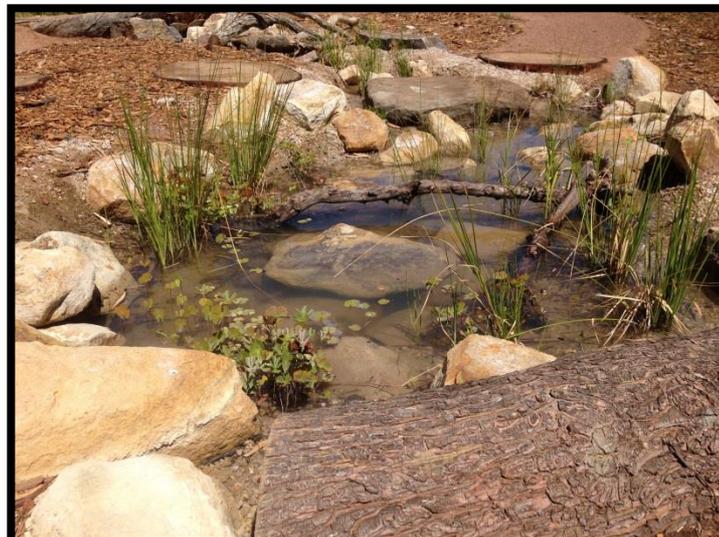


Netley Kindergarten
2017 Quality Improvement Plan



Quality
Improvement Plan
2017



Netley Kindergarten

2017 Quality Improvement Plan

Service details

Service name		Service approval number			
Netley Kindergarten					
Primary contact at service					
Briony Brooks					
Physical location of service			Physical location contact details		
Street:	Comet Avenue		Telephone:	08 8297 4563	
Suburb:	Netley		Mobile:	0417 838 869	
State/territory:	SA		Fax:	08 8371 4972	
Postcode:	5037		Email:	Briony.Brooks935@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	Department for Education and Child Development		Name:	Briony Brooks	
Telephone:	8226 1000		Telephone:	08 8297 4563	
Mobile:			Mobile:	0417 838 869	
Fax:			Fax:	08 8371 4972	
Email:	deccustomers@sa.gov.au		Email:	Briony.Brooks935@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:					
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:30	8:30	8:30	8:30	10:00 (Playgroup)
Closing time	3:30	3:30	3:30	3:30	12:00

Netley Kindergarten

2017 Quality Improvement Plan

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.

- Located next to a park/green space.
- Land owned by West Torrens Council, DECD Preschool on Council Land.
- Parking on street.
- School Holidays as per South Australia Term dates.
- Closure Days: 4 per year

How are the children grouped at your service?

- Children attend in two groups: Mondays/ Tuesdays and Wednesdays/Thursdays.
- Children attend twice a term on a Friday between 8:30 and 1:30.

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

- Nominated Supervisor - **Briony Brooks**

Service statement of philosophy:

A place to Be, Explore and Grow came about through our self-review process at the end of 2013, and collaboration with the Governing Council of 2014. It truly reflects what we value in our Educational setting and underpins and guides our practice. "Be Explore Grow" is the phrase that sums up the culture of Netley Kindergarten. Children are given every opportunity to have the time to just 'be' and to make meaning of the world around them. Exploration of their world, the environment and themselves is encompassed in 'explore', and 'grow' is symbolic to the growth of each individual child, both academically and within their emotional intelligence.

Netley Kindergarten

2017 Quality Improvement Plan



A Place to Be, Explore and Grow

Our vision is for all children to engage in a flexible and enriched natural learning environment to flourish and become confident lifelong learners.

We Value

- Time for children to be, and to make meaning of their world through their play.
- An enriched, play based, learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker.
- Opportunities for children to understand Australia's cultural diversity, and the importance of being inclusive and respectful to all.
- A flexible learning environment to foster children's wellbeing, learning and development.

We recognise

- That all children have a right to play.
- That children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners.
- That children need opportunities to connect to the natural world, fostering an understanding and respect of the natural environment.
- That the learning dispositions we value will prepare our children for lifelong learning.
- The importance of reflective practices and engage in this to provide quality teaching and learning.

We will

- Provide an environment where children feel safe, secure and supported to grow in confidence to explore and learn.
- Embed sustainable practices into our curriculum to highlight our responsibilities to care for the environment and provide for a sustainable future.
- Work in partnership and build respectful relationships with families to foster a learning culture.
- Build upon the range of experiences with language, literacy and numeracy that children already have, and encourage positive attitudes and competencies towards these for successful learning.

Netley Kindergarten
2017 Quality Improvement Plan

A Visual Representation of the Netley Kindergarten Philosophy Statement

NETLEY KINDERGARTEN
BE EXPLORE GROW

“Look after the land and the land will look after us.”
Uncle Lewis O’Brien, Kaurna Elder

