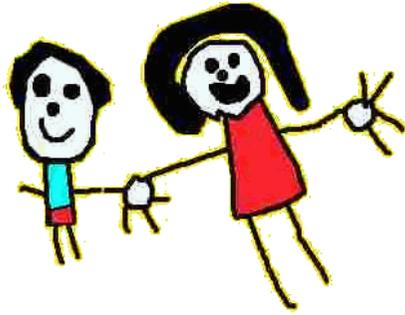


Clarence Park Community Kindergarten QIP 2018



CLARENCE PARK COMMUNITY KINDERGARTEN

Statement of Philosophy

Clarence Park Community Kindergarten provides a quality early childhood environment for the education and care of young children. We foster an enthusiasm for learning to support the well-being of each individual child through a holistic educational approach.

We believe that each child is an individual with their own rights and needs

We promote this by:

- Being responsive and valuing each child's needs, interests, abilities and skills.
- Ensuring that every child's voice is heard.
- Allowing children to freely express themselves and who they are.
- Developing trusting and caring relationships with children to ensure they feel happy, safe and secure.
- Encouraging children to respect each other, educators and the environment.

We believe that each child is a capable, confident and successful learner

We promote this by:

- Providing a holistic, play based, child centred curriculum based on the principles, practices and outcomes of the Early Years Learning Framework.
- Providing a rich and well-resourced learning environment which is responsive to children's interests, cultural diversity, developmental level and abilities.
- Providing a safe and secure environment where children can explore, be challenged and take risks in their learning.
- Providing positive transitions to our local schools.

We believe that the child's parents/caregivers are their first teachers and that positive relationships with families is integral to the provision of high quality education and care

This will be promoted by:

- Building respectful and supportive relationships and partnerships with families.
- Establishing and maintaining open and honest communication with families.
- Inviting families to be part of the decision making process at the Kindergarten and to collaborate in the curriculum plans for the children.

We believe that team work, collaboration and open communication is essential to the successful running of a high quality service

This will be promoted by:

- Relationships which are ethical, respectful and fair.
- Developing a culture of ongoing and reflective practice to help inform continuous improvement and decision making.
- Supporting and valuing each educator's skills and knowledge.

04/05/2016

(Philosophy currently under review)21/3/2018

Service details

Service name	Service approval number
Clarence Park Community Kindergarten	SE-00010250
Primary contact at service	
Rita MacFarlane	
Physical location of service	Physical location contact details
Street: 5 Parker Terrace Suburb: Clarence Park State/territory: S.A Postcode: 5034	Telephone: 8293 5652 Mobile: Fax: 8371 4958 Email: dl.4617.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Ann-Marie Hayes (DECD) Telephone: 8226 3463 Mobile: Fax: 8226 0159 Email: AnnMarie.Hayes2@sa.gov.au	Name: Rita MacFarlane Telephone: 8293 5652 Mobile: Fax: Email:rita.macfarlane887@schools.sa.edu.au
Postal address (if different to physical location of service)	
Operating hours: Monday to Thursday: Children arrive 8.45 and leave 3.15 Friday: Playgroup 9.15 – 11am. Admin and non-contact 11 – 3.15	

Additional information about your service

Any additional information about service, e.g. parking, school holiday dates, pupil free days etc.

Term 2 pupil free day: 30th April.

How are the children grouped at your service?

We have flexible sessions. Parents choose their own sessions over 4 days.

The children attend;

Morning: 8.30 - 11.30

Lunch care: 11.30 – 12.00

Afternoon: 12.00 – 3.00

Name and position of person(s) responsible for submitting the Quality Improvement Plan.

Rita MacFarlane – Kindergarten Director.

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

STRENGTHS

Received Exceeding in this area in 2017

Increased improvements in the planning cycle, recording and analysing children's learning contribute to a rich and meaningful program for the children. Educators are involved in recording rich and meaningful information in our daily reflections including increased child voice. There was a significant increase in referencing to individual learning plans and parent discussions in 2017. Our documentation led to improved 'Statements of Learning' at the conclusion of the year.

