2016

QUALITY IMPROVEMENT PLAN

Modbury North Kindergarten
## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modbury North Kindergarten</td>
<td>SE-00010650</td>
</tr>
</tbody>
</table>

### Primary contact at service

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Eberhard</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dl.4635.leaders@schools.sa.edu.au">dl.4635.leaders@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

### Physical location of service

- **Street:** 12 Burragah Court
- **Suburb:** Modbury North
- **State/territory:** SA
- **Postcode:** 5092

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>8264 3025</td>
<td></td>
<td></td>
<td><a href="mailto:dl.4635.leaders@schools.sa.edu.au">dl.4635.leaders@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

### Approved Provider

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Trish Strachan - DECD</td>
<td>8226 3463</td>
<td>8226 0159</td>
<td></td>
<td><a href="mailto:trish.strachan2@sa.gov.au">trish.strachan2@sa.gov.au</a></td>
</tr>
</tbody>
</table>

### Nominated Supervisor

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Eberhard</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dl.4635.leaders@schools.sa.edu.au">dl.4635.leaders@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

### Postal address (if different to physical location of service)

<table>
<thead>
<tr>
<th>Street</th>
<th>Suburb</th>
<th>State/territory</th>
<th>Postcode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 educators. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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. For family day care services or multi-site services, please provide the operating hours of the service office.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening time</td>
<td>08:45</td>
<td>08:45</td>
<td>08:45</td>
<td>08:45</td>
<td>08:45</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Closing time</td>
<td>15:30</td>
<td>15:30</td>
<td>15:30</td>
<td>15:30</td>
<td>15:30</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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.

- There is car parking out the front of the Kindergarten.
- We have a pupil free day on Thursday 17th March 2016.
- We are aligned with the DECD school holiday periods for South Australia. The last day of Term 1 is on the 15th April 2016.

How are the children grouped at your service?

- The children are grouped according to family preferences and available spaces. We have a morning session – 8:45-11:45 and an afternoon session – 12:30-15:30. The children who stay all day receive lunch care from 11:45-12:30.

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

- Director, Nominated Supervisor, Rachel Eberhard

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: [Insert Number]
Modbury North Kindergarten Statement of Philosophy

We believe that building positive, trusting, respectful and caring relationships is a vital part of our work with children and families. It is through these relationships that we support children to feel safe and included in the Kindergarten environment and in their learning and development.

We believe that all children are unique, bringing different experiences, cultures, knowledge and skills to their learning. We recognise and respect “that families are children’s first and most influential” (Belonging, being and becoming, EYLF 2009, p. 12) educators. We value and learn from the knowledge they share with us.

We believe that children are competent and capable learners who learn best through play in a social environment where they have opportunities to; practise new skills, make decisions, hypothesise, discover, experiment, explore, wonder, create, gain confidence, collaborate, cooperate, communicate, share, develop relationships, problem solve and have fun. We aim to develop in children; independence and stop and think skills, as well as dispositions for learning such as enthusiasm, persistence, willingness to have a go, confidence, curiosity and creativity.

We believe that there should be predictable routines in the daily structure. We allow for long, uninterrupted times for play with many opportunities for children to make choices.

We believe that every child is individual, developing at their own rate and in their own unique way. Learning is a lifelong process, shaped by experiences. The physical environment and resources are flexible and varied, containing many open ended resources. We believe that educators should be flexible when working with children; following children’s interests, sourcing resources, observing children, assisting children to enter play, providing scripts and role modelling. Educators use intentional teaching strategies such as; questioning, modelling, demonstrating, discussing, hypothesising and problem solving with children to extend their thinking and learning (Belonging, being and becoming, EYLF 2009, p. 15).

