



Seaford Rise
Kindergarten

Quality
Improvement Plan

2019

Philosophy Statement



At Seaford Rise Kindergarten we believe that children are strong capable learners. We also believe in empowering children to make decisions on factors which affect them. Children learn through play, engaging in positive relationships with their educators and peers.

Through play we encourage children to use their imagination and creativity by providing open ended activities. Each and every child is respected and valued and is at the centre of the curriculum. Our programme uses the principles and practices of the Early Years Learning Framework to support children's learning and development. Through our teaching pedagogies we scaffold children's experiences and ideas, to create a kindergarten culture that is inclusive of all children and families.

We use the pedagogy of Nature Play to invite children to engage in outdoor play learning experiences and care for their natural environment. We believe that children who play in natural settings, play in more diverse and imaginative ways and build social connections and skills. We value sustainable practices and in embedding sustainability into our daily routine.

We trust in the value of early childhood education and that a positive sense of self and wellbeing is the foundation for learning success. We believe in promoting a sense of belonging and in encouraging children to take considered risks in their decision making. Children are encouraged to explore the world around them through dramatic play, sensory activities, literacy and numeracy exploration, developing their imagination, curiosity and creativity. We believe that children learn through extended play experiences and enjoyment.

We believe in building respectful and reciprocal relationships with families and the community. We believe that working in partnerships with families will support the holistic development of children. We have a team of passionate and dedicated educators who continue to strive for personal excellence in early childhood education. We believe in empowering children by encouraging self-help skills and independence.

We believe children and educators are both researchers and constructors of knowledge and ideas. We value our relationship with children and view the learning environment as the third teacher, which is responsive to the needs and ideas of children and values the child as a citizen within the community.

We value the philosophies of the Reggio Emilia Approach and in the 100 languages of children poem, which captures the true essence of the value of our teaching in early childhood education.

The 100 Languages of Children

The child

is made of one hundred.

The child has

A hundred languages

A hundred hands

A hundred thoughts

A hundred ways of thinking

Of playing, of speaking.

A hundred always a hundred

Ways of listening of marvelling of loving

A hundred joys

For singing and understanding

A hundred worlds

To discover

A hundred worlds

To invent

A hundred worlds

To dream

The child has

A hundred languages
(And a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.
They tell the child;
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together
And thus they tell the child
That the hundred is not there
The child says: NO WAY, the hundred is there--

Loris Malaguzzi

Founder of the Reggio Approach

Service Details

Service name	Service approval number
Seaford Rise Kindergarten	SE-0010888
Primary contact at service	
Donia Haidar	
Physical location of service	Physical location contact details
Street: 178 Grand Boulevard Suburb: Seaford Rise State/territory: Adelaide Postcode: 5169	Telephone: 08-8386 0505 Mobile: 0448 175 897 Fax: 8327 2853 Email: dl.3618.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: The Department for Education Name: Ann-Marie Hayes (Early Years and Child Development) Telephone: 08 82263463 Mobile: 0407 474 884 Email: AnnMarie.hayes947@schools.sa.edu.au	Name: Donia Haidar Mobile: 0415 593 757 Email: Donia.Haidar100@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Seaford Rise Kindergarten operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30am	8:30am	8:30am	8:30pm	8:30am	Closed	Closed
Closing time	3:15pm	3:15pm	3:15pm	3:15pm	11:30am	Closed	Closed

Additional Information about the service

The centre is a standalone kindergarten, which is situated on the same grounds as Seaford Rise Primary School. Parking is available to educators at the front of the kindergarten and is shared with the school... School holiday dates include:

2019	29 January-12 April	29 April-5 July	22 July-27 September	14 October-13 December
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How are the children grouped at your service?

The kindergarten has a capacity of 120 enrolments. Currently there are 88 children enrolled at the centre. Our service offers 44 places on Monday/Tuesday (Dolphin group) and 44 places on Wednesday/Thursday (Starfish group). Based on our current ratio of 1:11 we have 2 teachers and 2 ECW's on Monday's and Tuesday's and as well as 2 teachers and 2 ECW's on Wednesday's/ Thursday's. We have a universal access teacher who comes on Wednesdays and Thursdays with an additional day on a Friday (weekly in terms 1 and 2 and every fortnight in terms 3 and 4) to help support the Director with administration time. We also provide Occasional Care on Monday's with a morning session commencing from 8:30am-11:30am and an afternoon session from 12:15pm-3:15pm. We are currently running at capacity with a ratio of 1:8 including a place saved for emergency placement. There a diploma trained ECW2 running these sessions who has been part of the preschool team for 3 years. The Occasional Care and preschool program are integrated which has provided an enriched learning environment for the children.

