Brentwood Drive Kindergarten

2015 Quality Improvement Plan

**Context statement:** Brentwood Drive Kindergarten is a Department of Education and Child Development (DECD) kindergarten located on a public reserve in the suburb of Huntfield Heights, in the Southern areas of Adelaide. It is a small, part-time Kindergarten with a site capacity of 29 children. The Kindergarten is home to a Speech and Language Program. The area has been long established, however new sub developments to the South of the Kindergarten, within Huntfield Heights, are leading to younger families moving into the area. Over the past 2 years the Kindergarten has been at capacity, and 2015 sees a slight dip in enrolments to 22 children.

Data indicates that over the last 3 years children in Huntfield Heights rated as developmentally vulnerable in the areas of social competence and emotional maturity. In the area of emotional maturity this vulnerability index rating has almost doubled from the previous 3 year shifting from 6.7% to 12.5%. Children in Huntfield Heights overall are rated as developmentally “on track” in the areas of physical health and wellbeing, language and cognitive skills and communication and general knowledge (Australian Early Years Development Census, 2014). At Brentwood Drive Kindergarten, due in part to the Speech and Language Program (SLP) at the site, a high proportion of children attending the Kindergarten experience communication difficulties. Often children with communication difficulties choose activities requiring a low language load.

Within the Early Years Learning Framework outcome “Children will become effective communicators”, 32% of children were rated by educators as capable in “Expressing Ideas” in 2014. This year our objectives are to improve children’s learning outcomes by investigating how educators can effectively engage children in Numeracy and Literacy learning in the outdoor learning environment, critical reflection of Literacy and Numeracy data and improving family engagement in children’s Numeracy and Literacy learning.

**Approved by Parent Group**

Chairperson signature ________________

Director signature ____________________
### Quality Area 1 EDUCATIONAL PROGRAM AND PRACTICE

#### Strengths

| 1.1.1 | Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. |
| 1.1.2 | Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child’s learning. |
| 1.1.4 | The documentation about each child’s program and progress is available to families. |
| 1.1.5 | Every child is supported to participate in the program. |
| 1.1.6 | Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world. |
| 1.2.1 | Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| 1.2.2 | Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. |
| 1.2.3 | Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program. |
|   | - Identifying children’s strengths and interests: “family profile”, enrolment interview/ meeting, mid-year Family Interview (parent chat), observation and jottings, informal and formal assessment of communication skills, formal review meetings, and formal assessments by support services and ongoing informal communication with families at drop off and collection times. Clear and effective programming cycle, each child has an Individual Learning Program. |
|   | - Making our program visible to families: the program folder, which is displayed daily and updated weekly. The program overview which is updated termly. Children’s work which is displayed in the Kindergarten. Adding photos of children engaging in planned and unplanned activities each week. |
|   | - Informing families of individual children’s progress: Each child has a child’s profile folder, Learning Quilt is updated each term, end of term summary statement, end of year statement of learning inclusive of children’s voice and specific comments on Numeracy and Literacy. |
|   | - Children’s Voice in the Kindy: focus on recording quotes from children in their work, recording learning in a Floor Book, following their interests, engaging children in setting up the learning spaces. |

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| 1.2.3   | Improve children’s learning outcomes by implementing the critical reflection from 4 data sets. | **EYLF**  
Revise Learning Quilt and further align with EYLF. Analyse and utilise data collected through this tool for programming, assessing and reporting.  
**AEDC**  
Examine the links this data has to children’s learning outcomes.  
**Literacy and Numeracy Indicators (LAN)**  
Familiarisation; explore how they may be used in the programming, assessing and reporting cycle to improve children’s learning.  
**Reflect, Respect Relate**  
Explore improved involvement of children in the outdoor area. | **Term 1**  
Revise Learning Quilt, ongoing use.  
RRR initial observations, planning and implementation.  
**Term 2 - 4**  
Examine AEDC data  
Familiarisation with LAN indicators.  
**Term 3**  
RRR second observations and analysis.  
Trial data collection for children’s learning in Literacy and Numeracy.  
**Term 4**  
Analysis and reporting of children’s learning using EYLF data. | EYLF data collected and used to identify children’s learning in Outcomes 4 and 5.  
Staff are familiar with AEDC.  
RRR results indicate improved involvement in the outdoor area.  
Children’s learning outcomes improved in the outdoor learning environment  
Staff are familiar with LAN. |
Quality Area 2 CHILDREN’S HEALTH AND SAFETY

