



2019



Mighty oaks from little acorns grow

## Quality Improvement Plan

# Oakbank Kindergarten

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### Service details

<b>Service name</b>		<b>Service approval number</b>			
Oakbank Kindergarten		4645			
		SE-00010739			
<b>Primary contact at service</b>					
Cathy Frost Director					
<b>Physical location of service</b>			<b>Physical location contact details</b>		
Street:	214 Onkaparinga Valley Rd		Telephone:	8388 4141	
Suburb:	Oakbank		Mobile:	0400 293 213	
State/territory:	South Australia		Fax:	8398 0082	
Postcode:	5243		Email:	<a href="mailto:dl.4645.leaders@schools.sa.edu.au">dl.4645.leaders@schools.sa.edu.au</a>	
<b>Approved Provider</b>			<b>Nominated Supervisor</b>		
Primary contact:	Department for Education		Name:	Cathy Frost	
Telephone:			Telephone:	8388 4141	
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Fax:			Fax:	8398 0072	
Email:			Email:	<a href="mailto:dl.4645.leaders@schools.sa.edu.au">dl.4645.leaders@schools.sa.edu.au</a>	
<b>Postal address (if different to physical location of service)</b>					
Street:	P.O. Box 845				
Suburb:	Oakbank				
State/territory:	South Australia				
Postcode:	5243				
<b>Operating Hours</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b> (alternate)	<b>Friday</b>
<b>Opening time</b>		<b>0900</b>	<b>0900</b>	<b>0900</b>	
<b>Closing time</b>		<b>1500</b>	<b>1500</b>	<b>1500</b>	

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### Information about Oakbank Kindergarten

Oakbank Kindergarten is situated in the Adelaide Hills on the Onkaparinga Valley Road and has easy access to the South Eastern Freeway. The township is surrounded by farm land. Predominately English speaking families reside in Oakbank and Balhannah. Many families travel from outlying areas to access our service including Nairne, Mt. Barker, Charleston and Woodside. Some families choose Oakbank Kindergarten as their children attend Goodstart Early Learning across the road. The staff at Goodstart Early Learning walk the children who attend our kindergarten from their premises to arrive here by 9 am and Oakbank Kindergarten staff return the children to Childcare at the end of their sessions once all other children have been collected. Oakbank Area School is attracting more enrolments and parents therefore send their 4 year old children here to support transition. In 2018 we built on our links with the school including two way visits and celebrating the 160<sup>th</sup> year of our building and the 80<sup>th</sup> birthday of the Oakbank Area School.

The kindergarten is a public kindergarten and operates within Department for Education strategic directions, human resources funding, policies and procedures. School holidays are set by the department. Oakbank Kindergarten operates as a part-time service which in previous years operated on Tuesday, Wednesday and half a day Thursday. In 2018, after Governing Council and parent consultation, we changed the session structure to Tuesday, Wednesday and alternate Thursdays to support our families that travel, enhance learning opportunities for children and provide staff with one full day per fortnight for program planning, reflection and administration.

Low enrolments continues to be a significant issue since the establishment of a private early learning centre in our local area. In 2019 departmental HR funding allows for a Director and Early Childhood Worker to be employed at the site. We are one enrolment off of having a teacher position. In 2019 Occasional Care and Playgroup will be offered to make us more visible in the local community. Our service continues to offer a diverse and exciting program that gives children a sense of discovery and wonder. During 2018 the program offered a range of opportunities for children to develop and build on their 'sense of being, belonging and becoming' in our local community.

Our kindergarten is eligible for 4 closure days per year for training and development and QIP planning as approved by the Governing Council. From 2017-2019 closure days were approved for participation in "Visible Learning" training within the Heysen Partnership.

Parking for the kindergarten is along Pike Street Oakbank and entrance into kindergarten is from Pike Street. Staff park across the road from the service to allow for family convenience and safety.

How are the children grouped at your service?