 **Government of South Australia**
Department for Education and Child Development

Netley Kindergarten

2017 Quality Improvement Plan

Strengths Summary

NQS	
QA1 Educational program and practice	<ul style="list-style-type: none"> • The Early Years Learning Framework (EYLF) guides and underpins our teaching and learning practices. Over the past 18 months the consistent Educators team has contributed to the development of a Flowchart (See Appendix) which demonstrates the consolidation of our Assessment and Reporting Practices, and connects our observations, documentation and programming to ensure children are achieving learner outcomes as described in the EYLF. • The formation of the Philosophy Statement in partnership with the children, families and educators truly reflects our belief that children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners. Quality learning environments and enhanced learning outcomes are a priority for all children, relevant to their stage in their learning journey. • The documentation in the Floor books, Children’s Portfolios, Individual observations, Fortnightly Child Led Learning reflections, Daily reflections, Individual Learning Plans (ILP), and Statement of Learning at the end of the year ensures that each child’s strengths, abilities and interests are reflected in the planning and programming. • Through our Daily Reflection book it was identified that children were often deeply engaged in their play, and sometimes it was more beneficial to be flexible with the times of our intentional teaching (Group times), rather than insist that children leave their play to attend to the group times. Consulting with the inside and outside teacher about the level of engagement, and appropriate times for structured teaching times, ensures that children have opportunities to “Be, Explore and Grow” (reflected in our Philosophy Statement). Consequently children have opportunities for large periods of unstructured play in both the inside and outside learning environments, both before and after lunch. • Using the Claire Warden Floor book methodology, and our own adaptation of observing child led learning, has enabled us to ensure that the experiences we provide are based around the children’s interests, and that Possible Lines of Development (sometimes initiated by Educators) are included in the planning and programming documentation. • Every child is supported to participate in the program in different ways. We recognise that all children need time to ‘be’, and to make meaning of their world through their play, and that this could look different for individual children. This is evident when we have group discussions about an area of interest at mat times. It is easy to see that some children are deeply engaged in this process, and willingly contribute to these discussions. However, for some of our children this can be a difficult process to participate in, and one to one conversations are more relevant for these children. For these children, their words are also documented in the Floor books but not necessarily at the same times as the large group discussions. • The consolidation of practice over the past two years has also enabled us to realise the potential of including a focus on children’s dispositions for learning. We

Netley Kindergarten

2017 Quality Improvement Plan

deliberately provide an enriched, play based, learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker.

- Communication with parents is essential to create a partnership with families within the Netley Community. Educators are able to create opportunities for formal and informal discussions, and keep families informed through the Netley Kindergarten Facebook Page, closed 2017 Netley Kindergarten Group, regular newsletters and notes home to parents. Children's portfolios and examples of learning are available in the Parent Information Area, and displayed around the kindy spaces.
- Formal feedback from families is requested through yearly parent surveys and termly parent feedback forms, which guide our future directions and improvements. Informal feedback from parents is often gathered during our bi-annual interviews, and often at the end of the day when we have opportunities to talk with parents about their child's day.
- In mid-2013 Educators observed children engaging in nature play with natural resources in the outdoor environment, and have continued to explore this to this date. The Respect Reflect Relate Tool (RRR) was utilised to observe children already engaged in nature play, and to identify what further improvements could be made to foster this even more. These reflections on children's learning and development, both as individuals and in groups, is continuous, and has been used to implement the 5 Phase Outdoor Redevelopment over the next 3 years.
- In 2016 regular visit beyond the kindergarten fence to a wilder space was introduced and will continue in 2017. These experiences to 'The Bridge' provide the children with real life and relevant learning experiences, and are used for future planning when back in the kindergarten. Following on from child led experiences and initiatives at The Bridge enables us to provide a quality program that promotes children's agency.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA1.

Netley Kindergarten

2017 Quality Improvement Plan

QA2
Children's
health and
safety

- Children's Health and Safety is an area that has seen a consolidation of practice over the past four years as continuous leadership from the Director ensured that reviewing of policies and procedures was embedded into the self-review processes. This includes hygiene practices, managing injuries and illnesses, critical incidents, sun safety, and emergency procedures to name a few.
- Children with health and/or safety needs are identified upon enrolment. Health care plans and Behaviour Management Plans are developed in consultation with families, outside providers and the kindy, to effectively manage individual needs and health conditions. Medications and Health Management Plans are discussed with the Educators team, and placed in the appropriate storage cupboard for access if required.
- It was identified in our Daily Reflection book that children needed an opportunity for quiet time and rest after the lengthy periods of unstructured play both before and after lunch. Various methods and timeslots were tried throughout the day to determine the most appropriate time for rest and relaxation. For the children at Netley kindy it has been identified that a rest period at the end of the day, before our last group time, was more beneficial for our children to quietly rest and reflect on their day.
- Our Nutrition Policy was improved with the assistance of the OPAL (Obesity Prevention and Lifestyle) project, jointly funded by the Federal, State and Local Governments. While we recognised and celebrated individual children's birthdays throughout the year, this was becoming a problem when families also wanted to celebrate by sharing cakes, lollies and unhealthy food options with all the children. To overcome this our Nutrition Policy was reviewed by a Dietician linked with OPAL, two information sessions held for parents with the dietician, and a new section included in the policy which clearly outlined the procedure for celebrations and special event, and even included fundraising. This has eliminated the need to celebrate in an unhealthy way, and has been successful in educating families about alternative ways to celebrate special events.
- In partnership with the Cancer Council we amended our Sun Protection Policy to align with the requirements of the Cancer Council to be a SunSmart Centre. We are now a member of the SunSmart Early Childhood Centre Program.
- The Nature Play experiences that children were engaging in meant that children were sometimes starting to take some risk in their play and explorations. Consequently Benefit Risk Assessments, with Children's Voice documented, are a regular agenda item in our Educators meetings, as children continue to explore, discover, and create in their unstructured play. A Benefit Risk Assessment Folder is available in the Parent Information Area, documenting the benefits, risk, and children's voice of particular learning experiences at the kindy. This journey has been both challenging and rewarding for Educators as we critically look at our own beliefs and teaching practices, and the different ways in which we can provide opportunities for children to engage in nature play and risk taking experiences.
- We have introduced the 'Move to Learn' Program in our daily practice. This is a simple movement program, helping children acquire the skills they need in the natural way and order that they were originally intended to be acquired – through movement.

Netley Kindergarten

2017 Quality Improvement Plan

The program was originally designed for children with identified learning difficulties; however it has been shown to benefit all children to develop increased concentration and focused learning. There are 9 movements which follow a natural sequence which we will be working on throughout the year. The intention of the program is to provide stimulation to the body senses, help to mature the body and integrate both sides of the brain, and to develop the vestibular (balance) system.