Director and Nominated Supervisor, Donia Haidar

Quality Area 1: Educational program and practice

Summary of strengths

Strengths

- Children are empowered to make choices and solve problems to meet their needs
- Children working collaboratively with others
- Children moving around and through their environments confidently and safely
- Children being curious and enthusiastic participants in their learning
- Children using play to investigate, imagine and explore ideas
- Observing, listening and talking with children for sustained periods of time and paying close attention to what they are saying, thinking and doing
- Minimising the time when children are expected to do the same thing at the same time
Initiating and contributing to play experiences that emerges from their own ideas and interest to their satisfaction
- Exchanging information about the educational program with families
- Supporting children's efforts, assisting and encouraging as appropriate
- Being consistently aware of a responsive to children who may require additional support
- Supporting play experiences initiated by children
- Encouraging children to make choices and decisions
Observing and recording children's learning through detailed observation notes as part of formative assessment
- The opportunities available for educators to reflect on the events of each day, including thinking about what happened and why
The opportunities available for educators to reflect on the program's successes and what can be extended or changed
Observations are taken of the children's learning/child's voice/interests within the learning environment
- Both children's interests and needs are incorporated into the learning program
- Tracking of children is done each term through, individual learning plans, family conversations, child's voice, Respect Reflect Relate wellbeing scales, portfolios, EYLF tracking sheets, individual learning plans, SMARTA goals, and end of year kindy graduation
- Fortnightly researcher meetings, where teachers come together as researchers to critically reflect on the learning and all areas of the National Quality Standards
- The Reggio Emilia philosophies are embedded into the teaching and learning through the philosophy statement. A focus on the teacher as researcher is a primary focus with fortnightly researcher meetings dedicated to tracking and monitoring children's learning/moderation and reflecting on the teaching and learning. Checking in and acting is a focus with educators reflecting daily on learning spaces.

- Aboriginal and Torres Strait Islander cultures are represented through resources and Kurna Welcome. Two of our rooms have been given Kurna animal names (Kuula and Wadla Room)
- Collaborating with the Aboriginal Educator from Seaford Rise Primary School to deepen knowledge about Aboriginal culture and perspectives

Quality Area 2: Children's health and safety

Summary of Strengths.

Strengths

- Medical folder for each child is up to date.
- Soap dispensers have been installed to promote hygiene and hand washing, singing the 'hand washing song' as part of our lunch time routine.
- Sunscreen is applied regularly at lunch time. A sunscreen station has been set up for children to access at all times.
- Clean drinking water is readily available for children to access clean drinking water
- Families are promptly notified in an event of an injury, accident and or illness
- Adequate climate control is implemented to ensure a healthy environment.
- Each child/educator has their photo and identified allergy displayed clearly in the staff room.
- Each child's medication is clearly labelled and regularly updated and is kept in safely stored in the kitchen cupboard.
- Reading area set up in both dolphin and starfish rooms
- Nappy bin in the change room, automatic soap dispensers in each bathroom. Children encouraged washing their hands before eating.
- Yard check preformed daily by outside teacher. Parents quickly notified of serious injury, all incidents are adequately recording and communicated to families.
- Healthy eating policy, water is provided throughout the day for children.
- Educators plan and develop experiences for children within the learning space. Child's voice is supported and spontaneous activates regularly occur due to follow and extend children's ideas and interests.
- Support and Safety plan for the site
- Soft fall is topped up each term, hazardous us chemicals are locked away in the store room. A chemical registry has been developed by the site and one provided by the cleaners. Soap and water used to clean table tops
- Incident forms are easily accessed and child information is provided at the front of the incident folder.
- Evacuation folder has been updated with relevant information.
- Serious incidents are recorded on IRMS and readily updated information is communicated to the Regularity Authority when required. A variety of electronic reporting systems are used such as EYS, STAR (Business Manager), Fabsnet, HR management and information to update the Bona fides, and VSP for vacancy placements.

- All educators take mandatory training (RAN) to ensure that they keep up relevant information. When a mandated notification is reported it is also recorded by the Director on a specified record sheet which is kept locked in the cupboard.
- Early entry and Occasional Care is offered at the centre as part of our focus on early intervention and supporting children and families who may be vulnerable and at risk.
- A minor incident folder has been developed for both Dolphin and Starfish group to record minor incidents and report these to families. Major incidents are recorded on the standard injury form. Children with ANY form of head injury are sent home and families are recommended to seek medical advice and monitor child's wellbeing. A separate box is kept head injury incidents to be collated and reflected on at fortnightly educator meetings to assess and help inform the learning program/physical environment.