Oakbank Kindergarten is a part-time centre and all enrolled children attend the same sessions.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor Cathy Frost (Director)

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Service statement of philosophy

Oakbank Kindergarten Philosophy  
“Mighty oaks from little acorns grow”

Parents and staff recognise the following values they want to see developed in the children during 2018. The words were written on oak leaves and coloured by the children at home with their families. They are displayed on a branch to reflect our motto:

‘Mighty oaks from little acorns grow’.

*2018 parents and educators value:*

respect, inclusion, co-operation, compromise, kindness, consideration, play, self-confidence, independence, curiosity, imagination, creativity, being safe, having fun and sustainability

*Statement of Philosophy*

Our Kindergarten is a place where children, parents and staff have the right to feel valued, **respected**, informed, involved and connected. Parents are recognised and valued as children’s first educators and the most important people in young children’s lives. Educators work with parents, children and the community to promote a **safe**, welcoming and friendly atmosphere that is **inclusive** and connected to local context and the natural environment.

Children **learn** through blocks of uninterrupted time at **play** where they are each encouraged, guided, challenged and supported to develop **creative** thinking, **curiosity** and **imagination**. We value and promote **respect** for our environment, ourselves, each other, property and resources.

All children have the right to have **fun** and access a quality learning environment that supports **inclusion** and models **kindness, consideration, compromise** and **co-operation**. We work with families and children to build **self-confidence and independence**.

Oakbank Kindergarten Community has a holistic approach to **sustainability**, connecting children to nature and their world. By respecting and valuing the immediate environment children learn how to contribute to the health of our planet and local environment now and in the future.

Educators will use research based methods, community values, the Early Years Learning Framework & Preschool Literacy and Numeracy Indicators to guide and inform practice, plan, assess and evaluate learning based on children’s strengths, interests and needs in a continual cycle of planning. Educators use reflective practice and questions to identify the possible lines of development and plan the next steps for each child and the group’s learning. Children are valued as capable and competent, their decisions, skills and abilities are valued and utilised.

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Our strengths have been evaluated by educators in line with exceeding themes as part of our assessment process. We have considered how our service demonstrates strengths across the themes.

Summary of strengths for Quality Area 1

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

1. Practice is embedded in service operations	In conjunction with our philosophy the Early Years Learning Framework is at the core of program planning, supported by the Department for Educations Literacy and Numeracy indicators. An individual learning plan is developed for each child and they are programmed for specifically each term within the fortnightly cycle. Their progress is accounted for through an outcomes, indicators and dispositions review twice a year. Routines are predictable and supported by visual clues. There is flexibility to enable children to follow interests and projects without interruption and allow for spontaneous events e.g. finding a koala in the outdoor environment that needed care.
2. Practice is informed by critical reflection	Each day the ‘happenings’ of the day are reflected on by at least two educators. Children’s ideas, wonderings, experiments etc are recorded in ‘Emergent curriculum’ and interests are followed up on immediately or carried over to the next fortnight’s program. Issues are discussed and changes made accordingly. Curriculum delivery is reviewed at fortnightly staff meetings. Educators are supported to utilise their strengths, ideas and understandings to build on practise through the reflection process.
3. Practice is shaped by meaningful engagement with families, and/or community	Parents complete an information sheet on their children’s interests, dispositions and their hopes for their children’s learning at kindergarten when they enrol their child. This information is used to establish their individual learning plan and to support community involvement. e.g. connecting with families businesses resulted in an excursion to Emmetts to view machinery and lunch at the local pizza shop. Parents who attend the service are approached for sharing of information and feedback. Important information that may impact on the child’s learning is recorded in ‘Parent Conversations’ within the program folder. Parents who do not attend the service are communicated with through texts, emails and phone calls.  A Family Board is set up from the beginning of each year. Children share their photo and talk about their family The photo is placed on a board and remains there all year. This promotes oral language development and supports children when they miss family members. We have introduced a location map where children indicate their home township.

