



Government of South Australia

Department for Education and
Child Development



Plympton South Kindergarten Quality Improvement Plan 2015

Service Details

Service name	Service approval number
Plympton South Kindergarten	SE-00010794
Primary contact at service	
Sarah Moore – CS 00053422	
Physical location of service	Physical location contact details
Street: 13 Yapinga Street Suburb: South Plympton State/territory: SA Postcode: 5038	Telephone: 8293 5178 Mobile: Fax: 8371 4973 Email: dl.3695.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan Telephone: (08) 8226 3463 Mobile: 0437719134 Fax: 08 8226 0159 Email: trish.strachan2@sa.gov.au	Name: Sarah Moore – CS 00053422 Telephone: (08) 8293 5178 Mobile: 0439689833 Fax:08 8305 0133 Email: Sarah.Moore676@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

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 staff. 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.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30	08:30	N/A	N/A	N/A
Closing time	16:00	16:00	16:00	16:00	N/A	N/A	N/A

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

The Plympton South Kindergarten is located in South Plympton in the Marion Council. The Kindergarten runs only sessional kindergarten sessions: Monday – Thursday. The 15 hours are offered over 2 days per week, with most children attending all 15 hours. The children are placed into 2 groups – Mon/Wed and Tues/Thurs. The centre utilises the additional staffing funding (associated with Universal Access) and has employed an extra teacher at .5.

The Preschool currently has children attending from the following different countries - India, China, Philippines and Malaysia. A bilingual Support worker is currently being site funded to help “mandarin’ speaking children to settle in.

We currently have 2 children accessing preschool support.

A parent run playgroup is offered to the families on Friday mornings.

How are the children grouped at your service?

The children are divided into 2 groups. *Group A* attends Monday and Wednesday and *Group B* attends Tuesday and Thursdays. The children attend full days. The children are grouped according to schools enrolled in and parent preference.

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

Nominated Supervisor: Sarah Moore

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:

Service statement of philosophy

At the Plympton South Kindergarten all children will become confident learners through partnerships with families and educators within a supportive, safe and secure learning environment.

At the Plympton South Kindergarten:

- ❖ Children learn best through an *inquiry* and *play-based* curriculum that is *child* initiated.
- ❖ A positive sense of wellbeing is crucial in order to engage in learning and this sense of wellbeing will help children to respect themselves, others and the environment.
- ❖ Educators act as facilitators and form trusting relationships with all children.
- ❖ Family involvement in their child's education is very important, as they are the first and most influential teacher.
- ❖ The culture and values of all families is acknowledged and respected.
- ❖ Communication between home and kindergarten is important in maintaining positive relationships

PLYMPTON SOUTH KINDERGARTEN – QUALITY IMPROVEMENT PLAN 2015

Quality Area 1	Educational Program and Practice				
Standard 1.2.3	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.				
Issue:	During a self -assessment process staff identified the need to make improvements to their critical reflection on children's learning and development.				
Strengths	<ul style="list-style-type: none"> • Reggio Emilia Principles and the Early Years Learning Framework under pins our pedagogy and is used to develop the program. • Learning Journals and floor books are used for continuous assessment and to make learning visible to families. Documentation is written to highlight the learning. They are available to families all the time to allow children and families to revisit and reflect upon. Parent feedback sheets are available for parents to make comments about thoughts about their child's learning, interests and the program. • Strong focus on learning through Play, Literacy and numeracy development is observed through their play. • An effective Planning cycle is used by educators and informs families on how curriculum decisions are agreed upon. • DECD Support services are used to support children with additional needs, where support is allocated on their needs. • Reflect, Respect, Relate resource is used as a tool to collect data to measure quality interactions between adults and children, educator's pedagogy, children's wellbeing and children's involvement. • All children have an Individual Learning Plan, formed in conjunction with the families. Individual and group learning opportunities allow educators to focus on the learning outcomes for all children. • Observations are collected on all children, made available to families at all times and are the basis for curriculum decision making in collaboration with families. • Information collected from families and educators observations, on children's knowledge, ideas, cultures, abilities and interests drive the program. 				
What outcomes do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
1. Improve children's learning through critical reflection.	H	- Inquire into how improving educator's critical reflection will improve children's learning.	-Staff perceptions and reflections documented in staff meetings	Mid year evaluation.	