**Strengths**

<table>
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<tr>
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<th>Description</th>
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<tr>
<td>2.1.1</td>
<td>Each child’s health needs are supported.</td>
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<tr>
<td>2.1.2</td>
<td>Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.</td>
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<tr>
<td>2.1.3</td>
<td>Effective hygiene practices are promoted and implemented.</td>
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<td>2.1.4</td>
<td>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</td>
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<tr>
<td>2.2.1</td>
<td>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</td>
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<tr>
<td>2.2.2</td>
<td>Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</td>
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<tr>
<td>2.3.1</td>
<td>Children are adequately supervised at all times.</td>
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<tr>
<td>2.3.2</td>
<td>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</td>
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<tr>
<td>2.3.3</td>
<td>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</td>
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<tr>
<td>2.3.4</td>
<td>Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.</td>
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- Children’s health needs are supported: Asking families about their child’s needs (dietary, medical and physical) at enrolment. Appropriate planning and documentation coupled with specific training is provided as needed including for children with allergies. All educators keep up to date with current First Aid, Asthma and Anaphylaxis training.
- Comfort and rest opportunities exist: A balance of active and restful activities are programmed, children are supported to participate in these. Areas and opportunities exist for rest times if children choose as a part of play – 2 couches inside, a hammock and swing chair outside.
- Staff undertakes annual Food Safety training using the Bug Busters DVD which includes food handling and hygiene. Informative hand washing notices are posted around the Kindergarten at hand washing sinks to remind children and adults of its importance.
- When there is an outbreak of infectious disease a notice stating that “There is an outbreak of an infectious disease” is posted at the front door, and families are provided with advice about the disease from the “You’ve Got What?” resource. Families of sick children are provided with information about exclusion periods. Injuries and Illnesses are managed within the guidelines set out in the Apply First Aid, Asthma, Anaphylaxis and any specific training. Staff records all injuries in the First Aid Log. Any serious child injuries and any staff injuries are recorded on the Incident Response Management System (IRMS) within 12 hours. Health policies and procedures are reviewed every 12 months and more frequently if necessary.
- Healthy eating is promoted using the Right Bite resource and “Start right, eat right” and by promoting healthy relationships around food, promoting waste free lunchtimes and growing our own plants.
- The layout of our environment facilitates active physical play and restful times. New cubbyhouse and water course facilitate engagement and supervision.
- All children are adequately supervised and this is reviewed as needed in staff meetings. Children requiring an additional level of supervision are provided with this, and additional support through the Preschool Support Program is accessed as needed.
- Indoor and outdoor safety checks are conducted at least quarterly. Hazards are recorded and actioned as needed. Emergency management plans are practiced quarterly.
- All staff and volunteers are provided with Responding to Abuse and Neglect training and have appropriate Criminal History Screening through DCSI and the Teacher Registration Board. All teachers have updated training in “Keeping Safe: The Child Protection Curriculum” and this is taught to the children annually. Families are provided with information each year (written information and an Information Session).
- Children are involved in preparing food for community events including “Australia’s Biggest Morning Tea”. |
## Quality Area 3 PHYSICAL ENVIRONMENT

### Strengths

3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

3.3.1 Sustainable practices are embedded in service operations.

3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

- Indoor and outdoor spaces, furniture, equipment, facilities and resources are suitable for their purpose. Identified safety concerns are addressed in staff meeting and recorded on the Hazard Report. Storage spaces, whilst limited, are assessed for safety (risk assessment).
- Planning aims to engage children in a range of learning opportunities; literacy, numeracy and creative activities feature in both outdoor and indoor learning environments. Physical activities are planned to meet gross motor, fine motor and sensory integration needs of children.
- Children are encouraged to explore sustainability including growing and harvesting plants, composting, mulching and fertilising. The worm farm is very engaging for children.
- Community links have been developed with “Hillside Herbs” who donate plants which are past the Point of Sale for planting by the children and sharing with the families.
## Strengths