Educators are committed to their love of teaching, engaging in training and development and reflecting on what they do and why they do it. In our team environment, educators learn valuable skills and knowledge from each other. (Reviewed February 2016)

The most important things that families want for their children at Kindergarten this year are:

- structure
- family
- experience
- security
- cooperation
- happiness
- to learn
- to have fun
- routine
- sharing
- respect
Overview of Strengths

QA1: Educational program and practice

- Educators use intentional teaching and teachable moments to extend children’s learning (1.1.1, 1.2.2)
- We gain information from families about new students, via the enrolment process that includes a family information form, informal discussions with families and transition visits for the children with their parents. We incorporate familiar experiences for children when they first begin Kindergarten to support continuity of learning and to create an environment with familiar resources (1.1.2)
- The daily routine has been organised to ensure that children have long periods of uninterrupted time to play. Children are able to choose indoor and outdoor play at the same time, and educators are flexible in moving inside or outside as the number of children in each area changes. Snack and lunch times are structured so all children eat together to ensure safety (1.1.3, 1.1.6, 2.1.1, 2.2.1)
- Educators are flexible in responding to children’s interests and needs as the session progresses. Children are encouraged to ask for resources as they require them during play (1.1.3, 1.1.6, 1.2.2)
- Each child has a portfolio book, stored in the main playroom. Children are encouraged to display their own work and share their portfolio with their family (1.1.4)
- Families are given “Statements of Learning” three times during the year for their children (1.1.4)
- Educators make themselves available for discussions with families at the beginning and the end of sessions. These discussions support the continuity of learning for children from home to Kindergarten and Kindergarten to their families (1.1.4)
- Displays around the Kindergarten share the program and children’s work with families (1.1.4)
- The floor book shares documentation about curriculum and learning with children and families (1.1.4)
- Educators record children’s observations and store them in individual children’s sleeves in a folder. These are then analysed against the Early Years Learning Framework and a numeracy focus to further plan for each child, then reflect on their experiences (1.2.1, 1.1.2, 1.2.3)
- Educators reflect daily on children’s learning and the program to revise the environment and program (1.2.3)

QA2: Children’s health and safety

- Children’s health needs are identified through the enrolment process or via discussions with parents when new medical issues are diagnosed. Families are informed that health care plans from their Doctor, and required medication is stored at the Kindergarten for all of their children’s sessions. This is regularly monitored by an ECW (2.1.1)
- The photos of children with medical, health, dietary and/or cultural needs are displayed for educators. This is shared with temporary educators in their induction. All educators are notified when changes occur (2.1.1)
• Children’s accidents are recorded in the First Aid folders. Parents are contacted via a phone call at the time of an accident if there is a head injury, asked to sign the accident report form and recommended to seek medical advice and closely supervise their child (2.1.1)

• Children’s medication is stored in the kitchen cupboard labelled ‘medication cupboard.’ Each child has a box with their photo and name clearly on the front. A health care plan is stored in the box with the medication. A spare asthma puffer is also stored in the medication cupboard (2.1.1)

• Parents are notified of our Hot Weather and Sun Protection Policies in the Parent Information book. The outdoor area has a lot of shade. The Kindergarten follows the Cancer Council recommendations of requiring hats when the UV rating is 3 or above. The daily UV rating and times are communicated on the entry door (2.1.1)

• DECD, Approved Provider, policies and procedures are accessible on the following link, https://myintranet.learnlink.sa.edu.au/operations-and-management/site-administration/preschool-and-early-childhood-administration/preschool-policies-procedures-and-national-regulations. The Kindergarten also has some site specific policies and procedures (2.1, 7.3.5)

• Child and Youth Health checks are promoted and facilitated at the Kindergarten each term. If parents are unable to access these appointments at the allocated times, alternative dates are advertised (2.1.1)

• All educators have current First Aid. Some educators have undertaken First Aid training above the requirements (2.1, 7.2.3)

• A fridge is provided to keep children’s food cold. Lunches and afternoon snacks for the children who attend all day, are stored in the fridge (2.1.1)

• Spare clean clothes are available for children’s use when required (2.1.2, 2.1.3)

• Both active and restful experiences are provided inside and outside (2.1.2)

• Educators are explicitly taught how to wash their hands correctly. Visual aids are provided in the bathroom to support children (2.1.3)

• Educators educate and support children with coughing into their elbows, blowing their noses and then washing their hands (2.1.3)

• Children’s toilets are cleaned at lunch times and if required during the sessions (2.1.3)

• Two sinks and different coloured sponges are used for washing paints/glues and dishes. These are communicated via visuals in the kitchen (2.1.3)

• Educators wear gloves when assisting children with food at snack times or when dealing with bodily fluids (2.1.3, 2.1.4)

• Families are notified of any infectious diseases using information from the “You’ve Got What?” book (2.1.4)

