF, NQF and DECD code of conduct. The way in which we arrange staff at Win Newby enables consistency for our two groups of children and allows each educator to learn from one and other through a focus on pedagogy and practice. We work collaboratively with a mutual respect for one and other, where we have a culture where we can comfortably challenge and learn from one and other.

We have been able to maintain nearly all the same staff for approximately 8 years now. We have 4 staff members who have permanent positions within the centre. (Director is a permanent teacher, full time teacher is permanent and 2 Early Childhood Workers), which enables consistency for our site. As the centre has grown in size, so too has our staff team. We have welcomed 1 new staff member to our team this year, with another returning for her second year with us.

Families are continuously informed of our staffing arrangements through fortnightly newsletters and Facebook posts.

Opportunities for educators to meet are seen as a valuable and important practice at our site. Educators meet Tuesday afternoons where we engage in professional learning, research or site specific procedures, following an agenda. Now that we have changed the structure of our sessions, educators now have the time to critically reflect and design learning programs where conversations are had and plans are made.

Professional learning is valued here and all educators are involved in a regular Whyalla PLC once a term and are involved in reading and discussing latest research and DECD priorities in early years education.

Key improvements sought for Quality Area 4

Improvement plan

What outcome or goal do we seek?	Element/ Priority (L/M/H)	Descriptor	How will we get this outcome? (Steps)	Success measure	Progress notes
<u>Professionalism</u> Management, educators and staff are collaborative, respectful and ethical	4.2.1	<i>Management, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.</i>	Change in sessions will allow critical reflective practices to take place between staff where: <ul style="list-style-type: none"> • A lively culture of professional inquiry is present and encouraged • Where personal strengths, experiences are shared, showcased and celebrated • Where success are celebrated regularly A team and targeted approach to capacity building of staff – through site level inquiry and Whyalla Early Years PLC participation	Critical reflection on educator's roles and practices in order to challenge and improve practice and relationships.	

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	Building strong relationships with children is vital for their belonging, being and becoming. As educators we are warm and responsive to children which enables us to develop trusting relationships that promote children's wellbeing, self-esteem and sense of security. Each child is able to engage with educators in meaningful, open interactions that support acquisition of skills for life and learning. Each child is supported to work with, learn from and help others through collaborative learning opportunities. Children are supported to manage their own behaviour, respond appropriately to behaviour of others and communicate effectively to resolve conflicts. The dignity and rights of every child are maintained at all times where educators speak respectfully to all children. Each child is supported to feel secure, confident and included. These interactions were highlighted in our assessment and rating report in 2017.
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Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>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. We have an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families. 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 about what motivates them, who is important people in their life, what makes them shine and what are their hopes and dreams for them. This information is used as the basis for their Individual Learning Plans. Families have opportunities to be involved in the kindergarten and contribute to decision making through our Governing Council. An AGM is held at the beginning of each year and new members invited to join. Families who are not involved in the Governing Council are invited to join in the program in other ways.</p> <p>Communicating with families is very important. Comprehension and current information about the kindergarten is provided to families in an accessible format. 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 now have an active closed Facebook group that we post relevant information on including curriculum news, up and coming events and community information. We have developed positive working relationships with DECD colleagues and other professionals within our community. Educators attend regular child development unit meetings (for children with additional needs) 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 children and families through transition processes, especially to school. We network with local schools to ensure a smooth transition to school is provided.</p> <p>Since we have changed the structure of our day in 2018 it has allowed us the opportunity to have our additional Playgroup program back. We have not been able to have Playgroup since the introduction of Universal Access in 2012. Children and families in our local community can now engage in our preschool prior to their child or children being eligible for kindergarten.</p> <p><i>During the assessment and rating process in 2017 we received 'exceeding' national quality standards in this area.</i></p>
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Key improvements sought for Quality Area 6

Improvement plan

What outcome or goal do we seek?	Element/ Priority (L/M/H)	Descriptor	How will we get this outcome? (Steps)	Success measure	Progress notes
<i>Respectful relationship with families are developed and maintained and families are supported in their parenting role</i>	6.1.1 H	<i>Families are supported from enrolment to be involved in the service and contribute to service decisions</i>	Change session structure and routine to allow families time to settle their child, through participation in planned experiences with children and opportunities to communicate with educators.	More time to allow for families to stay – being more included in programing and voice being heard.	



Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.


Strengths

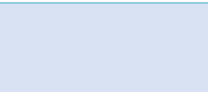
In order for an organisation to run smoothly and efficiently, it is important that a strong leader is present who can establish and maintain quality environments for children's learning and development. Their role is to set direction, create a positive culture and ensure continuous improvement. The Director and all educators have been using a variety of strategies to improve their own practice and pedagogy including involvement in a PLC, using meetings as conversation opportunities to review and reflect on current practice and review what current research is telling us about children's learning. We have processes in place where educators discuss their roles and responsibilities within the centre and how they can influence our centre's vision. This is done with the Director and together goals are agreed upon. These reflect current site improvement priorities as well as DECD priorities.

Well established governance arrangements, which are reviewed regularly, contribute to the effective management of the service. The new 2018 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. All educators and the Governing Council contribute to an effective self-assessment and quality improvement plan process that promotes ongoing service improvement.

We are very fortunate to have most of our educators being permanent to the department, therefore returning families are familiar with staff and we feel they do come back to our site with siblings because of this. Educators are knowledgeable and adapt the EYLF principles and practices. 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 educators. Educators can easily access policies or procedures and they understand that what is not available in hard copy form can be accessed online. Records and





information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