### 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.

#### 4.2.1 Professional standards guide practice, interactions and relationships.

#### 4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

#### 4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

- **Educator to child ratios:** higher than required staff: child ratio of 1:9 (required rate is 1:13). When enrolments reach 27, we are funded an Early Childhood Worker to provide assistance with children and to complete organizational tasks.
- **Professional Standards:** We use the National Professional Standards for Teachers when undertaking performance reviews. Performance reviews are undertaken with all staff twice per year and written feedback is provided a minimum of once per year. Professional reading and structured discussions using TEL fortnightly guide practice. The philosophy statement and Public Sector Code of Ethics guide interactions and relationships as does our conflict resolution/grievance policy. Relief teachers are kept informed with current site initiatives and policy reviews via emails sent out by the Director.
- **Working Collaboratively:** We plan, assess and report children’s learning in a collaborative manner. Regular programming and business meetings are used to discuss, plan and resolve issues. Parent Group (Governing Council) meetings engage families in decision making. As a team we value positive relationships with each other, the children and families and associated professionals. Opportunities to collaborate with other professionals are accessed where possible; Beach Road Partnership, visiting to and from local feeder schools. Stay and Play assists the children to engage with each other, familiarise with the Kindy and enables relationships to be built with families.
- **Mutual respect, equity and recognition:** We affirm each other and find opportunities to provide informal and formal feedback. Written feedback provided to educators focusses on positives and constructive feedback for improvement. Mutually agreed goals are reviewed throughout the year.
# Quality Area 5 RELATIONSHIPS WITH CHILDREN

## Strengths

**5.1.1** Interactions with each child are warm and responsive and build trusting relationships.
**5.1.2** Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
**5.1.3** Each child is supported to feel secure, confident and included.

- Warm and responsive relationships are built through collecting written information from families through the enrolment forms, family profile, homework books (Speech and Language Program children) and family feedback in each child's Profile Book, prioritising positive relationships, friendliness and collegiality: building rapport with families.
- Educators and families as partners in play and facilitating children's holistic development through a play-based program founded in the Early Years Learning Framework. We develop communication strategies for children with additional needs to facilitate their learning.
- Have established a strong oral language program valuing the importance of children's opinions and conversations: used to improve learning outcomes by building relationships, assess oral language development plan an individual, child-centred program.
- Flexible and engaging programming to enable children to participate at their own level – with support as needed. Modified curriculum to enable children of varying skills, interests and abilities to participate.
- Annual review of Interactions with Children policy, manual handling practices and behaviour and bullying policy.
- Support for children to develop social skills using the You Can Do It social skills program to intentionally teach behavioural dispositions; resilience, persistence, getting along, confidence and organisation. Intentional teaching using Keeping Safe: the Child Protection Curriculum; feelings, social networks, handling inappropriate behaviour, self-help skills.
- We also seek help from outside agencies such as Preschool Support Services and allied professionals (i.e. Occupational Therapy, Autism SA, Disability SA, and Flinders Medical Centre).
- Use of Reflect, Respect, Relate to inquire into adult relationships with children in play – annual practitioner inquiry.
## Quality Area 6: Collaborative Partnerships with Families and Communities

### Strengths

6.1.1 There is an effective enrolment and orientation process for families.
6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
6.1.3 Current information is available to families.
6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.
6.3.1 Links with relevant community and support agencies are established and maintained.
6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3 Access to inclusion and support assistance is facilitated.
6.3.4 The service builds relationships and engages with the local community.