• Parents are contacted in person or by phone if we have any questions or comments about their child’s health (2.1.4)

• Parents are informed of our Healthy Food Supply and Nutrition Policy in the Parent Information book at the time of enrolment. Parents are responsible for their children’s snacks and lunches. Promotion of healthy food is via regular discussions with children and reminders to parents using discussions and information in newsletters (2.1.1, 2.2.1)

• Fruits, vegetables and herbs are grown each year with the children to encourage healthy eating and possibly trying new healthy, nutritious foods (2.2.1)

• A water filter is provided for children to refill their own water bottles or to get themselves a drink using the cups provided (2.2.1)

• The centre is well resourced to challenge and improve children’s coordination, balance and strength in both gross and fine motor development. Resources are changed regularly (2.2.2)

• We utilise the nearby oval and playground for more gross motor experiences (2.2.2)

• Little Athletics attend to facilitate running, obstacle and throwing sessions for children each year (2.2.2, 6.3.1)
• Educators are flexible when working with children, moving between the indoor and outdoor areas as the number of children in each area changes. Educators also communicate their whereabouts with each other (2.3.1)
• Parents sign their children in and out each session. At the beginning of each session, an educator checks to ensure that all children have been signed in and we have accurate records of children on site (2.3.1)
• The Emergency Invacuation and Evacuation procedures are prominently displayed, practised and reviewed termly (2.3.3)
• Educators inspect the outdoor area each morning to ensure safety. Children then inspect the area with staff each day to analyse risks, safety and cleanliness (2.3.2)

QA3: Physical environment

• The outdoor area is shady with many natural resources, such as rocks, plants, trees and water to provide a stimulating environment for the children (3.1.1, 3.2.1)
• There are places for children to play, explore, work alone or with others in small and large groups (3.1.2)
• The indoor space is flexible. Furniture and room dividers are used to divide areas (3.1.3)
• The large windows and positioning of the indoor and outdoor area allow for both areas to be utilised at the same time (3.1.3)
• Many resources are open ended and can be used in multiple ways (3.2.2)
• Sustainability has been embedded into the everyday program by using bins with coloured lids that match bin system used by the local councils. This supports children in using their knowledge of recycling at both Kindergarten and home (3.3.2)
• We also have a compost bin, worm farm and worm towers. Children help cut up the scraps into smaller pieces for the worms to eat (3.3.1)
• Children and their families are encouraged to bring in reusable waste for use in construction (3.3.1)
• Children are actively involved in growing vegetables, fruit and herbs (3.3.1)
• Rainwater is accessed by the children from two rainwater tanks to use in their play (3.3.2)

QA4: Staffing arrangements

• The centre’s warranted staffing through the Department of Education and Child Development) is 1 Director, 1 Teacher and 1 ECW. Additional staffing is gained through Universal Access (20% loading on our Warranted staffing), Preschool Support and lunch care fees paid by the parents. The Director, in conjunction with the families, plans each session to ensure that there are no more than 33 children each session (for 3 educators) and no more than 22 children (for 2 educators) for lunch care each day. There are more than 3 educators members at the Kindergarten for at least 5 hours each day (4.1.1).
• Educators working “off the floor” are available to help on the floor when required (4.1.1)
• Educators are supportive of each other, recognising each other’s skills and strengths, which creates a calm, positive and productive atmosphere (4.2.3)
• The Modbury North Kindergarten educators are guided by the Statement of Philosophy, site policies and procedures, DECD policies and procedures and the Code of Ethics for the South Australian Public Sector (4.2.1)
Educators have high expectations and believe in ongoing improvement. Improvements are decided through reflection and discussions between educators, Parent Opinion Surveys, the learner data and Partnership goals (4.2.2)

New educators are inducted into the centre, with particular attention given to identifying children’s needs as well as the policies, routines, emergency and WHS procedures (4.2.1)

All educators have been made aware of the Employee Assistance Program. Information about the program is displayed on the noticeboard in the office (4.2.3)