- Beyond the fence has been taken to a new level this year with regular visits to “The Bridge” where children can experience nature on nature’s terms, furthering their opportunities to explore and develop their motor skills on the rough terrain. The Bridge is used for children to develop their awareness about keeping safe in a new environment, how they can look after themselves and their friends, and how to explore the environment safely.
- The regular visits beyond the fence to ‘The Bridge’ supports children to notice their surroundings and to keep themselves safe. Promotion of sun safety, road safety, and responding to your body’s needs (hot, thirsty, hungry, etc.) are some of the learning outcomes that children are experiencing.
- Educators are aware of their responsibilities around the area of child protection and using the Keeping Safe Curriculum in the program. Consequently all educators are participating in the ‘Responding to Abuse and Neglect - Education and Care (RAN-EC) Update course 2015-2017’, and the ‘Keeping Safe: Child Protection Curriculum (KS:CPC)’ update course this year.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA2.

Netley Kindergarten

2017 Quality Improvement Plan

QA3
Physical
environment

- Over the past 5 years the indoor and outdoor spaces, building, equipment and facilities have been upgraded, removed, or replaced to ensure they are fit for purpose (see Previous Quality Improvement Plans (QIP) for further information). These upgrades have been completed over time and we are now in a position to be innovative and design our spaces for improvement and enhanced learner outcomes, rather than compliance.
- It was identified in the self-review processes over the past two years that children were engaging in play in the outside environment using the materials and resources they could find, and that more could be done by us to promote this type of nature play. Our Philosophy Statement again reflects the culture of the kindy, and recognises that children need opportunities to connect to the natural world, fostering an understanding of and respect for the natural environment. We endeavour to provide an environment where children feel safe, secure and supported to grow in confidence to explore and learn. This in turn helps to foster the learning dispositions we value which will prepare our children for lifelong learning.
- The children take an active role in caring for our environment, and are learning about a sustainable future. The “Animal Plant Leader” (APL) is a valuable addition to our daily program where one child is given the responsibility for caring for our kindy and the animals we have. The APL is responsible for collecting the hens eggs, checking the hens food and water, feeding and caring for our frogs and tadpoles, feeding and caring for our fish, feeding and caring for our spiny leaf insects, feeding and caring for our worms, checking the garden beds for vegetables, and watering the inside plants. While it sounds like a lot of work, the children are thriving and eager to have a turn at being the APL. We are asked daily whose turn it is to be the APL, and when will it be their turn to be the responsible person. Documentation of the APL’s day is placed in the children’s portfolios and photos shared with the family. This learning has also been continued on at home with some of our families starting their own garden beds because their children have asked, and one family has even started with their own chickens at home because their child had an opportunity to be the APL, and wanted to continue this at home too.
- From mid-2013 and continuing now, the outdoor environment has been utilised to give children access to a wide range of opportunities that reflect the natural world, such as exploring the loose parts (bark, sticks, logs, rocks, dirt), water, mud, sand, trees for climbing, hiding (cubby tree and secret path behind the hedge), and now the creek bed and fire pit located behind the kindy building. This is Phase 1 of our 5 Phase outdoor redevelopment with the intention of Phase 1 being a special place where we can just be. When our frogs are big enough we will release them into our special place and include them in our time of exploration and discovering. Phase 2 involves the creation of an interactive Butterfly Garden and Trail (with the assistance of a NRM grant, and being an Australian Sustainable Schools Initiative -SA focus site) with work completed in Term 2 2015 on this. Phase 3 involves the creation of a ‘Produce Area’ which will mean relocating our raised garden beds to be near the chickens, creating a larger chicken run for our hens to free range, planting fruit and vegetables in our garden beds, and planting some more fruit trees. Phase 1 – 3 is now completed, with Phase 4 and 5 to be implemented in 2016 and 2017.

Netley Kindergarten

2017 Quality Improvement Plan

- The design of our indoor spaces 2014 led to educators discussing a way to make this space as appealing as our outdoor natural environment and provide a learning environment that is flexible and can be changed for different learning opportunities when needed. By removing the 'classroom' feel of table and chairs the indoor space includes an 'Art Studio' area with a long table and high stools for children to access the art materials they may need. Children are able to use the resources available to them, and also request different items as they need for their creativity, painting, collage or making. Extra resources are available nearby so children can see if there is anything extra they would like to use. Children have been observed to engage deeply in this area with this space also becoming a social area talking around the table as they create and imagine. The indoor space also includes a quiet lounge area for reading and puzzles, and a kitchen/buffet hutch for home corner experiences. As you enter the kindy there is a feel of being welcome to sit on the couch with your child, or sit at the Art Studio table like you would do in your own home.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA3.

Netley Kindergarten

2017 Quality Improvement Plan

QA4
Staffing
arrangements

- The qualified and experienced educators at Netley kindy work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning. This is achieved through the processes now in place which connect our observations, documentations, and reflections daily, weekly, fortnightly and annually (See Flowchart in Appendix).
- The required Educators to child ratios are maintained at all times, with additional resourcing of additional Educators members funded by the kindy when required for children with special rights (often the warranted funding for Preschool Support and Bilingual Support does not match the needs of the individual children and is supplemented by the kindy funds).
- Performance Management systems are in place and Educators have regular performance reviews with the site leader which includes identifying areas for improvement, and setting goals for performance linked to the site priorities.
- Educators planning and programming occurs fortnightly, with Educators meetings held every alternate week. Educators meetings are used as a way to reflect upon best practice, our interactions, and relationships with the children and families of Netley. The daily reflection book is also a way to document the informal Educators team discussions held at the end of each day.
- Since 2016 we have had continuity of teachers as both teachers are permanent 0.5 at Netley. There is a lead curriculum educator who is currently working 0.8 with the other teacher working 0.6. In 2016 we were able to create a permanent position for our regular contract ECW who has been at the kindergarten for the past eight years. This reinforces the commitment to continuity of staffing and the Preschool support ECW has also returned to work with us this year. This enables the centre to have consistent educators that understand the context and culture of the kindergarten, and have worked together before.
- In 2015 we were assessed under the National Quality Standards and received a meeting rating in QA4.