Parent Discussions and prior to starting information – At the time of enrolment each family receives an information sheet requesting information on child's strengths, interests and goals for learning. Early in term 1, once the children have settled and we have some initial observations on every child, the parents are invited to a discussion. The goal of this discussion is to find out, more detailed and specific information about the families and to provide feedback based on our observations. This provides a better understanding and connection with all families. Outcomes for children's learning increase as a result. The information we receive from parents is collated and used to enhance our program. This includes involving parents' skills and interests in the implementation of the plan for learning.

We provide a learning environment which offers opportunities for children to:

- express themselves constructively
- make choices and solve problems
- work collaboratively with others
- use the environment confidently and safely
- use play to investigate, imagine and explore ideas
- at group times to learn explicitly about concepts on numeracy and literacy. Small groups for enhancing learning outcomes for literacy and numeracy.

Individual children are discussed at planning meetings using observations and reflections gathered over a two-week period. (however some 'in the moment' reflection and changes to play occur as needed – we make allowances for children to direct their own play and scaffold and extend their learning) Evaluation, goal setting and our plan for learning is determined using the documentation. Children's play ideas inform the plan and these are linked to the EYLF curriculum learning areas.

We use the Reggio Emilia principles in our planning, programming and pedagogy. The overriding principle being that children are competent and capable. Our involvement with the Reggio Emilia project has enabled us to listen and to use child's voice and to use the environment as the third teacher. We have been involved in professional learning communities, attended training days and observational visits.

Our fortnightly program is displayed. A floor book sits beside the program which informs the curriculum, child's voice and our plans for further development. Parents are encouraged to comment in the floor book. A summary of the curriculum and children's learning is provided in a regular newsletter. Facebook has also been introduced to reach more families through social media.

The Introduction of the "Charter of Rights" (our code of behaviour) program has been a very powerful tool for encouraging safe, caring and positive behaviour. The program is introduced at the beginning of the year and embedded in the curriculum.

Each child's culture is recognised in the program. Every child has an opportunity to take home the BOB (bag of belonging bag) to fill with 5 things that tell us more about them. This program provides a sense of belonging, children become culturally aware. It in turn provides us with data regarding the children's oral literacy. We record the presentation and provide parents with the opportunity to view the child's presentation and provide feedback and direction for the child.

We self-fund ECW (early child worker) to enrich the learning program and for increased support for children with specific learning needs and NESP (non-English speaking) families.

IDENTIFIED ISSUE:

1.2.3 The Program, including routines, is organised in ways that maximise opportunities for each child's learning.

After our self-review the educators agreed that there was a need to implement more regular small group work for meaningful and successful learning. Children with English as a second language will need intervention and support.

1.1.4 Documentation about each child's progress is available to families.

A small percentage of parents who responded to the parent survey at the end of the year indicated that they would like to receive more information about their child's learning.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?	Priority (H, M, L)
1.1.1	Numeracy and Literacy improvement. STEM INQUIRY	DECD Partnership	Small group work from the beginning of the year to maximise and target learning. Provide opportunities for problem solving	H Term 1 and ongoing
1.3.2	<u>CRITICAL REFLECTION</u> Using the RRR document for reflective practice	Partnership	To provide baseline data on Active Learning Environments.	H Term 2
1.2.3	<u>CHILD DIRECTED LEARNING</u> Each child's agency is promoted		To ensure that barriers such as language (ESL) and special needs are catered for.	H ongoing

1.1.4	<u>INFORMATION FOR FAMILIES</u> Provide regular feedback to parents.		Make learning journals available regularly. Seek increased feedback in the floor book. Stay and Chat sessions from term 2 to report on curriculum and children’s learning.	H H M ongoing
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AREA 2: CHILDREN'S HEALTH AND SAFETY

STRENGTHS:

Received Exceeding in this area in 2017

At the beginning of the year all educators are informed of children's health needs, allergies etc. this information is updated each term, particularly for children with existing conditions. Information on medical conditions is discreetly displayed in a kitchen cupboard.