**QA5: Relationships with children**

- Building positive, secure and respectful relationships with children is paramount at the Modbury North Kindergarten. Educators engage, talk with, respond to and respect children in a warm and friendly manner, developing long lasting and trusting relationships (5.1.1)
- Educators spend time getting to know each child; their interests, strengths, experiences outside Kindergarten and their families (5.1.1)
- Educators engage in sustained conversations with children during play, to challenge their thinking. Educators particularly make themselves accessible and available during transition times and for emotional support (5.1.1)
- Children initiate interactions with their educators (5.1)
- Conversations are used as an intentional teaching method to challenge children’s thinking, their problem solving skills and develop dispositions for learning such as having a go, persisting and being creative (5.1.2)
- A sense of belonging is promoted through interactions with educators and the physical environment. All children have their photo on their nametag, a portfolio book and have their work or voice displayed around the centre or photos, voice or work displayed in the floor book (5.1.3)
- The maximum number of children per session has been designed to ensure that the group is not too large (5.2.1)
- Children are encouraged to learn from the educators as well as from each other (5.2.1)
- Educators let children know that it is OK to have certain feelings eg. to feel angry or sad and help them to develop strategies that will assist them in dealing with their emotions in an acceptable way (5.2.2)
- We encourage children to use assertive language such as “Stop”, “I don’t like it” and “I don’t like it when you ….” (5.2.2)
- Relationships between children are supported to help them manage conflicts appropriately and develop friendships. Educators support children’s behaviour using conversations and explicitly teaching children strategies to managing conflicts, including words to use. The strategy of ‘A and B choices’ supports this strategy (5.2.2)
- Educators use games, conversations, modelling and teach alternatives to support children in developing stop and think skills (5.1.2)
- Literacy and Numeracy skills are important for life learning. Literacy and numeracy experiences and interactions between educators and children occur every day (5.1.2)
QA6: Collaborative partnerships with families and communities

- Over the years, strong relationships have been developed with parents and families, resulting in many families enrolling multiple children in different years and recommending the Kindergarten to their family and friends.
- The enrolment process is flexible for families. Upon initial contact, a one page waiting list form is completed. Families are invited to visit the centre and have a chat. Closer to the time when children are due to begin Kindergarten, families are given a written invitation to come in and collect an enrolment package, containing, a DECD enrolment form, parent information booklet, a family information sheet, volunteer information and a session preference form (when required) (6.1.1)
- New families are then offered opportunities to come and visit the Kindergarten with their children to become familiar with the environment and educators. This process is flexible in times and number of familiarisation sessions, depending on the needs of the child (6.1.1)
- Flexible session arrangements support families in their individual needs (6.1.1)
- Families are given a range of opportunities to be involved in the Kindergarten at their own level. These include participating at the beginning and end of each session, attending excursions, participating in community events such as obstacle-a-thons, art shows, preparing resources at Kindergarten or home, sharing their skills and knowledge with children, family picnic and graduations (6.1.2)
- Families are encouraged to join the Governing Council and have their say about Kindergarten decisions (6.1.2)
- The Annual Report, Quality Improvement Plan, policies and information about the service is displayed on the Kindergarten website (6.1.3)
- A Parent Information session about children’s learning and development is presented for interested families each year (6.1.3)
- Educators are available at the beginning and end of each session to talk to parents and caregivers (6.1.3, 6.3.2)
- Information is shared regularly with parents using photos, portfolios, statements of learning, newsletters, discussions, flyers and displays around the Kindergarten (6.1.3)
- Parent information and newsletters are sent home regularly (6.1.3)
- The Parent information booklet is displayed for parents in a Parent Information folder (6.1.3)
- The Parent Concern Procedure is introduced in the Parent Information booklet. Copies of the Procedure are displayed on a shelf for parents and on the Kindergarten website (6.1.3)
- Parents are encouraged to stay with their children, if required, to help them settle in (6.2.1)
- Current information about community services and resources is available for families. A parent borrowing library contains books and resources. Parenting SA Parenting Easy Guides are available for families (6.2.2)
- The site works closely with DECD support services and outside agencies when required, allowing outside agencies to work with children in the centre to ensure continuity of learning and sharing of expertise knowledge and skills with educators. Meetings and sharing of information between relevant agencies are organised as required (6.3.2)
- The Director works closely with the Modbury Partnership, consisting of 1 High School, 1 Special School, 4 Primary Schools (including 2 Preschools), 5 Kindergartens and 1 Children’s Centre, attending meetings twice per term. Partnerships are important for sharing resources, knowledge, skills and good practice to improve learning outcomes for children in a Geographical Area. Opportunities exist for all educators in Kindergartens to meet termly, sharing
knowledge and good practices as well as undertake training. It is through the Partnership that relationships are strengthened between the Kindergarten and school to ensure continuity of learning for children as they transition to school. The Modbury North Kindergarten has been used for Director meetings (4.2, 6.3.2, 6.3.4)