Netley Kindergarten

2017 Quality Improvement Plan

QA5
Relationships
with children

- Our self-review at the end of 2014 showed us that the broad topic of relationships was an area that is relevant and important to focus on. Not only relationships with children, but the families as well. (See Improvement Priority 1). Much research shows that children will have enhanced learning outcomes when they feel safe and secure, and that the relationships with the educators are a key element in this.
- To this end in term 1 this year educators will focus on children's identity and wellbeing, observing and documenting the children's abilities to connect, explore, and bounce back (resilience). These observations are documented in the term 1 Statement of Learning and shared with the families of individual children.
- The Flowchart in the appendix of this document clearly shows the processes in place for building relationships with individual children. Prior to the year they start kindy, children are invited to spend some time at the kindy with preschool Educators (during Playgroup) to orientate and transition into the kindy program. A planned dialogue between educators, parents and individual children is held in the first few weeks of the first term. We have found this to be a most valuable opportunity as the information shared from families, along with educator observations, helps to form the child's Individual Learning Plan (ILP) for the year. The focus on Identity and Wellbeing (EYLF, Outcome 1 and 3) in term 1 further builds on our knowledge of the individual child's strengths and interests, and goes a long way in ensuring that children feel safe, respected, valued, and thus encouraging a sense of belonging. Another open dialogue session at the end of Term 2 and early Term 3 with parents, educators and individual children builds upon the relationships, with the ILP's updated to show the development of their child over the past two terms, and the learning goals set earlier in the year reviewed, or new learning goals added.
- All educators at Netley Kindy have a focus group of children they are connected with over the course of the year. This includes observations, learning stories, portfolios, intentional teaching times in smaller groups, and being the Key person to speak with parents about their individual child. Please note this does not mean that children who are not in a key educator's focus group are neglected or miss opportunities to learn with educators, it simply ensures that no child is missed or 'flies under the radar'. Through our daily reflection and Educators meetings it was discussed that there were some children educators were not getting to know very well. This led to the rotation of the small groups so all educators could engage with all the children at some stage throughout each term, rather than staying with one group for the whole year.
- As mentioned previously (pg. 5; Strengths in QA1 Educational Program and Practice) the long periods of unstructured play are allowing time for children to "Be, explore and grow" (pg. 4: Philosophy Statement), thus fostering children connecting with other children and educators. The outdoor learning environment at Netley is valued highly by educators who acknowledge that giving children time to be in this space allows for collaboration, communication, exploration, resilience building, taking measured risks, being resourceful, being cooperative, and purposeful and persistent (Dispositions for Learning).
- 'Kindy Connect' is an initiative started by this year's Governing Council in term 2, 2015. It was identified that some families did not have opportunities to connect with their child's friends (work commitments, language barriers) at kindy. Kindy Connect

Netley Kindergarten

2017 Quality Improvement Plan

was established and its first meeting was held at a local park with 23 families in attendance. The Governing Council were encouraged by this and have decided to continue 'Kindy Connect' in 2017 as a way to develop friendships and relationships with their children and each other.

- Educators have identified a need to find a way for our children to develop their understanding of respecting themselves, each other, and the kindy property. Children were observed finding it difficult to regulate their emotions, respond appropriately to others, and resolve conflict in the play spaces. We now have a kindy saying "I look after myself, I look after my friends, I look after my kindy" as a way to start the conversation and support children through managing their emotions and managing conflict. This has been a positive addition to our regular day as all educators use this to support our children and it is a whole site approach that is consistently applied as situations emerge.
- An inclusion research project using the positive behaviour, intervention and support framework (PBIS) started in 2016 and will continue into 2017. Be Kind, Be Responsible and Be Collaborative are the core values of this project. This framework gives us opportunities to reflect on educator beliefs, practices and standards, while also reflecting on the reasons why children are behaving and responding the way they do.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA5.

Netley Kindergarten

2017 Quality Improvement Plan

QA6
Collaborative
partnerships
with families
and
communities

- The improvements to the physical aspects of Netley kindy over the past 4 years has meant that from a families perspective, their initial contact with the kindy shows the pride in our kindy, and the culture of providing a warm and welcoming environment to our families. New families each year are invited to an induction session (usually when the children visit the year prior to starting their kindy year) where information is shared about enrolment, the kindy program, the Philosophy Statement that underpins and guides our practice, the ELYF and the developmental outcomes for children, and is an opportunity for parents to ask any relevant questions. The induction session also includes an information pack with copies of the policies in use, relevant information about the kindy, and the links to our Facebook page and Website.
- As mentioned above in “QA 5 Relationships with Children” the kindy dialogue between educators and families in Term 1 and 2 is a valuable way of sharing information, and building a collaborative partnership for improved learner outcomes of individual children.
- Curriculum updates and other relevant information are provided regularly through emails, newsletters, notes in pockets, displays, children’s portfolios and both formal and informal conversations with Educators. The Website is up to date as a first point of contact for new families with relevant details and information being updated regularly. A Facebook Page was created in January 2013 (as well as a Social Media Policy) as a way of interacting, building relationships, and improving communication with the families of the Netley community. A Parent Information Area is near the parent sign in table which has information about the local community, schools, parenting supports, and Netley Kindergarten information such as newsletters, policies and the educational program.
- The Netley Residents Association, as well as Adelaide Airport, have access to the premises and have been supportive of the kindy by providing a new air conditioner in the office and interactive whiteboard. The Netley Residents Association has also assisted the kindy by manning the BBQ at the Annual End of Year Celebrations, and helping with some general maintenance around the kindy.
- Netley Kindergarten resides on West Torrens Council land and acknowledges the great support we receive from them (Irrigation, arborists, grass slashing, etc.). The relationship with the council is re-establishing and links with the Netley Neighbourhood Watch Group have been made.
- As part of the Collaborative Childhood Project (a research project linking the Reggio Emilia principles with the culture and context of Netley Kindergarten) our children have co-designed a natural playspace in the park next to the kindergarten. In partnership with West Torrens Council a commitment by the council has been made to build this natural playspace for the Netley community. The children of Netley Kindergarten in 2017 will be involved in the deconstruction of the old playground and the construction of the new natural playspace.
- Partnerships with Nature Play SA, OPAL (SA Health), NRM, Child and Youth Health, and a nearby Nursing Home have all had some part to play in the delivery of a quality learning program. While we have been fortunate to receive donations from the Lions, Kiwanis, OPAL, and West Torrens Council, we also give back to the community by