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

1. Practice is embedded in service operations	Educators are at all times engaged with children and work alongside them. Each child’s agency is supported and learning is scaffolded through intentional teaching and emergent curriculum. Educators use questioning to build on children’s current knowledge and challenge their thinking. Children are encouraged to be independent and in 2018 a ‘Lead Learner’ routine was introduced. Each day a child is selected to lead aspects of the program e.g. calling out friends names to go and wash their hands for snack time, setting up for lunch based on their decision of where it will be, choosing experiences for ‘sharing time’ etc. Children’s discoveries and self initiated projects are highlighted in the ‘Big Book of Learning’. Educator ratios allow for one on one support when required. ‘Growth mindset’ (Carol Dweck) is introduced to children in Term 1 and educators share the ‘language of learning’ which encourages children to persist, learn from mistakes, keep practising and support peers. Children are supported to manage their emotional regulation through explicit teaching of the ‘Keeping Safe’ program.

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2. Practice is informed by critical reflection	Lengthy discussions occur at the end of each day on how to support each child's individual needs. Strategies are considered and implemented, evaluated and modified if required. Educator's skills and interests are utilised for building on strategies e.g. attending Marte Meo training to support children who were not engaging at a high level in the program. Videoing is used to reflect on practise including the use of Reflect, Respect, Relate. In 2018 a score of 4.5 indicated a high level of wellbeing when children's interactions and engagement were rated.
3. Practice is shaped by meaningful engagement with families, and/or community	Parents are recognised as the child's prime educator and are consistently approached by educators for information and feedback. If a child is not engaged follow up information from the family can support identifying the cause. Strategies are developed to work collaboratively e.g. using a common language – 'safe hands' and providing visuals and social stories for use at home.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

1. Practice is embedded in service operations	A planning cycle for children's learning and assessment is reviewed and updated in Term 1 of each year. Areas for development are analysed at a planning day at the beginning of Term 1. Educators recognise that curriculum incorporates everything that occurs during the kindergarten day including routines, planned individual, small group and large group experiences and spontaneous learning discoveries. Children are valued as competent learners that lead the way. Children that require support in areas of development are identified through observation and parent communication and needs are promptly followed up through providing extra support time, working with relevant agencies and accessing resources and information.
2. Practice is informed by critical reflection	In 2018 a checklist was introduced to view the child's development against EYLF outcomes, literacy and numeracy indicators and dispositions. This information, along with daily observations determines future planning and the allocation of resources to support learning i.e. extra time in small groups for fine motor development, receptive language, following instructions, building relationships and offering challenges.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Parents are informed daily about the program through texts, emails and notes on the gate board. Curriculum initiatives are reported to the Governing Council twice per term and in the newsletter. Many families view the 'Big book of Learning' and give positive feedback on the content. Wall displays also highlight children's achievements and family involvement.</p> <p>In 2018 parent interviews were introduced to share information on children's learning and to build on the Individual Learning Plan. In Term 3 children's Learning Journals are sent home for sharing and parents are requested to complete a feedback sheet on their children's learning and are provided with sticky notes to comment on individual pieces of work. In 2018 9 out of 17 families responded in writing.</p> <p>At the end of the year a detailed Statement of Learning about the child's journey of discovery and learning is written by teachers with children's and parents input. These are forwarded to their reception teacher.</p>

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Summary of strengths for Quality Area 2

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

1. Practice is embedded in service operations

All staff have current first aid, asthma and anaphylactic training. Details of this training is kept in personnel files for regular staff and in the staff folder for relief educators. Everyone, including relief educators, is made aware of children’s health conditions. Medication is kept in the kitchen and is unavailable for children to access. Parents and two educators complete details of administered medication. All medication and health plans are systematically monitored to ensure they are kept up to date. For children that have allergies risk minimisation plans are established with parents.