- Training and Development sessions are facilitated at the Kindergarten when required, for educators from the Modbury North Kindergarten as well as from other sites (6.3.4)
- Two of our main feeder schools visit the Kindergarten each year, to build relationships between sites and provide familiar faces for students when they transition to school (6.3.2, 6.3.4)
- Meetings are held termly between the Director, a DECD Special Educator, Psychologist and Speech Pathologist to monitor and ensure support for all children who require it (6.3.1, 6.3.3)
- The Kindergarten is used to facilitate meetings, knowledge sharing and support information for families between our DECD Special Educator, Speech Pathologist or Psychologist and families (6.3.3, 6.3.1)
- Children with individual needs are supported in their transition to school through discussions with school educators and Negotiated Education Plans (6.3.3)
- One teaching educator attends a transition visit to all schools providing transition programmes to support children’s wellbeing to school. This is highly valued by the families of our centre (6.3.2, 6.3.4)
- At the end of each child’s year at Kindergarten, and with parent’s permission, each child’s Statement of Learning is forwarded to children’s schools (6.3.2)
- School work experience students, University practicum students and Certificate 3/Diploma students are regularly welcomed to the site to complete their placements, learning valuable knowledge and skills from our experienced educators (6.3.4)

**QA7: Leadership and service management**

- DECD is the approved provider for the Kindergarten. They are responsible for managing administration systems, policies, curriculum support, human resources, asset and financial support (7.1.1)
- The Director is Line Managed by David O’Brien (Educational Director) and supported by Pam Lutze (Early Childhood Coordinator) (7.1.1)
- The Governing Council supports the Kindergarten in overseeing local decision making. Governing Council meetings are held twice a term. The Director contacts Governing Council members via email or in person for any decisions that need to be made between meetings. A new Governing Council is elected at the beginning of each year at the AGM (7.1.1)
- An educators induction book is used to support the educators induction process. Inductions are tailored to suit different educators needs eg. temporary educators, new DECD educators or educators with contracts. Spotless contractors are inducted via the Spotless induction checklist (7.1.2)
- The Director works with DECD Human Resources to promote continuity of educators. Every effort is made to ensure that regular relief educators are used, to promote children’s learning, development and relationships (7.1.3)
- The curriculum is lead jointly by the qualified teaching educators, with all educators encouraged to participate in curriculum planning (7.1.4)
- The Director uses the DECD administration system to ensure that educators have the appropriate qualifications (7.1.5)
• Copies of DCSI clearances are kept for required educators, volunteers, supporting professionals and contractors (7.1.5)
• At the end of each year, educators engage in a site review process, reflecting on the year, the National Quality Standards and the Quality Improvement Plan (7.2.3)
• The Quality Improvement Plan is regularly reviewed over the year, with progress notes regularly added and celebrated (7.2.3)
• Confidential records are stored in locked filing cabinets. Children’s Statements of Learning are handed directly to parents where possible. If they are not handed directly to parents, they are put in labelled envelopes to ensure confidentiality (7.3.1)
• All computers are password protected (7.3.1)
• The Kindergarten uses the DECD administrative systems to electronically record the effective operation of the Kindergarten, including; children’s details, human resources, WHS, Incident reports and finance (7.3.1, 7.3.2)
• The service employs a finance officer to assist in the financial management, to ensure all requirements are met. The finances are audited annually to ensure regulations are adhered to (7.3.2)
• Any required grievances or incidents are reported to DECD via the Incident, Reporting and Management System and are addressed immediately to ensure that the grievance or incident does not escalate (7.3.3)
• We access DECD, Approved Provider, policies and procedures on the following link, https://myintranet.learnlink.sa.edu.au/operations-and-management/site-administration/preschool-and-early-childhood-administration/preschool-policies-procedures-and-national-regulations. The Kindergarten also has some site specific policies and procedures. Policies and procedures are readily available for staff and families on the Kindergarten and DECD website, via details in the Parent Information Book, in the Staff Induction folder and the Policies and Procedure folder in the office. These are reviewed regularly to ensure they are current and are working effectively (7.3.5)
## QUALITY AREA 1