<p>2. Improve communication and general knowledge for all children-as indicated in AEDC domains.</p>		<p>Staff familiarise themselves with the AEDC Communication domain.</p> <p>-Staff familiarise themselves with the DECD Numeracy and Literacy Indicators and how these will support ongoing improvement in Numeracy and Literacy for all children.</p> <p>-Educators will include professional learning about the Numeracy/literacy Indicators as part of their PD.</p>	<p>minutes.</p> <p>-Documentation for each child will show deeper critical reflection on learning.</p> <p>Professional learning as required.</p> <p>Improved learning in Literacy and Numeracy will be evident within the Statement of Learning.</p>	<p>Term 4</p> <p>Mid year evaluation.</p> <p>Term 4</p>	
--	--	--	--	---	--

Quality Area 2	Children's Health and Safety
Standard 2:2	Healthy eating and physical activity are embedded in the program for children.
Element 2.2.2:	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Issue:	The 2012AEDC data showed that a large % of children in our local area were vulnerable in the Physical health and wellbeing domain.

Strengths	<ul style="list-style-type: none"> • Individual Health needs are supported with individual plans for all children as appropriate. • All families are informed of Infectious diseases and are given the relevant information. • The kindergarten setting has a designated quiet area where children can escape and have quiet time at any time during the day. • A range of experiences are regularly provided to develop and enhance children's learning. <ul style="list-style-type: none"> • Yoga • Premiers Be Active Challenge • Dance and Movement Program • All Teachers have been trained in Child Protection and the CPC curriculum is integrated within the program. • All Educators are trained in 'Responding to Child Abuse' • There is a strong focus on Healthy Eating • Risk assessments are conducted as necessary. • Children are encouraged to engage in hygiene practices. • Strong focus on Incident reporting and informing Families of injuries. 				
What outcomes do we seek?	Priority (L/M/H)	How will we achieve this outcome?	How will we measure the success?	By when?	Progress notes
Improve Physical Health and wellbeing in all children as per the AEDC data for our community.	M	<p>-Educators as a team will unpack the AEDC data and the Physical Health and Wellbeing Domain.</p> <p>-Plans will be developed and implemented to support improvement in children's skills with ongoing assessment and evaluation.</p> <p>-Engage an Occupational therapist to screen all children in the preschool setting in Term 1 and term 4 2015.</p> <p>-OT support staff in Professional Learning.</p>	<p>Improved staff understanding and capacity in Physical Health and wellbeing.</p> <p>Regular planning for Physical Health and wellbeing in the program.</p> <p>Improved health and wellbeing for all children as indicated within the Statement of Learning</p>	<p>Mid Year Evaluation</p> <p>End of term 4</p>	

			OT review of children in T4		
--	--	--	--------------------------------	--	--

Quality Area 3	Physical Environment
Strengths	<ul style="list-style-type: none"> Both inside and outside environments are highly attractive, inviting and well maintained. Recent improvements to both indoor and outdoor areas provide an aesthetic, engaging environment for our community. The site budget allows for the purchase of quality resources and equipment for children to engage with. Focus on Sustainability – Veg gardens, fruit trees , rainwater tank and compost bin.

Quality Area 4	Staff Arrangements
Strengths	<ul style="list-style-type: none"> All (ECW) Educators have at least completed Certificate 3 in Children’s Services or studying a Diploma and 4 educators hold a Diploma of Teaching or Bachelor of Early Childhood Education. Weekly team meetings are held so that educators have planning time together. (both groups of children) Continuity of staff, with core staff being the same for the last 5 years. The Child:Adult ratio of 1:11 has been in place for the last few years . The site’s budget allows flexible staffing arrangement and additional staff when needed. With the one intake starting last year, staff and families have realised the benefits of programs such as ‘playgroups’ for making transitions into the kindy program easier. Staff are very supportive of each other and strong relationships exist.

Quality Area 5	Relationships with children
Strengths	<ul style="list-style-type: none"> Warm responsive relationships exist between all staff and children. The Statement of Philosophy drives positive relationships. Integration of the Principles of Reggio supports a focus on the dignity and the rights of each child –eg new change in structures. Group Structures and routines encourage positive relationships. RRR Relationship scale presents always with a high mean score.

Quality Area 6	Collaborative partnerships with families and communities.
Strengths	<ul style="list-style-type: none"> • An effective Enrolment process is in place. • A range of programs and structures are in place which support effective collaboration : <ul style="list-style-type: none"> • -Playgroup • -Occupational Therapist • -Schools -Public and Independent • -CAFHS • -Council • -Community Library • -Community Services • 2014 Parent Opinion Survey states that 100% of parents are satisfied with the preschool Program.

Quality Area 7	Leadership and service management
Strengths	<ul style="list-style-type: none"> • The site is committed to using Self-Review processes to identify areas that need improvement. • Teacher performance is aligned with AITSL. Regular performance meetings are held with all staff. • Systems and processes are in place for effective organisational of all aspects of the site. • A comprehensive induction program is in place to allow all educators and volunteers to be aware of all site policies and procedures. • Governing council is effectively involved in all decisions and setting directions.