Quality Area 3: Physical environment

Summary of strengths

Strengths

- Appropriate areas are available for children to play and learn inside and outside
- Outside area is safe and secure
- Indoor and outdoor play spaces are accessible.
- New resources purchased which are age appropriate and meet the developmental needs of all children.
- Purchase of safety equipment such as pole protectors and safety goggles.
- Regular yard checks.
- All hazards are recorded accordingly, shelves and containers are labelled.
- Outdoor veranda extended to extend children's play.
- Sufficient number of tools and adjuncts are available for children's use.
- Flexible spaces that is responsive to the interests and abilities of each child.
- We cater for different learning capacities and learning styles.
- Children's independency.
- Several doors/ access to the outdoor area.
- Landscaped yard with a focus on sustainability and nature play.
- Physical environment reflected on during programming and educator meeting discussions to help support the developmental needs of all children and provide an inclusive and equitable learning environment.
- Natural resources used to create inviting play spaces for children, bringing the outdoors into the inside play space as well as the inside to the outside play space, for example creating a place for resting and reading outside.

Quality Area 4: Staffing Arrangements

Summary of Strengths

Strengths

- The ratio of 1 educator to 11 children is maintained, ensuring the safety and wellbeing of all children.
- Educators are respectful and friendly towards each other, modelling positive behaviour and following ethical standards.
- A strong focus on each educator's strengths, skills and interests, with continuous opportunities for professional training and development.
- A 'buddy' system has been established where educators work collaboratively and cooperatively with each other to further their skills and knowledge to improve practice and children's learning outcomes.
- The DECD code of ethics is discussed regularly at staff meetings and to ensure ethical conduct is upheld. We pride ourselves on 'living' our philosophy statement which is embedded into our everyday practices.
- All educators update their qualifications regularly in line with DECD policies and procedures. This includes aspects such as RAN training, first aid and DSCI police clearances as well as teacher's registration.
- ECW's (Early Childhood Workers) comply with the DECD job and person specification and teachers comply with the Professional Standards for Teachers. Each educator has their own individualised performance plan in line with QIP priorities which is reviewed each term.
- Required information is displayed both inside the kindy and in the entrance which acknowledges our kindy community educators, our philosophy statement, routine and information required for the Early Childhood and Standards Board.
- All educators hold the required clearances and qualifications to be employed by DECD and work at the kindergarten.

Quality Area 5: Relationships with children

Summary of Strengths

Strengths

- Positive interactions with children, educators are welcoming and friendly to families and children. An open door policy means that families can come into the kindy as soon as they arrive at kindy and spend time with their child/children engaging in activities.
- Educators demonstrating respectful and trusting interactions with children, through tuning into children's conversations, creating a safe and secure kindy environment.
- Each child's needs, interests, culture and community is valued.
- Use the "say what you see" to help support children in managing their own behaviour and encouraging children to use their words to help resolve conflict. Children are encouraged to 'use their words' and when communicating with other children and to seek help from a teacher when needed.
- Children's dignity and rights are respected and valued at all times, through thoughtful interactions with trusted educators and within the learning program.
- The Early Years learning Framework is used to plan and program for children's learning. The Literacy and Numeracy Indicators are used to support teachers understanding of children's numeracy and literacy development.
- The program folder is accessible to children and is also used to track children's learning.
- Children's work is displayed respectfully and each child has access to their portfolios to reflect on their learning and achievements.
- Confidentiality of children's personal information is stored respectfully to maintain the rights and dignity of all children. Medical information is displayed in the staff room and medication is safely labelled and stored in the kitchen cupboards.
- Behaviour Guidance Code developed to ensure that educators interact respectfully with children to build positive relationships with both children and families.