**What we want to achieve:** To refine a holistic planning cycle which considers documentation, inclusive practices, child voice, interests, knowledge, dispositions, abilities and culture of all children is incorporated into plans

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
</table>
| • Critically reflect on children’s learning, wellbeing and development using the Early Years Learning Framework (EYLF)  
• Provide an environment that allows children to make choices about their learning  
• Include children’s voice in planning and documenting  
• Use the literacy and numeracy indicators to observe, evaluate and plan children’s learning  
• For educators to record their reflections on the planning process, environment and our practices regularly, then make changes to ensure the best outcomes for every child  
• For educators to work together to share their knowledge of the children through observations and plans  
• To develop individual learning goals for all children  
• To develop and use visual strategies with all children  
• Encourage families to add to | • There is documentation on planning, evaluations and reflections that demonstrate evidence of all children’s learning in relation to the EYLF – in the observation folders, displays, floor book and portfolios  
• Learning goals are developed, evaluated and reviewed at least once a term for all children  
• All educators are involved in the planning cycle – via conversations, reflections and documentation  
• There is evidence of children’s voice in planning, floor books, displays, observations and portfolios  
• Documentation showing children’s interests being followed – in plan, photos, observations, recording of children’s comments, floor book  
• The environment is set up with a range of resources for children to choose from  
• Children are making choices about who they want to learn with and what they want to learn  
• Families are sharing learning with their children from outside | • Ongoing – teaching staff  
• At least 4 times each year for every child – teaching staff  
• Ongoing - All educators  
• Ongoing – All educators  
• Ongoing – All educators, particularly teaching staff  
• Ongoing – All educators  
• Children and all educators  
• Families with encouragement from | • |
| children’s portfolios with stories about children’s experiences outside Kindergarten |
| To reflect on the documentation collected about numeracy each term to assist in later programming or educator focus |
| To incorporate literacy and numeracy into the Statements of Learning each term |
| Incorporate the You Can Do It! Program into planning |
| For educators to challenge children’s thinking using questioning and sustained conversations |
| Encourage stop and think skills in children using conversations, games, routines, modelling |

| Kindergarten in portfolios |
| Numeracy and literacy elements such as learning processes and key elements are incorporated into the Statements of Learning each term for each child |
| Numeracy documentation from observations, portfolios and Statements of Learning is evaluated each term and plans are made for further improvements |
| There is written evidence of staff reflecting on the program, environment, plan and children’s learning |
| Children’s confidence, persistence, organisation, resilience and getting along behaviours is developing |
| Educators are using questioning and sustained conversations as strategies to challenge children’s thinking |
| Evidence of children using stop and think skills in the everyday environment |

| educators |
| End of every term – teaching staff |
| End of each term – Rachel with teaching staff support |
| Ongoing – all educators |
| Daily reflections – all educators |
| Ongoing – all educators and children |
| Ongoing – all educators |
| Ongoing – all educators and children |

**Related quality areas and elements:** 2.3, 5.1.3, 6.2.1, 7.2.3
**QUALITY AREA 2**

**What we want to achieve:** To improve our documentation of risk assessments, addressing the risks and benefits and including the documentation of children’s voice in the processes

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document risks</td>
<td>• Risk assessments are documented in the floor book, children’s portfolios, observations and risk assessment folder in the office</td>
<td>• Ongoing – all staff</td>
<td>•</td>
</tr>
<tr>
<td>• Use a risk / benefit approach</td>
<td>• There is documented evidence of educators assessing risks with children, including children’s voice. Documentation could be displayed in floor book, portfolios, observations and inspections</td>
<td>• Ongoing – all staff</td>
<td>•</td>
</tr>
<tr>
<td>• Document children’s voice in assessing risks</td>
<td>• There is documented evidence of staff reflecting on supervision of children and making changes and improvements when required</td>
<td>• Ongoing – daily reflections</td>
<td>•</td>
</tr>
<tr>
<td>• Regularly review and reflect on supervision of children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use intentional teaching strategies of discussing risks with children and talking through the consequences of different actions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related quality areas and elements:** 1.1, 5.1.3, 6.2.1, 7.2.3
## QUALITY AREA 3