Intentional teaching regarding healthy eating and hygiene practices are embedded in our daily routine, particularly at the beginning of the year. Posters about washing hands are displayed tissues are made available in many areas of the centre. (using the Kleenex sneeze safe program) Parents are alerted of outbreaks of any infectious viruses through notice board, newsletter and email.

Establishing a vegetable and herb garden add to learning about healthy eating and sustainable practice.

Relaxation has been embedded into the daily program. One part of the day is a relaxation time for every child and relaxation techniques such as take 5 breathing techniques, yoga moves, tai chi and slowing down are intentionally introduced. Children who appear to need a rest in the afternoon are directed to a quieter area of the kindergarten until their needs are met or the Educator engages them in a quieter activity.

A great variety of physical activity is provided in the program. Our back garden encourages physical activity. The front garden includes a bike track. Every term we allocate a day for bike riding. Children bring or ride their bike, trike or scooter to kindergarten. We spend a portion of our play time riding bikes, learning about bike safety and encouraging their physical development skills. A visit to the Road Safety Centre compliments our Ride Safe program. In 2017 DECD made a film of the children at the Road Safety Centre to post on the website. We talked about the benefits of the program and how it links to other areas of the curriculum such as numeracy and literacy.

We visit our local school where the physical education teacher teaches the children new skills. We revisit these skills throughout the year.

Risk Benefit assessments are conducted with the children on various activities provided for them such as climbing the climbing tree, bike riding day, excursions, safe places to play. This is a very powerful part of the program.

The establishment of a 'green team' has empowered children to care for the environment, learn about sustainable practices as well as encouraging responsibility towards the kindergarten community. Recording how many eggs the chickens lay each day is a daily routine.

Once again our Charter of Rights program ensures that all children are kept safe. We effectively supervise the children dealing with conflict situations between children 'in the moment' to ensure the well-being of all children in the service.

We ensure that families are aware of the sun smart policy. A UV rating display alerts parents and children of the harmful effects of the sun. It provides us with a powerful tool to encourage wearing hats and sunscreen as specified in the sun smart policy.

Emergency Procedures are practised in a fun yet serious way at least once a term. These are documented in our staff meeting minutes and floor book.

IDENTIFIED ISSUE

2.1.3 Healthy Lifestyle

Become more involved with Wipe Out Waste (WOW) And Natural Resources Management (NRM) to embed sustainable practices.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
2.1.3	<p><u>HEALTHY LIFESTYLE</u></p> <p>Communication to the parents about Wiping out Waste and encouraging Nude food to be brought in for snack times.</p> <p>Using garden ingredients for cooking healthy food.</p>		<p>Promoting growing and eating healthy nutritional food.</p> <p>Embed the idea of Nude Food.</p>	M ongoing

3: PHYSICAL ENVIRONMENT

STRENGTHS.

Received Exceeding in this area in 2017

Our outdoor physical environment enables us to provide sufficient space for children to access different areas for play, to move safely between areas, to explore, investigate, create, self-express and develop their gross motor skills. Our back garden is well maintained with ample shaded areas which encourages children to participate outdoors.

The development of the veranda area has provided us with the ability to extend our indoor play areas under cover.

The mud kitchen, chicken coop and garden beds have enhanced the back garden with the provision for more purposeful play, learning about sustainability and respect for the environment.

By providing challenging elements in outdoor and indoor environments we embed an appropriate element of risk and problem solving to the children's play experiences.

Being involved in the Reggio Emilia project we are still motivated to provide and maintain aesthetically pleasing learning environments.

We are affiliated with Wipe Out Waste and Natural Resource's Management. These two programs bring an awareness towards sustainability and caring for our environment. Sustainable practices are embedded and the children become environmentally responsible and show respect for the environment.