Quality Area 6: Collaborative partnerships with families and communities

Summary of Strengths

Strengths

- Effective enrolment process in place. Families are given enrolment packs to take with them and an enrolment day is held for new families at the end of term 3 for the following year. There is also an information night for new families newly enrolled at the centre.
- Families are invited to join the Governing Council to contribute to the service and families are involved in decision making.
- A washing roster is set in place for families to help with the running of the centre.
- Families are invited to comment and contribute to the learning program which is readily available to families. Open discussions are welcomed with each family regarding their child. Open door policy at the centre, families are welcomed to make a time for one on one conversation.
- Community services resources are available to families.
- Positive partnership established with local feeder school and support agencies.
- Policies and procedures are displayed and accessible to families.
- An Occasional Care service has been incorporated into the kindy to help support families and children and our partnership goals on early intervention strategies.
- A positive partnership is established with preschool support staff including speech pathologist and special educator, who work in collaboratively with families and kindergarten educators in developing programs and sharing information.
- Families are adequately notified if their child has sustained injuries at kindy and a pre-existing injury form is also put in place to ensure that adequate duty of care is upheld by the kindergarten.
- A child collection form is used and filled out by parents/caregivers to give authority of collection to a nominated person or persons to pick their child/children up from the kindy.
- Permission forms are used when needed e.g. for incursions/excursions and implementation of the child safe curriculum.
- Confidentiality is maintained when storing children's records and archiving student and centre information and documentation.
- Family evening in at the beginning of the year
- A family afternoon session for new children starting preschool the following year to support transitioning to preschool.
- Partnership with local schools to support children transitioning to school
- Partnering with our local feeder school in the Continuity of Learning project to support continuity of learning from preschool to reception.
- Families are invited to fill out a questionnaire as part of the transition process to help inform their child's ILP/parent/caregiver discussions help to help support the development of the ILP.

Quality Area 7: Leadership and service management

Summary of Strengths

Strengths

- Appropriate governance arrangements are put in place to manage the kindergarten. Governing council meetings are held regularly throughout the year.
- All records are kept up to date as required
- Performance development plans are regularly reviewed
- Adequate grievance procedures put in place in accordance to DECD policies
- Stakeholders 'living' the philosophy statement and engaging with the code of ethics
- Appropriate management systems are obtained and Business manager is regularly checked and updated
- Continuity of educators is established and supported to promote diversity and inclusion amongst the teaching team.
- Self-Assessment processes are put in place using the DIAF (DECD Improvement and accountability Framework). The Australian Early Development Census is used to reflect on the teaching and learning practice along with partnership goals and the Quality Improvement Plan.
- Administrative processes are used and electronic systems are put in place to report incidents and record educator and family information (See Quality Area 2 strengths).
- The regulatory Authority is regularly notified of any changes to the operation of the service when applicable.
- Stakeholders are involved in the development of the Quality Improvement Plan which is displayed for families to access. A display of the quality areas is also set up giving families, educators and children (through child's voice) the opportunity to comments on successes and improvements relevant to the kindy within each quality area.

QA4-Staffing Arrangements

4.1 Staffing arrangements enhance children's learning and development.

4.1.1 The organisation of educators across the service supports children's learning and development.

4.1.2 Every effort is made for children to experience continuity of educators at the service.

4.2.1 Management, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2 Professional standards guide practice, interactions and relationships.

QA5-Relationships with Children

5.1 Respectful and equitable relationships are maintained with each child.

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2 The dignity and rights of every child are maintained.

5.2 Each child is supported to build and maintain sensitive and responsive relationships.

5.2.1 children are supported to collaborate, learn from and help each other

5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Professional Development

QA1 Educational Program and Practice

1.1 The educational program enhances each child's learning and development.

1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effective communicators.

1.1.2 Each child's current knowledge, strengths, ideas, culture and interests are the foundation of the program.

1.1.3 All aspects of the program including routines, are organised in ways that maximise opportunities for each child's learning.

1.2 Educators facilitate and extend each child's learning and development.

1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.3 Educators and co-educators take a planned and reflective approach to implementing the program for each child.

1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Families are informed about the program and their child's progress

QA6 Collaborative partnerships with families and communities

- 6.1 respectful relationships with families are developed and maintained and families are supported in their parenting role.
- 6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
- 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 6.2.3 The service builds relationships and engages with its community.

Professional Development

QA7 Governance and Leadership

- 7.1.1 A statement of philosophy guides all aspects of the service's operations
- 7.1.3 Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service
- 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.
- 7.2.1 There is an effective self-assessment and quality improvement process in place
- 7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
- 7.2.3 Educators, co-ordinators and staff member's performance is regularly evaluated and individual plans are in place to support learning and development.