Netley Kindergarten

2017 Quality Improvement Plan

visiting a nearby Nursing home in term 4 each year to deliver some cheer through a small concert and giving of gifts to the residents. Over the past two years the visits to the Nursing home have been particularly significant as children develop an understanding of the community around them.

- As a team of educators this year we have been focusing on providing a stimulating learning environment, while also recognising that there are always ways in which we can improve. The consolidation of a clear programming and planning cycle that we now use has enabled us to be clear in what the children are achieving, and how we can provide opportunities for all children to achieve success. This has been noticed by other sites and educators and we are often asked to share our practices with others. Both DECD sites as well as the private sector early childhood services have requested to spend some time at Netley looking at our outdoor space and the way the children engage in these areas, and our programming cycle, and how we plan for each child. This has also meant that we regularly reflect on our own practice to ensure we are providing learning opportunities that are relevant, reflect the children's voices, and are of good practice.
- Being a part of the DECD West Torrens Partnership means that as a collective we are striving to provide opportunities for all children to succeed in life. The 6 preschools in this partnership are working together on an Inquiry Project on the Indicators of Literacy and Numeracy. This is an across partnership project for all educators at each site to be involved in the deprivatisation of practice, and to have opportunities to develop their pedagogy.
- Our Playgroup program is offered on a Friday each week and has been growing over the past two years. With the introduction of a new Playgroup Coordinator since 2015, who is also one of our ECW's in the kindy program, the Playgroup has been utilised by many families in the local community. Each week there are 25-30 families using the playgroup program, and is often used by families as a way to introduce their child to the kindy if they going to start their kindy sessions the following year.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA6.

Netley Kindergarten

2017 Quality Improvement Plan

QA7
Leadership
and service
management

- The continuity of educators over the past 2 years has been beneficial for consolidation of practices, a clear vision within the Philosophy Statement (established through collaboration with educators and families), common values held by the educator's team, and a culture of self-review and reflection embedded into our daily interactions. Our daily reflection book, Educators meetings, closure days for self-review, planning and programming, and general dialogue enable us to continuously question how to improve our teaching methods to achieve the desired learner outcomes.
- Evidence of our meaningful and purposeful interactions with children and families is shown in the number of parents involved in the Governing Council. Numbers on the council have been steadily increasing over the past 3 years. The year has started strongly with families joining us on the journey of discovery about the outdoor learning environment, and the benefits it gives in regards to individual children's learning. This will be an area that will need continual dialogue and open conversations each year as families join the kindy community for a year and then move into the schooling sector. It is encouraging to see that with each new year and each new kindy community has not resulted in a loss of momentum for the 3 year plan for the outdoor redevelopment, and the positive learning outcomes for all children.
- To ensure consistency of practice, and continuity of teaching provision we try to use regular relief Educators wherever possible. When relievers are used in the kindy a comprehensive induction folder is accessible for new Educators that includes relevant policies, benefit risk assessments, the Philosophy and Context statement, the previous year's annual report, the codes of ethics, and an outline of expected roles and responsibilities.
- Since 2014 the curriculum leader (lead teacher) took on the responsibility for leading the development of the curriculum, and used the Educators meetings, daily reflection book, and programming and planning times to ensure that a quality program was in action.
- The self-review process held during a closure day each year with all educators ensures that a continuous cycle of self-reflection is in place, and is used to identify areas of strengths and areas for improvement. A termly feedback form is given to parents at the end of each term for their perspective on what is working well and what can be improved. This is in addition to the Annual Parent Survey that also goes out to all families for their views on what could be improved upon.
- The Director initiates regular Work Performance Reviews with all educators which focus on areas of strengths, areas of improvement, and goal setting in the short and long term, linked to the site priorities.
- In 2015 we were assessed under the National Quality Standards and received an exceeding rating in QA7.

Netley Kindergarten
2017 Quality Improvement Plan
Improvement Priorities Summary

Through our self-review at the end of 2016 it was identified that the priorities for 2017 could well extend into the next two to three years as new families started with us each year and new projects from 2016 will continue into the years ahead.

To this end the improvement priorities still focus on relationships with children, families, educators and the wider community, and still focus on building a community of learners from the kindy and kindy community.

Netley Kindergarten

2017 Quality Improvement Plan

Vision: Be Explore Grow

Mission: For all children to engage in a flexible and enriched natural learning environment to flourish and become confident lifelong learners.

Values: I look after myself, I look after my friends, I look after my kindy. Be Kind, Be Responsible, Be Collaborative.

GOAL 1: Develop and maintain meaningful and purposeful relationships with children, families, educators and the wider community.

Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
1.1 Develop and maintain meaningful and purposeful relationships with children.	Strategy 1.1.1 Educators to develop a respectful, nurturing and trusting relationship with every child through positive interactions, equitable access, and meaningful experiences.	<ul style="list-style-type: none"> Children feel safe and want to be at kindy, happy to separate from parents, and actively engage in the learning program. 	5.1 5.1.1 5.1.3 5.2	Ongoing	High
	Strategy 1.1.2 Educators to encourage the development of skills for life and learning through these relationships, with a focus on dispositions for learning and using the outdoor learning environment.	<ul style="list-style-type: none"> Educators are observing children demonstrating these dispositions for learning daily, and documenting these in portfolios, daily reflection books, and observations 'The Bridge' Beyond the Kindy fence program to continue. Regular visits to a wilder space for children to be, explore and grow. 	5.1.2 5.1.3	Ongoing	High
	Strategy 1.1.3 Educators to participate in Collaborative Childhood Project "Re-imagining a Netley Kindergarten approach to educational documentation".	<ul style="list-style-type: none"> Children's voice is integral to the program and leads the direction of the program. Children's voice is evident in educational documentation and reflective practices are evident in this documentation. Documentation of 'The Bridge' captures the essence of the Reggio Emilia principles. 	5.2.1 5.2.3	Ongoing	High
	Strategy 1.1.4 Educators to participate in Inclusion research project "Improving children's social and emotional wellbeing in a natural play space".	<ul style="list-style-type: none"> Children's negative social and emotional responses to moments of crisis and conflict are reduced. Educators are coherent and apply consistent practices using the PBIS approach (Positive behaviour Intervention and Support) 	5.2.2 5.2.3	Ongoing	High

Netley Kindergarten

2017 Quality Improvement Plan

1.2 Develop and maintain meaningful and purposeful relationships with families.	Strategy 1.2.1 Provide opportunities for families to be involved in the service (e.g. Playgroup, Kindy Connect, Governing Council, Acquaintance Night, Volunteering, and Open days for Outdoor Redevelopment).	<ul style="list-style-type: none"> Parents are involved in the service and volunteering their time at kindy. Playgroup attendance increases. Attendance by families at Kindy Connect is increasing. Parents volunteer to assist on excursions, 'The Bridge', Library and Nursing Home visits. 	6.1 6.1.1 6.1.2 6.1.3	Ongoing	High
	Strategy 1.2.2 Create opportunities for open dialogue between kindy and home to support families in their parenting (e.g. Interviews, Individual Learning Plan created together, Newsletter inserts, Facebook page shares, opportunities for parents to access other professional services)	<ul style="list-style-type: none"> Parent's access interview opportunities for development of ILP's and reviews. Facebook page, closed Facebook group, and newsletters, emails sent to parents about other services available in community. 	6.2 6.2.1 6.2.2	Ongoing	High
	Strategy 1.2.3 Educators are sharing knowledge with families to encourage the development of skills for life and learning, with a focus on dispositions for learning and using the outdoor learning environment.	<ul style="list-style-type: none"> Families are sharing moments when they identify the learning and development of dispositions when their children participate in natural play spaces (through floorbooks, displays, photos and portfolios). 	6.2 6.2.1 6.2.2	Ongoing	Medium
	Strategy 1.2.4 Educators to participate in Collaborative Childhood Project "Re-imagining a Netley Kindergarten approach to educational documentation".	<ul style="list-style-type: none"> Evidence of family's involvement is captured in the documentation through portfolios and floor books. Completion of Floorbook training (online and face to face) by all educators. 	6.1 6.1.2 6.2 6.2.1 6.3 6.3.4	Ongoing	Medium
1.3 Develop and maintain meaningful and purposeful relationships with Educators.	Strategy 1.3.1 Educators to engage in regular Work Performance Reviews, receive feedback about work standards, and reflect upon opportunities for growth and development (to ensure Quality Pedagogy is embedded in the culture of the kindy).	<ul style="list-style-type: none"> Cohesive Educators team with shared values and a common purpose Documentation of discussions around quality pedagogy in daily reflection book and Educators meeting minutes Twice yearly work reviews for all educators Fortnightly PLC for Collaborative Childhood Project with Petra Passon (ECL) 	4.2 4.2.1 4.2.2 4.2.3 7.1 7.2 7.2.2 7.2.3	Ongoing	High

Netley Kindergarten 2017 Quality Improvement Plan

		<ul style="list-style-type: none"> Twice termly Inclusion PLC with Mary McLennan (SERU) 			
1.4 Develop and maintain meaningful and purposeful relationships with the wider community.	Strategy 1.4.1 Continue working with Natural Resources Management Board (NRM), Nature Play SA, Netley Residents Association (NRA), Climbing Tree (Outdoor Redevelopment), West Torrens Council (Site Maintenance and Improvement), to co-design and create a natural playspace for the community at the reserve next door to kindy.	<ul style="list-style-type: none"> Redevelopment of the Joe Wells Reserve is co-designed and created by children of kindy in 2016. Reserve next door is transformed into a natural playspace in 2017 with 2017 kindy children involved in the process. Evidence documented in floorbooks, portfolios, film for CCProject. 	6.3 6.3.1 6.3.3 6.3.4	Ongoing	Medium

Goal 2: Build a community of learners who will work collaboratively to improve children's learning outcomes.