There are two first aid kits, one in the kitchen and one kept on the veranda both out of the children’s reach. Audits are completed 6 monthly and St. Johns replenishes items. First Aid records are completed and signed by parents. Parents are notified immediately by phone if serious injury occurs and educators inform the Department for Education and the Regulatory Authority through the IRMS electronic system.

Relaxation is scheduled each day after lunch and includes listening to music and stories, visualisations and the use of sensory objects to instil a sense of calm. Educators support children during the day with calming activities when they need support to regulate their emotions. Spaces are available indoors and outdoors for children to rest at any time throughout the day.

Cleaners are employed each day the children attend. They complete end of term cleans as negotiated e.g. carpet cleaning. The bathroom area is cleaned by staff after lunch. Educators ensure personal hygiene and safety precautions are practised throughout the day. Explicit teaching and visuals support children to apply sunscreen independently, hand wash regularly and use tissues to support hygiene practices and reduce infection.

Families provide food for their child to eat across the day. Parents are encouraged to send their child’s perishable foods within an insulated bag containing an icepack. Educators eat lunch with children across meal times to offer support and model appropriate behaviour. Families send a bottle of fresh water for their child to drink. The kindergarten supplies a flask of water and cups to ensure access to fresh water is readily available and keeps spare food in case of need.

Cooking is a valuable learning tool where healthy choices are made and acknowledged. All children have access to this activity across their time at kindergarten. All children are encouraged to observe hand washing procedures prior to preparation of foods and are given the opportunity to taste what has been made; the Nutrition policy is used to guide food choices for cooking experiences.

The kindergarten has a large and beautiful garden which encompasses established deciduous trees, large moss rocks and pathways to explore and negotiate. Within the garden there is a mandarin tree and 4 garden beds dedicated to growing strawberries and vegetables. The children are involved in planting, harvesting, and preparing the food to eat to build on their understanding of nutrition and sustainability.

The large grounds provide many opportunities for planned and incidental physical activity such as climbing, swinging, and digging. There is ample space for explorative play and social interactions.

Walks within the local community support children’s physical development and learning. Short walks occur before and after kindergarten for the children who attend Goodstart Early Learning Oakbank. Children and staff wear high visibility vests and adhere to the ‘Walking Children to Childcare’ Policy.

The kindergarten is situated beside the Community Playground where families can be seen socialising with their children using the equipment before or after sessions. Educators take the children to the large playground to practice physical skills on equipment not available within the kindergarten.

Each year the kindergarten holds an obstacle course fundraiser and organises a 5

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	week dance program which further support physical development, balance and coordination.
2. Practice is informed by critical reflection	This is ongoing through educator conversation, reflection at the end of the day and staff meetings. It is imperative at the beginning of each year with a new group of children to assess and adapt routines to meet individual needs. The relaxation routine is often a new one for children so this has been adapted over the last year to ensure children feel safe and at ease. It has been simplified by not having cushions and blankets which allows children the freedom of how they choose to position themselves and does away with the hygiene issues of constant washing. It is imperative that different ways of relaxing become obvious to children and does not necessarily require one to lie down. Children who are very tired are offered cushions and comfortable places during the day.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Information about a child's health needs is gathered during the enrolment process. If required parents are asked to provide health care plans from their medical practitioner which are filed with enrolment forms and displayed in the office and kitchen.</p> <p>Staying Healthy-Preventing infectious diseases in early childhood education and care services 2012, is used as a reference when educators are informed of illness. Parents are given the information via fact sheets and a notice with the fact sheet is displayed on the gate notice board when necessary.</p> <p>The director notifies the local childcare centre and local school, and when applicable the medical authorities, if there notification of a child having a serious infectious illness.</p> <p>A Nutrition policy with recommended food suggestions within it is reviewed bi-annually and shared with parents at induction and notices, reminders and suggested cooking experiences are placed in the newsletter throughout the year.</p> <p>A mud kitchen was developed by parents and educators in 2018 to extend sensory experiences.</p>

Standard 2.2 – Safety: Each child is protected.