- Enrolment and orientation practices effectively introduce families to the Kindergarten and facilitate positive relationships building. Enrolment process comprises; enrolment meeting, enrolment pack, stay and play sessions, opportunities for individual discussion. Late enrolments are accepted with an individualised process. Speech and Language program families are additionally provided with an enrolment session particular to their needs.
- We invite feedback on our program and practices frequently through written means when we hand out children’s profile books, at enrolment and in an ongoing manner through the strong rapport we have built up with our families. Written feedback can be provided on our weekly program or verbally in person.
- We invite family feedback when we review each policy. Parent Group (Governing Council) assist in review and ratification of policies where relevant. Parent Opinion surveys are used to gauge parent opinion of the service.
- The Let’s Read program - book packs provided by The Smith Family are shared with families annually. We link with community services that are relevant to our Kindergarten and families such as The Smith Family, Onkaparinga Council, Junction Australia, Novita Children’s Services, Community Health Services (GP PLUS). We support families to access services by promoting them on our Community Noticeboard, through participating in community events (Playgroup in the Park) and through linking with our local Children’s Centre (Hackham West Children’s Centre) for our families to access parenting and support groups.
- Staff discussions at staff meetings enable staff to develop strategies and make decisions to support our families and children.
- Negotiated Education Plans are used for all Speech and Language Program (SLP) children, children under Guardianship of the Minister and children with complex needs to record and plan for improved learning outcomes and build the team of support around the child. Children in the SLP and other children with complex needs are supported by Kindergarten by a teacher at their first transition visit to school. Access to Preschool Support Services is provided for children with additional needs (with parental consent). We may assist families to access support from other sources including Flinders Medical Centre Child Assessment Team, Autism SA, Novita, Disabilities SA or local groups such as support for Domestic Violence as needed.
- Our Policy folder is located on the Parent Shelf and is referred to during enrolment. Newsletters produced 3 times a term enable families to keep abreast of policy reviews and changes, upcoming events and opportunities to be a part of decision making. Newsletters are either emailed or provided as a paper copy according to family preference.
- Strong relationships have been established with local DECD sites at a leadership level. Greater collaborative planning exists in the Beach Road Partnership forum.
- Family days, invited guests and excursions feature throughout the year and family support at these events is excellent. Families are involved in working bees and fundraising initiatives.
- New community links have occurred with Huntfield Heights Primary School junior leadership team visiting the Kindergarten and contact initiated with Communities for Children.

### Element | Outcome/goal | Strategies | Timeline | Success measures | Progress notes
---|---|---|---|---|---
QA 6 | Improve children’s learning outcomes by | **Family questionnaire**
Survey families re understanding of and engagement with Numeracy and Literacy learning | **Term 1** Provide a questionnaire for families about Numeracy and Literacy understanding and engagement with their children. | 50% family attendance at each Numeracy and Literacy information session. | Data indicates increased family understanding of...
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td><strong>Parent Information Sessions</strong>&lt;br&gt;Provide families with Numeracy and Literacy family information sessions coupled with discussion time.</td>
<td><strong>Term 2</strong>&lt;br&gt;Primary Maths Association parent session.</td>
<td><strong>Term 3</strong>&lt;br&gt;Literacy parent session.</td>
<td><strong>Term 4</strong>&lt;br&gt;Provide a second questionnaire to families.</td>
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Data indicates improved learning outcomes for children in Numeracy and Literacy.
### Quality Area 7 LEADERSHIP AND SERVICE MANAGEMENT

#### Strengths

| 7.1.1 | Appropriate governance arrangements are in place to manage the service. |
| 7.1.2 | The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive. |
| 7.1.3 | Every effort is made to promote continuity of educators and coordinators at the service. |
| 7.1.4 | Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. |
| 7.1.5 | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper |

#### 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. |

| 7.2.3 | An effective self-assessment and quality improvement process is in place. |
| 7.3.1 | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. |
| 7.3.2 | Administrative systems are established and maintained to ensure the effective operation of the service |
| 7.3.3 | The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation |
| 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. |
| 7.3.5 | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. |

- Effective consultative procedures and open, collaborative communication and facilitate decision making, implementation of site priorities (including our Quality Improvement Plan) and day to day running of the Kindergarten. |
- Consistent and informative staff induction, volunteer induction and contractor induction facilitates a safe, collegiate environment and an understanding of each other’s roles. |
- Our philosophy statement guides our practices and is reviewed annually with staff, the Governing Council and families. |
- Regular informal reflection and structured self-review is used to guide practices and improvements. These are documented for future reference in staff meeting and on site priority documents. |
- Effective and confidential storage of required information ensures confidentiality and the maintenance of effective records. |
- Finances are maintained by a qualified Finance Officer and monitored by external auditors to ensure affective cash flow. The allocation of resources is collaboratively managed with the Governing Council, Finance Officer and Director to ensure appropriate expenditure and completion of site priorities. |
- Policies and procedures are reviewed annually and dated when reviewed. The Governing Council ratifies changes/ new policies and ensures that policies are complied with.