IDENTIFIED ISSUE:

3.1.1 Fit For purpose. 3.2.1 Inclusive Environment.

Much work has been done to improve the outdoor back garden over the past 2 years. Although the front garden area provides the children with a bike track which is quite unique to the kindergarten, we would like to enhance the front garden space to make it more inviting to our community.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?	Priority (H, M, L)
3.1.1 3.2.1	<u>FIT FOR PURPOSE/INCLUSIVE ENVIRONMENT</u> Improvement to the front garden area.		To enhance the play area in the front garden and to develop the bike track to further develop children’s learning on road safety.	M Ongoing from term 1

4. STAFFING ARRANGEMENTS.

STRENGTHS

Received Exceeding in this area in 2017

Our Educator to child ratios exceed the regulations. We self-fund a full time ECW (divided between 2 people) to enhance our program. This provides an opportunity for more children to access an Educator providing a positive leaning environment. One of our ECW's is multi lingual. This contributes very effectively to the families who are non-English speaking impacting on cultural inclusivity at our centre.

Our staff team is supportive and respectful of each other drawing from each other's strengths and abilities to enhance and develop our learning programs and our own well-being. We work collaboratively to achieve common goals. Educators provide information on children's learning through daily reflections and ongoing review and reflection.

Regular staff meetings are held providing opportunities for discussion on the curriculum, children, code of conduct, regulations and, WHS. They are open for all to attend/ or to provide some input if non attending.

A current folder of professional readings and training opportunities is kept in the staff area. This informs our practice and can challenge our skills and beliefs.

Educators are encouraged to attend our Partnership Training Days on numeracy, literacy, executive function. This ensures common understanding of current pedagogy and practice. Our teacher is involved with the Partnership teachers' group who meet on a regular basis. The kindergarten funds release time for these meetings when they are scheduled during work hours.

A 'Warm Fuzzy' book is kept in the staff area. This book contains positive comments from parents and is a good reflective tool for our wellbeing.

A Book keeper manages all the finance and a treasure is employed 3 hours a week to keep all financial matters such as paying of bills, fees etc. up to date. It is a three-way collaborative partnership the Director being the third party.

IDENTIFIED ISSUE:

4.2.2 Professional standards guide practice, interactions and relationships.

Although we make individual reference to the professional standards for our own records we have not made reference to these as a staff team. We need a deliberate awareness e.g. display in the shared staff area; and our PDP's need to refer to those standards.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?	Priority (H, M, L)
4.2.2	<u>PROFESSIONAL STANDARDS.</u> Refer to the Professional Standards during conversations and PDP	DECD priority	An increased awareness of the professional standards for teachers.	H Term 1,2,3,4

5. RELATIONSHIPS WITH CHILDREN.

STRENGTHS

Received Exceeding in this area in 2017

We provide a welcoming environment which builds secure relationships and supports children's sense of belonging. We acknowledge children and families as they walk in the door and support parents if/when their children are displaying separation anxiety. The centre is always well organised and prepared for the children. At the beginning of the year we display photos of children from their orientation play sessions the previous year.

Our routines provide for a level of uninterrupted play and supervised times for snack and lunch. Our relaxation time gives children the opportunity to slow their bodies and learn that relaxation is beneficial for us.

We encourage our families to inform us of their culture, teach us greetings to use on a daily basis with our children. The children's and educators culture is displayed on a world map and often visited by the children with reference being made to their culture. Every year we celebrate Harmony Day. In 2016 Chinese was taught to the children by or ECW. At the end of the year the children performed a song in Chinese.

The Charter of Rights is a very powerful ingredient to our curriculum. It teaches children about positive behaviour, respect for each other, consequences of behaviour and brings in elements of the Child Protection Curriculum. The children's voice is documented and used in the Charter of Rights. It is a daily reference either on an individual or group basis.

The floor book is increasing as a major component of the children's reflection and critique of their own learning. It is also a very powerful tool for documenting numeracy and literacy. Parents are encouraged to look at and comment in it. Their awareness to the floor book is made during the beginning of year parent discussions.

Each day a different child is provided with a camera. They are explicitly taught how to use it. After this they are able to use it for a session (or for as long as they want if not the whole session) to take photos from their point of view. In 2016/17 we held an art exhibition at a local coffee shop to coincide with SALA.(South Australian Living Arts). Each child chose one of their photos to display at the exhibition.

All educators understand that intentional teaching happens all through the day not just at group times. This way small groups or individual children can be targeted to work on their own projects through scaffolded learning.

A sense of fun is encouraged. Educators engage in children's play scenarios.