1. Practice is embedded in service operations	<p>Supervision is determined on an ongoing basis to ensure children are safe at all times. The building is very large and sometimes an area may be required to be shut off to ensure all children are visible. Educators assess each day, as children explore the environment, where they place themselves. There is always and educator inside and outside.</p> <p>Staff complete a safety inspection of the indoor/outdoor environment each week, and complete a yard check each morning which is recorded on the staff timesheet. The children are involved in the process and help make others aware of issues through placement of cones and signs.</p> <p>Risk and benefit assessments are developed with children to ensure they are aware of safety issues e.g. when a pony visited they brainstormed how to ensure it felt safe and that they would not be harmed.</p> <p>Emergency evacuation and invacuation drills are practiced twice a term at different times of the day. An emergency trolley holds emergency contact numbers, water, cups, small first aid kit etc. which is taken by staff as part of the practice drills and on excursions. The planned emergency procedures, emergency phone numbers, and exit maps are clearly displayed for all users of the site. Fire extinguishers and fire blankets are regularly maintained through the Department for Education preventative maintenance program.</p> <p>The Department for Education and Child Developments 'Keeping Safe: Child Protection Curriculum' is presented throughout the year, following a sequence of themes to make children aware of their body and the right to be safe. Parents are informed by letter, including an explanation of the sensitive component of the curriculum. There is a commitment to all teachers being trained in this curriculum. Four Year Old Health checks are organised with Child and Family Health to assist</p>
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	<p>families who are not able to access other locations. The kindergarten maintains contact with Adelaide Hills Community Health Services, CAFHs and the Dental Health Service in Mount Barker which provides a talk and checkup session for children at the kindergarten.</p> <p>All educators and Governing Council members are current in Responding to abuse and neglect training.</p>
2. Practice is informed by critical reflection	<p>Safety polices are reviewed bi-annually or earlier if required in consultation with all families and the Governing Council. Educators discuss issues at staff meetings in the WHS section and address issues as they arise through daily reflection.</p> <p>Each invacuation, evacuation is evaluated and necessary changes made. Signage of procedures are regularly updated.</p> <p>In 2018 educators considered the depth that the 'Keeping safe' curriculum was delivered was minimal and this resulted in very specific programming and educator training.</p> <p>Supervision is reflected upon daily and a record of accidents in checklist form is kept to consider patterns and children who are prone to accidents.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Emergency procedures are informed by the Department for Education's Emergency management team. The Director completes a site emergency plan each year which is submitted for review. Local authorities are contacted as required e.g. the police were contacted for advice when a parent was feeling at risk and felt her child might be at risk at the kindergarten site. Parents are made aware they can be approached for support with any safety concerns through daily communication.</p> <p>The CFS make visits to broaden the children's understanding of procedures for fire safety. In 2018 this was filmed by the Department for Education for it's facebook page to be available for all families in the state.</p> <p>A local kindergarten offered support for the delivery of the 'Keeping safe' program when contacted by staff and shared many of their resources which enhanced our program.</p>