<p>Issue: Professional Development/Team Work</p> <p>What data do we have? Training information, professional conversations, plink, partnership priorities (Literacy and numeracy indicators), PDR's, AITSL and teacher registration training requirements, professional reading/social media, PLC's, networking, critical reflection/staff meetings/researcher meetings, philosophy statement-focus question, how do our learning experiences relate to our philosophy statement? The Department code of ethics</p>				
<p>Goal What is our priority for improvement?</p>	<p>Success Measures How will know that our goal has been achieved? /What will be different? /What will we see in our practice?</p>	<p>Strategies and actions-what will we need to do to achieve our goal?</p>	<p>Who? Who will be responsible for the implementation of the actions? By When will this be embedded in practice</p>	<p>Progress Notes</p>
<p>Pedagogical Shift-Continuous cycle of self-review.</p> <p>Practice is shaped by meaningful engagement with families and/or community-engaging with Aboriginal culture</p> <p>Practice is embedded in the service.</p> <p>Practice is informed by critical reflection</p> <p>Reflect on the sites philosophy Statement-Children are competent and capable learners.</p>	<ul style="list-style-type: none"> ▪ Greater in depth understanding of new initiatives ▪ Improvements to the learning environment ▪ Child's voice/family feedback ▪ Children's involvement within the learning environment ▪ Reflective practice-moderation in preschool ▪ Parent/community involvement ▪ Understanding of the wider community and Aboriginal Culture to create an inclusive learning environment. 	<ul style="list-style-type: none"> ▪ Attending professional development opportunities ▪ Discussing professional learning and educator responsibilities in staff meetings and implementing new initiatives ▪ Self- Review ▪ PDR's ▪ AITSL ▪ RRR ▪ TRB and DECD regulations ▪ Philosophy Statement, Vision and Values Statement, DECD code of ethics ▪ Using The Simon Breakspeare Model to inform change in 	<p>All educators both individually and as a team</p> <p>Ongoing-continuously reviewed at staff meetings and through professional conversations and Community feedback</p>	

<p>Familiarisation with the DECD strategic Plan-involve families in service decision making from time of enrolment.</p> <p>Practice is embedded in the service Operations-Educators demonstrating a deep understanding of pedagogy.</p> <p>Children attending Occasional Care are included in the program.</p> <p>To build a workplace culture of trust, respect and connectedness</p> <p>Engagement in nature Play pedagogical practices to support children’s literacy and numeracy development</p> <p>Develop an understanding of the One Child One Plan initiative.</p>	<ul style="list-style-type: none"> ▪ Deep understanding of the principals and practices of the EYLF ▪ Educators engaging in professional conversations with a focus on the learning. ▪ Cycle of Self-Review ▪ PDR/Communication/educator roles and responsibilities/Philosophy Statement ▪ Planning cycle ▪ ILP’s ▪ Embedded practices ▪ Asking reflective questions such as-why do we do that? Does this practice advantage some children and families and disadvantage others? ▪ Using the EYLF/Literacy and Numeracy Indicators to plan for outdoor learning. <p>Teachers using the EYS to upload learning plans for relevant children.</p>	<p>practice an embed practice into our Service-Re-Imaging Childhood</p> <ul style="list-style-type: none"> ▪ Intentional teaching-reflecting on the EYLF outcomes as well as pedagogical practices, during researcher meetings as well as staff meetings. ▪ Work with the Occasional Care coordinator to develop a planning cycle including data collection/documentation/and critical reflections. Coordinator working in collaboration with teachers in planning, programming and reflecting of the teaching and learning. ▪ DECD Code of Ethics/staff meeting discussions ▪ Educators engaging in critical reflection at program meetings as well as on the floor-checking in and acting on the learning during play. ▪ Incorporating the principals and practices of the EYLF into our term overview ▪ Consider on how our planned learning experiences reflect our philosophy statement. 	<p>Ongoing-Leadership team</p> <p>All educators</p> <p>All educators-ongoing</p> <p>Leadership-All educators ongoing practice</p> <p>Leadership team</p> <p>All educators</p> <p>Teachers</p>	
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<p>Participate in the LDAR workshops throughout the year (learning Design Assessment and Reflection)</p>	<ul style="list-style-type: none"> ▪ Quality assessment and reporting strategies. 	<ul style="list-style-type: none"> ▪ Educators reflecting at staff/program meetings on children’s learning and engagement as well as engagement with families. ▪ Reflect on our philosophy statement as a team-what can we add or change to meet our current vision and values. ▪ Display service philosophy in a way that is meaningful to families. ▪ Document critical reflections each week about the program ▪ Work with Aboriginal families, inviting them into the kindy to engage in learning that is respectful to the Aboriginal community. ▪ Partner with the Aboriginal Co-ordinator at Seaford Rise Primary School. ▪ Go through the strategic plan at staff meetings with educators. ▪ Enrolment day/questionnaires providing families with opportunity to contribute to the service up enrolment 	<p>Teachers</p> <p>Leadership-All educators</p> <p>Ongoing practice.</p> <p>Term 3-Leadership</p>	
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QA3-Physical Environment

3.2 The service environment is inclusive, promotes competence and supports play based learning.

3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and engage every child in quality experiences in both built and natural environments.

