

Service details: ORROROO KINDERGARTEN Quality Improvement Plan 2015/16

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Approved Provider: DECD Primary Contact: Trish Strachan	Nominated Supervisor: Ros Bowman

Operating Hours

Every Tuesday and
Thursday

Terms 3 & 4— also alternate Wednesdays (in the even, school weeks)

8:30am—15:15pm

Additional Information:

The service operates during the school term dates.

Occasional Care operates every Thursday—8.35—11.30am during the Kindergarten Session.

Quality Improvement Plan prepared by:

Nominated Supervisor

Director: Ros Bowman

Quality Area 1 Educational Program and Practice

Strength Element/Standard	How we do this well
1.1 The Early Years Learning Framework informs the development of a program for each child that enhances their learning and development	We use the Early Years Learning Framework (EYLF) to develop a play based programme.
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 effectiveness as communicators.	This includes the children 's interests; exploration; opportunity to be curious; question and build on knowledge. Staff have been developing their skills in ' S trive for five ' conversations to deepen knowledge and to build on children 's ability to think, create and problem solve. We use lots of open ended questions and "I wonder.... ' statements. We include local excursions; visits to the Community Library; the Community Home and hospital and visits from People in the community, including the local policeman.
1.2.3Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Programme recorded with space for notes made daily against children 's names to record learnings, needs and interests. These are used to inform future programming.

Improvement Focus

	Goal	Strategy	Progress notes
1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	To continue to <i>improve</i> the recording of children's learning, with particular emphasis on Numeracy.	Building on Maths Moments and recording of these against a child's name at, at least one session /week. Use photos and learning stories to record Numeracy learnings in Profile books.	
1.2.3Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	To plan Numeracy and include it in the outdoor environment.	Use numeracy in games and incorporate in the outdoor environment by adding props for measuring and weighing and numbers to outdoor areas. Purchase outdoor items e.g. numbered balls, cones and measuring tapes.	

Quality Area 2 Children's Health and Safety

Strength Element/Standard	How we do this well
2.1 Each child's health is promoted	<p>Asthma health plans in office for staff access and (TRT ' s) .</p> <p>Healthy food, the drinking of water and exercise is promoted at each session. Staff are very conscious of children ' s needs and re-mind children often to drink water. Posters and Newsletters are used regularly to promote health. Eat a Rainbow programme has been implemented over the past 2 years in conjunction with Community Health Services.</p>

Improvement Areas

Element	Goal	Strategies
<p>2.2.2</p> <p>Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p>	<p>All children are able to competently run, skip, hop, jump, balance, swing, climb, throw, catch and kick a ball by the end of term 4. All children's fine motor skills are developed so that they are able to competently write, draw, paint, paste, use scissors and manipulate construction sets by the end of term 4.</p>	<p>Plan each session for physical activities and include games and large motor activities that give opportunities for broad range of movement.</p>

Quality Area 3 Physical Environment

Strength Element/Standard	How we do this well
<p>3.1.4 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</p>	<p>Plenty of room to move freely and varied activity areas inside and out.</p>
<p>3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments</p>	<p>Inclusive programme which promotes competence. Children have room to play without long waits and with a variety of areas to explore.</p>

Improvement Areas

Element	goal	Strategy
<p>3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose</p>	<p>To upgrade all timber climbing pieces in the large shed</p>	<p>Up grade or replace timber pieces. Explore other equipment for challenging large motor skill development.</p>

Quality Area 4 Staffing Arrangements

Strength Element/Standard	How we do this well
4.1.1 Educator-to-child ratios (including qualification requirements) are maintained at all times	Good ratios of staff to children - all staff are suitably qualified, positive and enthusiastic about the development and well being of each child.
4.2.2 Educators & coordinators are focused, active & reflective in planning & delivering the program to each child	Staff meetings and collaboration occur every day to review programme and plan for the next session.

Improvement Areas

Element	Goal	Strategy
4.3.3 Educators coordinators & staff work collaboratively & affirm challenge support & learn from each other to further develop their skills to improve practice & relationships	Develop our skills in Numeracy programming and capitalising on Maths Moments.	Discuss and Record Maths moments so that we become more aware of the numeracy in our learning environment and improve in our planning. Engage in networking with other preschools to develop ideas for the programme.

Quality Area 5 Relationships with Children

Strength Element/Standard	How we do this well
5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	We begin contact early through Occasional Care, we get to know the child and their family well, before they start kindy. Relationship building is at the core of everything that we do with the children and the adults. All staff are aware of every child and share the responsibility for each child's well being. We programme and document so that each child is facilitated to learn and develop life skills.
5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.	We programme and document so that each child is facilitated to learn.

Improvement Areas

Element	Goal	Strategy
5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	To achieve consistency in staff responses to resolving conflict between the children.	Staff to examine and review the Behaviour Management policy so that all are aware of the response to conflicts and all resolve in the same way so that the responses are consistent.

Quality Area 6 Collaborative Partnerships with Families and Communities

Strength Element/Standard	How we do this well
<p>6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.</p>	<p>Welcome begins at Occasional Care introduction and initial interview. Relationship building is at the core of everything that we do with the children and the adults. We communicate before and after each session and formally during interviews at the end of Terms 1, 2 and 3. Further opportunity is also offered during two Governing council meetings each term. We engage together in Community events and fund-raising activities.</p>
<p>6.3.1 Links with relevant community and support agencies are established and maintained.</p>	<p>Children with additional needs are supported. Community Health Services have provided the 'Eat a Rainbow' programme for the past 2 years. An invaluable programme for reinforcing the need to make healthy food and life style choices for healthy bodies.</p>
<p>6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p>	<p>Transition in term 4, provides the children and parents to experience the school day at different times over 3 days and culminating in a whole day spent in the R/1. Parents feed back is that this has been very useful in the breaking down of fears and preparing the children for their first day at school. Summative reports are passed on to the R/1 teacher. Regular meetings occur during the year between the kindy and school staff.</p>

Improvement Areas

Element	Goal	Strategy
<p>6.3.4 The service builds relationships and engages with the local community.</p>	<p>To regularly programme Community involvement and be aware of opportunities to involve the community.</p>	<p>To include in the programme more visits to local businesses and visits from people in the community e.g. the local policeman. To continue to be involved in community events to foster the sense of belonging.</p>

Quality Area 7 Leadership and Service Management

Strength Element/Standard	How we do this well
7.1.2 The induction of educators, coordinators & staff members, including relief educators is comprehensive.	All staff inductions are conducted at the beginning of each year.
7.1.3 Every effort is made to promote continuity of educators and coordinators at the service	Every effort is made to promote continuity of educators at the service. Our regular TRT is also our speech support worker.

Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?
7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations	Review the current philosophy.	Discuss with Governing council, update and ratify.
7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	Update policies and procedures.	Staff to check policies and procedures needed. Take to governing council for discussion and ratification, as they are developed and updated. By the end of the year all policies and procedures are updated and complete.