### Summary of strengths for Quality Area 3

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

1. Practice is embedded in service operations	<p>Educators utilise the wonderful historic building and large natural outdoor learning environment to provide a range of experiences for children to develop their dispositions and skills for lifelong learning. The outdoor environment offers a sandpit, digging patch, swings, vegetable gardens, and wooden structures such as the gazebo and play platform. There is space for solitary, small or large group play. The climbing area is well protected with soft fall which is regularly replenished. There is moveable equipment to further challenge children's skills and physical competencies, such as balance and coordination. The children assist to design courses, fall zones are considered and risk and benefit assessments conducted when necessary. Children are encouraged and supported to use the equipment at their level of confidence and ability and courses are adjusted accordingly.</p> <p>The very large building lends itself to providing a range of learning spaces. Each term furniture is changed around to create new opportunities which inspires children to further explore.</p> <p>The kindergarten is cleaned daily by contract cleaners on days when sessions are provided and a there is a more detailed clean during the school holidays. Educators ensure areas are kept clean and tidy through the day including wiping over tables and resources and cleaning the toilets across the lunch break. At the end of each term staff seek support from the children and families to wash chairs, wipe over blocks etc. to ensure a fresh start for the following term. Resources are labelled to indicate the date they were cleaned. Puzzles and books are disinfected at the end of each fortnight.</p> <p>There is a large storeroom containing materials for creating artwork, puzzles,</p>
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	<p>construction toys, games and other adjuncts that support children’s learning which is clearly labelled, enabling staff to easily access and replace items. Resources are used creatively to provide engaging experiences and children help access them when requested to follow up on their ideas and projects. If resources are broken they are placed aside and fixed as soon as possible or disposed of.</p>
2. Practice is informed by critical reflection	<p>Educators reflect on what resources will build on learning on a continuous basis and are mindful of cost. Anything that is over \$500 goes to governing council for approval. To ensure that children’s learning is inspired by natural objects the educators have decided to incorporate cane, wood, vine wreaths etc into the environment. Plastic items are gradually being eliminated.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Families are very supportive of keeping the learning environment safe and clean and from 2018 have assisted us with end of the week cleanup e.g. raking the sandpit and covering it, putting climbing boards away, washing paintbrushes etc. This is greatly appreciated by educators and allows them more time to get on with their core business.</p> <p>Governing Council expenditure is limited by a small budget however members ensure that all fund raising efforts are used to buy resources to enhance learning opportunities for the current children. They work with educators to prioritise needs and consider how work can be done in a cost effective way. In 2018 they established a mud kitchen from pallets and donated items and painted the lockers rather than employing someone to do this.</p> <p>In 2018 Governing Council supported educators in providing a safer exploratory environment by removing all toxic plants. Previously children did not play in garden beds or pick plants as outlined in a risk assessment. In conjunction with the establishment of the mud kitchen it was decided that children needed the sensory experience of working with plant life.</p>

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

1. Practice is embedded in service operations	<p>Connection with nature including the visible changing seasons such as falling autumn leaves provides valuable nature play, the grounds and program are used to encourage an appreciation of nature and a commitment to sustainability. Educators plan learning experiences to encourage children’s agency, independence, problem solving and risk taking. Risk and benefit assessments are used to evaluate opportunities for learning using natural environmental resources which support children’s interests, social engagement and imaginative play.</p> <p>Experiences provided are planned for fortnightly according to children’s individual learning plans and group interests. The emergent ideas of the children are the key focus for experiences and resources are sought out on their request. Learning spaces are set with a combination of natural resources and purchased resources which are aesthetically appealing and capture children’s interest.</p> <p>Sustainable practice is embedded into our program through :</p> <ul style="list-style-type: none"> <li>• Encouraging ‘nude’ food</li> <li>• Sorting and recycling waste from meal times – this now includes plastic and yoghurt pouches which are collected and taken to Redcycle outlets</li> <li>• Food waste goes into the green compost bin within green bags that break down</li> <li>• Reducing the amount of paper hand towels used</li> <li>• Growing vegetables</li> <li>• Hand towels are recycled in the green compost bin</li> <li>• When trees and branches are cut back they are used as adjuncts for play based experiences</li> <li>• Replacing children’s taps with lever action taps which reduce the water flow and switch off automatically.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Recycling paper and cardboard in yellow bins. Children help to manage these by transferring the contents to the big yellow bin</li> <li>• Resources including books, games and a truck and recycling bins support children’s learning</li> <li>• Using recycled items as resources e.g. collage, wooden reels, cane baskets</li> <li>• Conducting experiments about waste breakdown</li> </ul>
2. Practice is informed by critical reflection	Daily reflection analyses the provision of experiences and children’s ideas and determines the setting for the next day. New resources that will enhance learning opportunities are considered at staff meetings and governing council meetings.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>In 2018 children were very enthused about recycling initiatives and several families commented on them applying their knowledge to practices at home. Recycling tips are placed in the newsletter to support families to work with their children to be sustainable at home.</p> <p>Every year the Environmental Officer from the Adelaide Hills Council plants trees and shrubs with the children. In 2018 the focus changed to the planting of native species only, including bush tucker plants.</p>