Objectives	Strategies	Success Measures	Quality Areas, Elements	Timeline	Priority
2.1 Educators and families to develop their understanding of children's dispositions for learning, and use these in the documentation of individual children's dispositions for learning.	Strategy 2.1.1 Educators to develop own understandings through research, readings, Educators meetings, Learning Together Program (DECD), Professional Development.	<ul style="list-style-type: none"> Educators can observe, articulate, and document children's dispositions for learning. 	4.2.1 7.1 7.2 7.2.2	Ongoing	High
	Strategy 2.1.2: Educators to share their learning with families in formal and informal discussions, newsletter inserts, readings and research to be passed on to families. Website and Facebook page used to engage families in this area.	<ul style="list-style-type: none"> Informal chats held with parents at drop off and pick up times Facebook page, newsletters used to share learnings with families. 	6.1.3 6.2.2 7.1	Ongoing	Medium

Netley Kindergarten 2017 Quality Improvement Plan

	<p>Strategy 2.1.3: Educators to document the development of individual children’s dispositions for learning through their observations, daily reflection book, floor books, portfolios, child led learning reflections (see attached Flowchart), and linking with EYLF Outcomes.</p>	<ul style="list-style-type: none"> Portfolios, ILP’s, observations and statement of learning have these documented. 	1.1 1.1.1 1.1.2 1.1.4 1.2.1 1.2.2 1.2.3	Ongoing	High
	<p>Strategy 2.1.4 Educators to encourage the development of skills for life and learning through these relationships, with a focus on dispositions for learning and using the outdoor learning environment.</p>	<ul style="list-style-type: none"> Evidence of children developing dispositions such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker. 	5.1.2 5.1.3	Ongoing	High
	<p>Strategy 2.1.5 Educators to participate in Collaborative Childhood Project “Re-imagining a Netley Kindergarten approach to educational documentation”.</p>	<ul style="list-style-type: none"> Documentation (a new approach) shows evidence of children dispositions and learning in their play. 	1.2.2 5.1.1 5.1.3 5.2.1 5.2.3	Ongoing	High
<p>2.2 Continue the 3 year, 5 Phase Outdoor Redevelopment (Creek and Fire pit, Butterfly Garden, Produce Area, Bark Chip Area and Sandpit)</p>	<p>Strategy 2.2.1 Phase 1: Creek Bed and Fire pit created. Complete Phase 1 by planting native edible plants to create bush land area around creek and fire pit. To be completed by end Term 2 2015.</p>	<ul style="list-style-type: none"> Bushland area completed 2014 	3.1 3.1.1 3.1.3 3.2 3.2.1 3.3 3.3.1 3.3.2	End 2014	Medium
	<p>Strategy 2.2.2 Phase 2: Interactive Butterfly Trail and Garden. Grant from Natural Resources Management Board to be acquitted by end of 2015. Design by Simon Hutchinson, in conjunction with NRM.</p>	<ul style="list-style-type: none"> Butterfly Garden and trail completed 2015 	3.1 3.1.1 3.1.3 3.2 3.2.1 3.3 3.3.1 3.3.2	End 2015	Medium

Netley Kindergarten 2017 Quality Improvement Plan

	<p>Strategy 2.2.3</p> <p>Phase 3: Produce Area (reposition raised garden beds to near chicken coop) and Chicken Run to be built. To be started Term 2 2015, and completed by end 2015.</p>	<ul style="list-style-type: none"> Produce area completed 2015 	<p>3.1 3.1.1 3.1.3 3.2 3.2.1 3.3 3.3.1 3.3.2</p>	End 2015	Medium
	<p>Strategy 2.2.4</p> <p>Phase 4 & 5: Sandpit and Bark chip area. Incorporate natural elements into these areas (scrambling wall, boulders, and natural structures for climbing).</p>	<ul style="list-style-type: none"> Sand Pit and Bark Chip area completed. 	<p>3.1 3.1.1 3.1.3 3.2 3.2.1 3.3 3.3.1 3.3.2</p>	End 2017	Low
<p>2.3</p> <p>Educators to develop their understanding of the Literacy and Numeracy Indicators, and use these in the documentation within our Assessment and Reporting practices.</p>	<p>Strategy 2.3.1</p> <p>Educators to attend Professional Development to deepen their understanding of the Literacy and Numeracy Indicators.</p>	<ul style="list-style-type: none"> Professional Development attended by all educators 	<p>1.2.1 4.2.1 4.2.2</p>	Ongoing	Medium
	<p>Strategy 2.3.2</p> <p>Educators to participate in West Torrens Partnership project documenting the development of children's literacy and numeracy through their observations, daily reflection book, floor books, portfolios, child led learning reflections (see attached Flowchart), and linking with EYLF Outcomes.</p>	<ul style="list-style-type: none"> Evidence is seen in documentation of children's development, in program designed through listening to children's voice, and attendance at Educator Network meetings. 'Meet Raj' example of documentation – West Torrens Partnership project. 	<p>1.1 1.1.1 1.1.2 1.1.4 1.2.1 1.2.2 1.2.3</p>	Ongoing	Medium
<p>2.4</p> <p>That high quality teaching and learning is</p>	<p>2.4.1</p> <p>A cycle of self-review is embedded to reflect upon our teaching and learning practices through regular Work Performance Reviews.</p>	<ul style="list-style-type: none"> Twice yearly work performance reviews occur with each educator 	<p>4.2 4.2.1 4.2.2 4.2.3 7.1</p>	Ongoing	High