**What we want to achieve:** To update and redevelop the outdoor area to create a safe and stimulating learning environment

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
</table>
| • Get a quote for the soft fall area to be enlarged and deepened  
• Get the soft fall area updated  
• Find out what is important to children and our families in our current outdoor environment and include this in planning a new environment  
• Display inspiring photos, asking for children and family feedback and ideas – consultation display  
• Employ a designer to design a new yard using educator, children and family voice, ensuring many natural resources are used  
• When the design is complete, make a plan about what will be completed first  
• Allocate money in our budget to improve outdoor environment  
• Maintain the current outdoor environment  
• Conduct and document regular safety inspections of the Kindergarten  
• Develop a list of jobs to be worked | • The soft fall area has been updated  
• There is evidence of parent, educator and children’s consultation in planning  
• A designer has been employed to develop a plan for our outdoor area  
• A plan has been made to update the outdoor area in consultation with educators, families and children  
• Stage 1 of improvements will be planned  
• There is documented evidence in WHS folder of regular safety inspections being completed  
• There is documented evidence in WHS folder of improvements and maintenance made to the current outdoor environment | • By beginning Term 2, Rachel and Spotless  
• Beginning of term 2, educators and parents  
• Term 2 - Rachel  
• End Term 3 - Rachel  
• Beginning Term 4 - Rachel  
• Daily checks – all educators  
• Termly checks – Rachel and educators  
• Ongoing – Rachel | • |
| through according to priority | We have a list of maintenance jobs to work through that is regularly updated | Ongoing – Rachel  
Ongoing – all educators |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document risk assessments</td>
<td>• Evidence of documented risk assessments including children’s voice (as per goal Quality Area 2)</td>
<td></td>
</tr>
<tr>
<td>• Assess risks with children and focus on their voice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related quality areas and elements:** 1.1.1, 1.1.3, 2.3
**QUALITY AREA 3**

**What we want to achieve:** To further develop sustainability practices and encourage children to share their knowledge and understandings with families to influence positive sustainable practices at home.

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach this year’s children about our recycling bin system using songs, everyday discussions</td>
<td>• Children are using the recycling bin system correctly</td>
<td>• End of Term 1 – all educators and children</td>
<td>•</td>
</tr>
<tr>
<td>• Use the compost regularly in our garden</td>
<td>• The compost is being added to, used on our garden and a new compost begun regularly</td>
<td>• Ongoing – all educators and children</td>
<td></td>
</tr>
<tr>
<td>• Do a snack and lunch time rubbish audit with children. Share this with our families – how can we reduce the amount of rubbish?</td>
<td>• A snack and lunch time rubbish audit has been conducted</td>
<td>• End of term 1 – all educators and children</td>
<td></td>
</tr>
<tr>
<td>• Purchase more worms for the worm farm and worm towers</td>
<td>• Results of rubbish audit is shared with parents in floor book and newsletter</td>
<td>• Beginning of Term 2 - Rachel</td>
<td></td>
</tr>
<tr>
<td>• To use the knowledge we gained in 2015 about worms, to develop a larger worm population</td>
<td>• There are less landfill items in the bins after snack and lunchtimes – audit in Term 2</td>
<td>• End Term 2 – all educators, children and families</td>
<td></td>
</tr>
<tr>
<td>• To grow more than 1 crop of vegetables, herbs, fruit each year</td>
<td>• Worm juice is regularly being used as fertiliser for the garden</td>
<td>• Ongoing – all educators and children</td>
<td></td>
</tr>
<tr>
<td>• To cook using our garden produce</td>
<td>• Our learning about sustainability is shared with families in discussions, newsletters, displays and floor book</td>
<td>• Ongoing – all educators and children</td>
<td></td>
</tr>
<tr>
<td>• Encourage children to taste and try the vegetables, herbs that we grow</td>
<td>• Children are tasting produce from our garden</td>
<td>• As produce is ready for tasting – all educators and</td>
<td></td>
</tr>
<tr>
<td>• To position some of the smaller pots of herbs where children can access them more regularly and become responsible for looking after them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask children what they want to plant in our garden</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Document children’s voice in our sustainability practices
- Use the newsletter to share sustainability ideas with families
- Find out what sustainable practices are used at home
- Children to plant a seed that they can take home to grow
- Documenting children’s learning in sustainability practices