3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QA2-Children's Health and Safety

2.1 Each child's health and physical activity is supported and promoted.

2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

Numeracy and Literacy

QA1-Educational Program and Practice

1.2 The educational program enhances each child's learning and development.

1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effective communicators.

1.1.2 Each child's current knowledge, strengths, ideas, culture and interests are the foundation of the program.

1.1.3 All aspects of the program including routines, are organised in ways that maximise opportunities for each child's learning.

1.2 Educators facilitate and extend each child's learning and development.

1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.3 Educators and co-educators take a planned and reflective approach to implementing the program for each child.

1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Families are informed about the program and their child's progress

QA4- Staffing Arrangements

4.1 Staffing arrangements enhance children's learning and development.

4.1.1 The organisation of educators across the service supports children's learning and development.

4.1.2 Every effort is made for children to experience continuity of educators at the service.

4.2.1 Management, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2 Professional standards guide practice, interactions and relationships.

Issue: Numeracy and Literacy (Quality Area 1)/Nature Play

What data do we have? Numeracy and Literacy Indicators, EYLF, Census data, observations/jottings/anecdotal notes, photographs, child’s voice, professional development, working with the River Hub partnership and PLC’s to establish tracking and monitoring of children’s mathematical understandings and literacy development.

<p>Goal What is our priority for improvement?</p>	<p>Success Measures How will know that our goal has been achieved? /What will be different? /What will we see in our practice?</p>	<p>Strategies and actions-what will we need to do to achieve our goal?</p>	<p>Who? Who will be responsible for the implementation of the actions? By When will this be embedded in practice</p>	<p>Progress Notes</p>
<p>Develop and monitor children’s literacy and numeracy development.</p> <p>Following children’s individual progress in numeracy development.</p> <p>To Engage with the Preschool Numeracy Learning Processes tracking tool to follow children’s progress in numeracy learning and design tracking and observation sheets in line with the monitoring tool.</p> <p>Focus on nature play and how nature play can support children’s literacy and numeracy development.</p>	<ul style="list-style-type: none"> ▪ Common shared language in numeracy learning. ▪ Scaffolding children’s numeracy learning ▪ ILP’s/NEP’s/SMARTA GOALS-measuring distance travelled within ILP’s/NEP’s/SMARTA GOALS. ▪ Self-review Term 1 and Term 3 ▪ Conversations/feedback from families ▪ Observations/formative assessment ▪ Conversations with families, focusing on children’s numeracy/literacy development in observations 	<ul style="list-style-type: none"> ▪ Create a reference guide for numeracy processes ▪ Creating an observation Proforma ▪ Developing a Proforma to follow individual children’s numeracy learning. ▪ Developing and evaluating ILP’s/family interviews ▪ Documentation of children’s work. ▪ Musical Muscles ▪ Work within our PLC to discuss familiarisation with numeracy/literacy indicators ▪ Working as a partnership 	<p>All educators</p> <p>Governing council members</p> <p>Term 1-developing resources Self-Review-Numeracy Processes</p> <p>Term 2- Implementing Proforma/ILP’s-family interviews RRR</p> <p>Term 3-Self Review-numeracy processes/evaluating ILP’s focusing on distance travelled-family interviews</p> <p>Term 4-Statements of Learning RRR</p>	

<p>Work with the speech pathologist to help support children’s oral language development.</p> <p>Continue to work with the partnership and continuity of learning team to look a play based approaches to oral language development.</p> <p>Use Key word signing to support children with speech and language challenges.</p> <p>Play based approaches to oral language development-continuity of Learning-Focus on oral language development, phonics, rhythm and rhyme.</p> <p>Inviting children to participate in group discussions and shared collaboration.</p> <p>Provide opportunities for children to participate in active listening as part of oral language development.</p> <p>Integrate more opportunities for children to explore syllables.</p> <p>Engage children in the language</p>	<ul style="list-style-type: none"> ▪ Children’s engagement and communication/written observations/conversations with parents/caregivers ▪ Written observations/child’ voice ▪ Involvement scales ▪ EYLF-Outcome 5 ▪ Written observations ▪ Researcher meetings. ▪ Group time audit. ▪ Intentional teaching within learning and recognising syllables. ▪ Critical reflections at program meeting. ▪ Family voice/child’s voice/educator ▪ Children’s increased vocabulary/family feedback. 	<ul style="list-style-type: none"> ▪ Include literacy and numeracy goals and processes in children’s ILP’s. ▪ Work with Michelle Hancock to help support the precursors to early language development. ▪ Invite Michelle as a guest speaker to our parent/caregiver information evening to talk to families about speech and language development. (Inviting both preschool and Occasional Care families). ▪ record children during a group time and spend time analysing data-for example are children engaged or compliant? Child’s voice vs teacher’s voice. ▪ Key word signing ▪ Children taking home ‘Froggy’ and/or ‘Foxy’ and sharing this experience with their peers. 	<p>All Educators-ongoing practice</p>	
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of children's learning on the TV in the Wadla Room and on Facebook page.