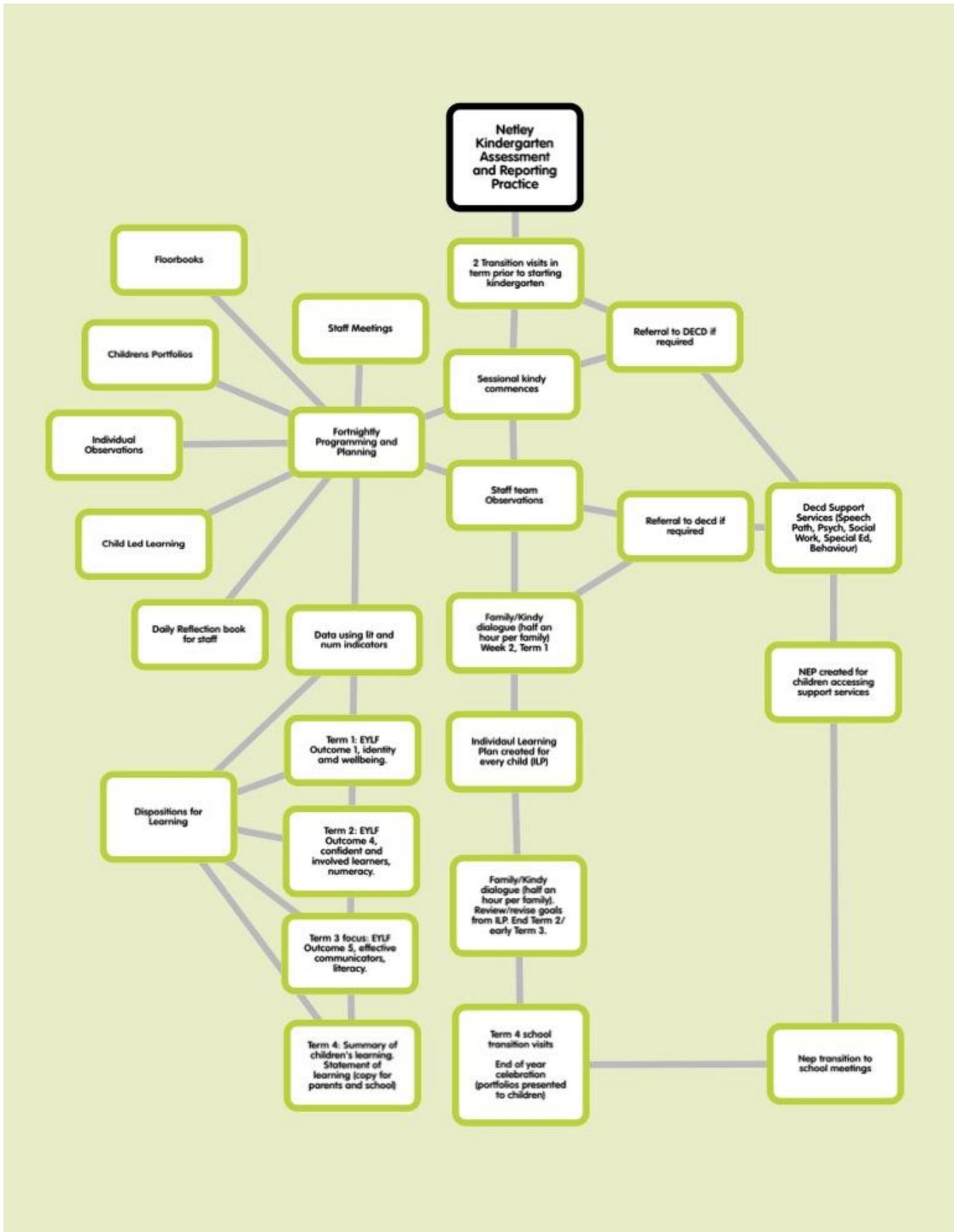
Netley Kindergarten 2017 Quality Improvement Plan

embedded in our principles and practice.			7.1.4 7.2 7.2.2 7.2.3		
	Strategy 2.4.2 Professional development for Educators is linked to site priorities, and supports the implementation of quality Pedagogy.	<ul style="list-style-type: none"> Quality pedagogy can be observed of all educators and by all educators. Claire Warden Pedagogy In Nature 6 day course completed by Renee, Liz and Josie (Briony completed in 2015). Penny, Clara and Emma to complete course in 2018. 	4.2.1 4.2.2 4.2.3 7.1.4 7.2 7.2.2	Ongoing	High
	Strategy 2.4.3 Educators to participate in Collaborative Childhood Project “Re-imagining a Netley Kindergarten approach to educational documentation”.	<ul style="list-style-type: none"> A new approach to documentation is embedded into the daily practice of all educators which incorporates the principles of Reggio Emilia. Film is produced documenting the journey of children, families, educators and wider community. 	1.1 1.1.1 1.1.2 1.1.4 1.1.5 1.1.6 1.2 1.2.1 1.2.2 1.2.3	Ongoing	High
	Strategy 2.4.4 Educators to participate in Inclusion research project “Improving children’s social and emotional wellbeing in a natural play space”.	<ul style="list-style-type: none"> Educators are observed demonstrating high quality practices that improve children’s social and emotional wellbeing in a natural play space. Evidence is shown in data collected in research project that children’s wellbeing is improving. 	2.2 2.2.2 3.1 3.2 3.3 4.2.1 4.2.2 4.2.3 5.1.3 5.2 5.2.2 7.1 7.2	Ongoing	High

Netley Kindergarten

2017 Quality Improvement Plan

Appendix: Netley Kindergarten Assessment and Reporting Practice



Netley Kindergarten

2017 Quality Improvement Plan

Service Approval Number: SE-00010707
 Assessment and Ratings ID: ASR-00012570



EDUCATION AND EARLY CHILDHOOD SERVICES
 Registration and Standards Board of South Australia

NETLEY KINDERGARTEN

achieved the following ratings:

Quality Area 1	Educational program and practice EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 2	Children's health and safety EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 3	Physical environment EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 4	Staffing arrangements MEETING NATIONAL QUALITY STANDARD
Quality Area 5	Relationships with children EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 6	Collaborative partnerships with families and communities EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 7	Leadership and service management EXCEEDING NATIONAL QUALITY STANDARD

The overall rating for a service is determined by a combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

**This service is rated overall at
 EXCEEDING NATIONAL QUALITY STANDARD**

The Education and Early Childhood Services Registration and Standards Board of SA
 Date of issue: 6 November 2015

This service has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care and these ratings have been awarded in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011

an independent statutory authority

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