IDENTIFIED ISSUE:**5.1 Respectful and equitable relationships are developed and maintained with each child.**

After our self-review, the Educators concluded that although our routines were meeting the children's needs, changes could be made to include more uninterrupted play and smaller group times. These could be planned and incidental. This will engage the children and educators in more meaningful and open interactions. This will also support children with special rights.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?]	Priority (H, M, L)
5.1.1	<u>POSITIVE EDUCATOR TO CHILD INTERACTIONS</u> Provide more time for uninterrupted play. Smaller group times; planned and incidental.		More meaningful and open interactions which support the acquisition of skills for lifelong learning. Educators scaffold the children's interest using their voice.	H Term 1,2,3,4,

AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES.

STRENGTHS

Received Exceeding in this area in 2017

Our enrolment process supports families and children enrolling at the kindergarten. We provide children and parents with the opportunity to come for orientation visits the year before starting. This starts the process of building positive relationships and can alert us to children who may have special needs. At this same time parents are encouraged to become involved through Governing Council. As a result, we have strong and committed teams of parents.

At the beginning of the year we hold our parent discussions, we inform parents about the curriculum ensuring that their needs and questions are responded to. This forum provides us with the opportunity to learn more about the skills parents may have and to involve them in the kindergarten program. We encourage parent involvement. Rosters are displayed asking for volunteers for jobs such as laundry, washing construction kits and maintaining the sweeping around the sandpit and back veranda area. These rosters are always filled up quickly.

Regular newsletters are sent out via email and displayed in hard copy at the kindergarten. Parents can request to receive a hard copy if needed. The White board at the front of the kindergarten is used for daily/weekly news, alerts etc. Each family has an information pocket where we post notices. Facebook is used to communicate to parents on a regular basis about upcoming events and curriculum news. This form of communication reaches many families. It is a positive way to feed back to parents who do not attend regularly or whose language is not English.

A notice board informs parents of community news, services and departmental regulations.

We have a close working relationship with our main feeder school, collaboratively planning a visit each term. The kindergarten children walk to the school or the school teacher/children visit the kindergarten. We have been involved in the Reggio Emilia project with the school.

Playgroup interest and attendance increased in 2017. By term 3 we were holding regular playgroup sessions again and the number of families attending increased.

Our involvement with the Universities to mentor student teachers continued.

We work closely and collaboratively with the Clarence Park Community Centre across the road from us. Children are able to use the centre in the morning for child care. In the afternoon either the Educators from the child care walk the children over or we collect for the afternoon session. (A required risk assessment is implemented). This particularly benefits working parents who need more full days of care than we can provide. In 2017 staff from the centre were involved in our Verandah Vibes event (this was partly funded through a community grant by the Unley Council). The Men's Shed is used to repair and make equipment for the kindergarten.

Children with additional needs are referred to support services following DECD procedures after a discussion with parents. Support programs are monitored and where needed, discussed with the schools at the end of the year for continuity of learning. We communicate in a courteous and sensitive way.

Follow up visits to local schools are implemented at the beginning of the year by the kindergarten Educators, once the children have settled into their reception classrooms. Further discussions are scheduled if there is a request from the classroom teacher.

In 2017 the following events involved the community: Police and Fire visits, Army display and workshop for children run by one of our parents who is a member of the army, Veranda Vibes event, Stay and Chat sessions, working bees, gardening and cooking programs.

Our website was updated and face book page continued receiving many positive remarks.

DECD filmed 1) children at the road safety centre, interviewed parents and educators about our road safety program. This is now on the DECD website.

2) children at play before Easter.

IDENTIFIED ISSUE

6.2.1, 6.3.2 The parent Opinion survey communicated that a very small percentage of parents would like more information about their child’s learning at kindergarten.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?	Priority H M L
6.2.2	<u>ACCESS AND PARTICIPATION</u> Communication to parents.		Accessibility to children’s learning journals made readily available to parents. That children’s learning is made more visible. Invite parents to be more involved in day to day program at the kindergarten. Stay and Chat sessions	H Term 1 and ongoing over the year
6.2.3	<u>COMMUNITY ENGAGEMENT</u> Continue building Playgroup numbers		Community outreach to involve more families. Parents become more involved in running the sessions independent of the Educators	

AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

STRENGTHS

Received Exceeding in this area in 2017

Information about the management of the service is displayed at the sign in area. Staff photos, including relief staff are displayed. It is an integral part of our welcoming atmosphere. Daily routines, kindergarten hours are communicated to parents on display boards.