### Summary of strengths for Quality Area 4

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

1. Practice is embedded in service operations	<p>Our small staff team works collaboratively and enthusiastically to ensure children’s learning, development, and wellbeing are at the core of everything we do. They affirm, support, learn from and challenge each other, to build on understandings. A small staff team ensures communication is personal and information is shared on a day to day basis and at regular staff meetings. For those that can not attend meetings minutes are left for review. Duties are shared according to skills, knowledge, interests and experience to ensure optimum management including educators wellbeing, centre hygiene and reflective and inclusive practices.</p> <p>A pool of regular relief educators is sourced to ensure continuity and familiarity for children, families and other educators. They are introduced to families when possible. Photographs on the staff noticeboard support families and children to know who is replacing the regular staff member. An induction process supports new employees and an induction checklist and staff information form are completed. A pamphlet highlights key components of our practice e.g. daily routine. Regular relief educators are notified and encouraged to attend professional learning opportunities.</p> <p>Educators are included on group emails and texts sent to Governing Council and the parents to ensure they receive newsletters, general information (such as reminders) and agendas and minutes for Governing Council.</p> <p>A Support Worker is employed to work with children with special rights. Site educators and specialist professionals e.g. speech pathologists mentor and assist the Support Worker to deliver a specific program for that child.</p>
2. Practice is informed by critical reflection	<p>When relief educators are employed regular staff reflect on their interactions, efficiency, ideas and resources they provide to consider whether they are an asset for the kindergarten. Anyone considered not of a high professional standard is not contacted again. If there are minor issues these are discussed immediately to support understandings of good practice.</p> <p>In 2018 the Director noticed that new educators were struggling to get through the detailed information in the induction folder and adapted it to make it more manageable. Information that must be read is in one folder and has links to a resource folder which can be viewed as required.</p>

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3. Practice is shaped by meaningful engagement with families, and/or community	Parents are informed prior to the day via text of relief staff being at the site and who will be away. This enables them to share the information with their child if they have a close connection with the absent educator. Every attempt is made to ensure continuity of educators however it is also exciting to have the opportunity for educators and children to meet new workers who bring their own perspective and often wonderful ideas. In 2018 a relief teacher made an imovie of the children. They were so excited that set up a theatre and invited all the parents to join them at the end of the day for a screening. Governing Council and families also give feedback on children’s excitement and new interactions which gives opportunity to consider which educators should be sought out for relief.
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Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

1. Practice is embedded in service operations	At the beginning of each year we have a planning day to establish our QIP and our communication strategies to ensure that all educators feel supported and confident to express their thoughts, ideas and concerns. Positive feedback is a key to us acknowledging each others strengths and commitment to the service and occurs every day. Performance development reviews, conducted twice yearly with contracted staff, are linked to the QIP and support further learning and guide professional development possibilities. Utilising individuals strengths and skills, which are unique to each individual, ensures a very rich program. Educators are guided in their practice by: <ul style="list-style-type: none"> <li>• Early Childhood Workers - Job description</li> <li>• Teachers – Professional standards for teachers</li> <li>• Director – Professional standards for principals</li> </ul>
2. Practice is informed by critical reflection	Program delivery for 2019 has changed due to only one teacher being employed due to lower numbers. Reflection as a team on how the Director/ teacher can manage the workload has seen educators willingly take on new responsibilities e.g. our lunch care worker now takes responsibility for the relaxation program as she has many ideas and resources that support this.
3. Practice is shaped by meaningful engagement with families, and/or community	Our local educator community – the Heysen Partnership has worked collaboratively together since 2017 on a Visible Learning Program which has influenced our ability to support children to develop learning dispositions. The Director also belongs to the Hills Early Childhood leaders group which gives us the opportunity to share our achievements and learn from each other.