- Landscaping-working with governing council to look at ways of engaging children in mathematical learning outdoors for example in the sandpit/mud pit/water play

Active Learning Environment

QA3-Physical Environment

- 3.1 The design of the facilities is appropriate for the operation of a service.
 - 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
 - 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.
- 3.2 The service environment is inclusive, promotes competence and supports play based learning.
 - 3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and engage every child in quality experiences in both built and natural environments.
 - 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
 - 3.2.3 The service cares for the environment and supports children to become environmentally responsible.

QA1-Educational Program and Practice

- 1.1 The educational program enhances each child's learning and development.
 - 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 effective communicators.
 - 1.1.2 Each child's current knowledge, strengths, ideas, culture and interests are the foundation of the program.
 - 1.1.3 All aspects of the program including routines, are organised in ways that maximise opportunities for each child's learning.
 - 1.2 Educators facilitate and extend each child's learning and development.
 - 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
 - 1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
 - 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
 - 1.3 Educators and co-educators take a planned and reflective approach to implementing the program for each child.
 - 1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
 - 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
 - 1.3.3 Families are informed about the program and their child's progress

QA4- Staffing Arrangements

- 4.1 Staffing arrangements enhance children's learning and development.
 - 4.1.1 The organisation of educators across the service supports children's learning and development.
 - 4.1.2 Every effort is made for children to experience continuity of educators at the service.
- 4.2.1 Management, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.
- 4.2.2 Professional standards guide practice, interactions and relationships.

Quality Area 2-Children's health and Safety

- 2.1 Each child's health and physical activity is supported and promoted.
 - 2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
 - 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.
 - 2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.
- 2.2 Each child is protected
 - 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
 - 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
 - 2.2.3 Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

QA5 relationships with children

- 5.1 Respectful and equitable relationships are maintained with each child
 - 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
 - 5.1.2 The dignity and rights of every child are maintained
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships
 - 5.2.1 Children are supported to collaborate, learn from and help each other
 - 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.

QA6 Collaborative partnerships with families and communities

- 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 6.1.2 The expertise, culture, values and beliefs of families are respected and families share decision making about their child's learning and wellbeing.
 - 6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
 - 6.2.2 Effective partnerships support children's access, inclusion and participation in the program
 - 6.2.3 The service builds relationships and engages with community.

**Active Learning
Environment**

QA7 Governance and Leadership

- 7.1.1 A statement of philosophy guides all aspects of the service's operations
- 7.1.3 Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service
- 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.
 - 7.2.1 There is an effective self-assessment and quality improvement process in place
 - 7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
 - 7.2.3 Educators, co-ordinators and staff member's performance is regularly evaluated and individual plans are in place to support learning and development.

Issue: Active Learning Environment/Involvement Scales (Priority in Quality Area 1 and Quality Area 5)-Essential Learning taking place within a system of relationships. Children’s questions and interests forming the foundation for the educational program.

What data do we have? NQS Assessment, RRR Active Learning Environment (Domain 3), child’s voice, observations/educational program, family feedback/comments, EYLF, Literacy and Numeracy Indicators, **Revised National Quality Standards. Reflective Questions-Do I distinguish between involvement and compliance? How might I make the decision when and how I interact with children to support involvement? How can my observation of children’s involvement lead me to explore components of the active learning environment?**