New staff, Governing Council members and volunteers are inducted following DECD procedures. Individuals who begin at the kindergarten have a clear understanding of their role and expectation for their performance. The induction folder includes the kindergarten philosophy to give them a clear understanding about the values we adhere to.

Visitors to the kindergarten sign into the visitor's book and maintenance workers sign into their specific folder. All these are found in the sign in area and a visible to new people at the service.

We have a high commitment to continuous improvement. At each planning meeting the program is reviewed and evaluated. Changes are made where needed in a collaborative manner. We expect our relievers to be very professional, and to add their observations to the daily reflections. We maintain the same relievers so continuity of learning is delivered to our children. Regular provocations for Educators, displayed in the kitchen maintain a focus for areas of development and for DECD and Partnership priorities.

Training and development is encouraged to all the staff team. Release time is provided or in the case of ECW an increase in time is submitted, to encourage attendance where whole staff participation is needed. Personal Development plans are conducted at the beginning of each year. Time is allocated for each Educator to discuss their PDP with the nominated supervisor.

Parents feedback is collated at the end of the year through the opinion survey to inform us on areas for improvement for the following year. These improvements are taken into account when writing the QIP. Each term the QIP is reviewed at a staff meeting or kindergarten closure to ensure that we are on track. The Governing Council are updated on the QIP as an agenda item at each allocated GC meeting. Feedback from the GC is minuted and actioned if needed.

The philosophy is displayed with our plan for learning as it is an integral part of our centre. The philosophy takes into account feedback from the children and parents who were asked what is the most important thing that you would like your child to achieve? Children were asked what do you like best at kindergarten? We worked collaboratively with the Governing Council once we had all our questionnaires returned to write the philosophy.

A "MAD" (Mum and Dad) book (diary) is used for recording information about children and parents. This is for all staff to see on a daily basis and is not confidential. Any confidential grievances are recorded in our grievance folder kept in the filing cabinet in the Kindergarten Director's office.

Policies and Procedures are kept up to date and are available at the sign in area at the kindergarten. Parents who are on the GC have input into the policies when they are reviewed.

Record keeping systems are managed by an ECW who has been trained in this matter ensuring that we are compliant with DECD regulations.

WHS, HR management, police clearances and other DECD procedures are kept up to date by the Director of the kindergarten.

IDENTIFIED ISSUE:

7.1: Effective leadership promotes a positive culture and builds a professional learning community.

For many reasons it is difficult for all the Educators to attend training days particularly when some staff members work part time or work at other sites. Sharing the acquired knowledge is important for continuity. This is an area that has been difficult to sustain.

Standard	Describe the area for improvement	DECD P/ship priority	What goal or outcome do you want to achieve?	Priority (H, M, L)
7.2	<p><u>EDUCATIONAL LEADERSHIP</u></p> <p>Clear goals and expectations for all Educators with current pedagogy. Particularly STEM, 21st Cent learning and Gavin Grift PLC workshops.</p>	DECD P/ship	<p>Participation at planned training days.</p> <p>Improved understanding of EY pedagogy.</p> <p>Display regular provocations for Educators to encourage deeper understanding of current pedagogy.</p>	H Term 1,2,3,4,
7.2.1	<p><u>CONTINUOUS IMPROVEMENT</u></p> <p>Reporting after PD sessions for continuity, sharing of knowledge and leading pedagogy.</p>		<p>Professional interactions and consistency for all educators.</p> <p>An expectation that every member of staff attends one focused staff meeting per term.</p> <p>Trial a regular newsletter for all educators.</p>	H H term 1,2,3,4, Term 2

PROGRESS NOTES

Date	
TERM 1	
TERM 2	
TERM 3	
TERM 4	