- Comments from families reflect sustainable practices used at home
- Children take a seed home to grow and share their learning with us at Kindergarten
- Documented evidence of children’s learning and children’s voice in sustainability practices

- Ongoing – all educators, children and families
- Term 2 – educators, children and families
- Ongoing – all educators and children

**Related quality areas and elements:** 2.2.1, 1.1.1, 1.1.3, 1.2
### QUALITY AREA 6

**What we want to achieve:** To increase families voice in planning, and improve reciprocal communication processes and practices between home and the kindergarten

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To include curriculum information in the newsletter more regularly</td>
<td>• Results of the parent information survey conducted in Term 3 are positive in relation to family voice and curriculum</td>
<td>• Conduct DECD survey in Term 3 – Rachel</td>
<td></td>
</tr>
<tr>
<td>• To use more photos in our displays to encourage parents viewing</td>
<td>• Documentation of families voice o about their values o in outdoor area redevelopment plans o in Governing Council minutes o in our floor book</td>
<td>• Ongoing – all educators and families</td>
<td></td>
</tr>
<tr>
<td>• To survey parents to find out how they would prefer to receive current Kindergarten information</td>
<td>• Positive feedback from parent information session in Term 1</td>
<td>• Term 1 – Rachel and parents</td>
<td></td>
</tr>
<tr>
<td>• To ask what parents they value in order to support the Kindergarten in developing a new philosophy for 2016</td>
<td>• Curriculum information in newsletters each term</td>
<td>• Termly – Rachel and Brenda</td>
<td></td>
</tr>
<tr>
<td>• To remind parents that they are welcome to make a time to chat more in depth and in confidence about their child’s learning and development – at the time we give out the statements of learning</td>
<td>• Relevant research and articles are shared with families through notice pockets</td>
<td>• Ongoing – all educators</td>
<td></td>
</tr>
<tr>
<td>• To again present a parent information session about curriculum and children’s development – collect feedback this year</td>
<td>• Photos used in displays documenting children’s learning</td>
<td>• Ongoing – teaching staff</td>
<td></td>
</tr>
<tr>
<td>• To share relevant research and articles with families</td>
<td>• Parents have been surveyed about the ways they prefer current Kindergarten information</td>
<td>• Term 2 – Rachel</td>
<td></td>
</tr>
<tr>
<td>• To ask for parents thoughts and ideas in developing a plan for our outdoor area</td>
<td>• New suggestions of sharing information have been researched</td>
<td>• End of term 2 – Rachel and Governing</td>
<td></td>
</tr>
</tbody>
</table>
- Parent consultation displays
- Maybe a facebook page??

- New strategies implemented (if required)

- Council
- End of Term 3

**Related quality areas and elements:** 1.1.4
**QUALITY AREA 7**

**What we want to achieve:** To provide effective leadership that caters for the development of capacity and continuous improvement of practice for Modbury North Kindergarten’s educators

<table>
<thead>
<tr>
<th>What specific strategies are we going to use?</th>
<th>How will we know we are improving?</th>
<th>What is our timeline and who is responsible?</th>
<th>Comments on progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For each educator to have an individual performance development plan that relates to our Quality Improvement Plan</td>
<td>• Each educator has an individual development plan that connects with and reflects the QIP</td>
<td>• End Term 1 – all educators and Rachel</td>
<td>• End Term 1 – all educators and Rachel</td>
</tr>
<tr>
<td>• For individual development plans to be regularly reviewed and reflected upon</td>
<td>• Individual development plans are reviewed</td>
<td>• End Term 3 – all educators and Rachel</td>
<td></td>
</tr>
<tr>
<td>• For each educator to continually focus on their goals and plan</td>
<td>• Educators are supported to attend training and development that is relevant to their role and Individual development plan</td>
<td>• Ongoing – all educators</td>
<td></td>
</tr>
<tr>
<td>• For educators to consistently challenge and learn from each other</td>
<td>• Educators are regularly having discussions and challenging current practices and ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encourage educators to share practice regularly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Educators attend common interest partnership sessions with other Kindergarten educators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related quality areas and elements:** 4.2