<p>Goal What is our priority for improvement?</p>	<p>Success Measures How will know that our goal has been achieved? /What will be different? /What will we see in our practice?</p>	<p>Strategies and actions-what will we need to do to achieve our goal?</p>	<p>Who? Who will be responsible for the implementation of the actions?</p>	<p>Progress Notes</p>
<p>Engaging children within the learning environment, promoting deep and meaningful learning.</p> <p>Fostering a sense of belonging and respect for natural and constructed learning environments.</p> <p>Focus on the numeracy process of REASONING</p> <p>You Can Do It Program focusing on learning dispositions.</p> <p>Children’s Health and Safety-ensure each child’s wellbeing is supported within the learning environment.</p>	<ul style="list-style-type: none"> ▪ Child’s Voice-children engaged within the learning environment ▪ Family feedback/comments/conversations ▪ Using a common language embedded in our learning program ▪ Professional development/conversations ▪ Positive interactions with children-developing a growth mindset to support learning and wellbeing ▪ Setting up learning play spaces through intentional teaching with a focus on numeracy learning and creating a homelike learning environment. ▪ The learning environment is inclusive of all children through 	<ul style="list-style-type: none"> ▪ ‘You Can Do It’ program ▪ RRR-Active learning environment ▪ Involvement Scale ▪ Transformation of tasks (Reggio inspired) ▪ Children taking on responsibilities such as Animal Carers and Energy Savers-caring for animals and the preschool environment/setting up a cleaning station. ▪ Engaging in small group learning. ▪ Documentation of children’s work. ▪ Focus on ways in which we can support reasoning within the setup of the learning 	<p>All Educators-Ongoing</p> <p>Families</p> <p>Children</p> <p>Self-review RRR Term 2/term 4</p> <p>Fortnightly researcher meetings.</p> <p>Child Protection Curriculum-Term 3</p>	<p>.</p>

<p>How children learn- Ensure that the physical environment is safe and general up keep is maintained.</p> <p>Inclusive play environment for all children.</p> <p>Child protection curriculum- ensuring that key messages are implemented throughout the year as well as with the 'You Can Do It' program</p> <p>To Create a homelike inviting environment, promoting a sense of belonging.</p> <p>Continuity of learning project- progressing from 2018, working alongside the reception teachers at Seaford Rise Kindergarten to focus on nature and provide enriched outdoor experiences to children.</p>	<p>working our special educator and speech pathologist to support each child's learning.</p> <ul style="list-style-type: none"> ▪ High level of involvement for most of the time. ▪ Observations focusing on how children learn as well as what they are doing ▪ Children's sense of identity and wellbeing-outcome 1 Children have a strong sense of identity. ▪ Observing and actively listening to children within the learning environment. ▪ Our Learning Rainbow-Guy Claxton's dispositions for learning creating a model for making learning visible. ▪ Loose parts play 	<p>environment. Involvement scales- observations and reference sheets</p> <ul style="list-style-type: none"> ▪ Create a new recording system to document minor incidents which will save time and increase adequate supervision of children. ▪ Flexibility when delivering the 'You Can Do It' program- introducing the puppets and using the language of learner dispositions when interacting with children, as part of embedded practice. ▪ Work with special educator/OT/families to ensure children with disabilities attending our preschool can safe and equitably access both indoor and outdoor play spaces. ▪ Create a homelike environment by incorporating different types of furniture into the play space, or example a coffee table, lamp shade etc.... 	<p>All Educators-Ongoing</p> <p>All educators-special educator, OT,</p>	
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		<ul style="list-style-type: none">▪ Unpack what is nature play? Focus on spending more time outdoors, for example indoor outdoor play upon arrival to kindy and having gathering time outside as a community.▪ Include more loose parts play into the teaching and learning to support all children at their stages of development.▪ Play ground checks in the morning.▪ Child protection curriculum-included in our self-review▪ Including aspects of child protection curriculum across the year.▪ Effective hygiene practices are promoted by encouraging children to wash their hands and modelling good practice.		
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		<ul style="list-style-type: none">▪ Promoting healthy eating by providing families with information regarding lunch box ideas/healthy eating policy.▪ Ensure that all equipment is up to Australian standard and is regularly tested.▪ 'Living' the philosophy statement and revisiting DECD code of ethics and site specific vision and values statement.▪ Inviting our speech pathologist/special educator to lead workshops during staff meetings.▪ Provide opportunities for rest and relaxation in the Kuula Room and promote children's wellbeing through rolling snack times/yoga/the move to learn program and exercises▪ Practice emergency evacuations twice per term.		
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		<ul style="list-style-type: none">▪ Take the role every morning to incorporate emergency procedures into every day common practice, ensuring children's safety. Invite the Fire/ambulance and police to visit the centre and speak with children about safety.▪ Collaborating with SRPS to look at continuity of learning-reflecting on pedagogies and the teaching and learning environment.		
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Notes