### Summary of strengths for Quality Area 5

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

1. Practice is embedded in service operations	Every morning each child and their family is warmly welcomed by educators. Children and parents are listened to, valued and respected as they share information with us. A friendly, safe, and welcoming atmosphere is evident as we work together to build relationships. Families from the community are invited to join us to view the program when enquiries are made. To transition into kindergarten families attend a Parent Information session where our curriculum is explained. In term 4 children attend for three transition visits to familiarise children with educators and routines. Strategies to support children to settle into kindergarten are individualised according to needs. An educator who has developed a strong relationship with an anxious child will help them farewell their parent/caregiver. Agreed actions
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	<p>between parents and educators ensures continuity. Staff will ring parents to reassure them when their child has settled. Parents express appreciation and relief for phone calls.</p> <p>Each child's individual needs are discussed with parents regularly through conversation, emails and texts. Provision is made for children to be supported sensitively e.g. if they have toileting issues.</p>
2. Practice is informed by critical reflection	<p>Reflection on the signing in process has brought about change. It was noted at the beginning of 2018 that some families were stressed by their child's inability to write their name. Now we adapt signing in to the children's capabilities to ensure a sense of achievement. In Term 1 children place a photo model of themselves in the 'Here' basket. In Term 2 they will trace their name and progressively we will lead up to writing names to sign in.</p> <p>Ways to build on communication with parents are continually considered. In 2018 it was decided to purchase a mobile phone and this has enabled direct and instant sharing of information.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Governing Council has strongly supported communication improvements through approval to purchase a mobile phone and television which can be used for slideshows to highlight the curriculum for parents.</p> <p>Strong links have been established with our local school Oakbank Area School and information is disseminated across the two sites to promote our services.</p>

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

1. Practice is embedded in service operations	<p>Staff plan the environment to maximise engaging with children - talking, listening, scaffolding learning and supporting children to work together. Self regulation is encouraged through big body movement experiences prior to quiet times, waiting lists with a timer to support turn taking and by using breathing techniques when emotional.</p> <p>Children's relationships are supported by staff through observations and encouragement. When children have concerns or issues educators assist them to resolve their problems. They seek children's perspectives and assist them to explain the difficulty or misunderstanding. Through restorative questioning staff support building agency and strong relationships by focussing on clear supportive communication including identifying challenging behaviour and the feelings of the injured child. Children that cause an injury/ upset are encouraged to help the child e.g. administer an ice pack to make a connection between their action and the consequence. Children are explicitly taught how to manage difficult behaviours through puppet role plays and the key concepts of the 'Keeping Safe' program which they complete activities on. Understanding emotions is supported through visuals including making a book with their range of emotions photographed.</p>
2. Practice is informed by critical reflection	<p>Challenging behaviours are considered during the session and accommodated e.g. taking a child to a quiet place with one on one support. At reflection time supportive strategies are considered, implemented, evaluated and adjusted. In 2018 an observation book detailed this information for six children within a LDAR Project. Video evidence of behaviours was analysed to determine support strategies and educator communication.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Challenging behaviours are shared with families. Parent Interviews with families has enhanced the depth of information sharing and the opportunity to develop consistent strategies across kindergarten/home. Educators explain the language used at kindergarten e.g. 'safe hands'. Successful strategies are shared with Goodstart Early Learning for common children and Reception teachers during the transition to school process. Many visitors to the kindergarten comment on the sense of 'calm' and the ability of the children to take responsibility for welcoming</p>

# Oakbank Kindergarten

## 2019 Quality Improvement Plan

	children and mentoring them.
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### Summary of strengths for Quality Area 6

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

<p>1. Practice is embedded in service operations</p>	<p>Parents are warmly welcomed to the Centre by staff from the time of their initial enquiry. They are invited to visit for as long as they would like and how often as is required to get a sense of the centre. A family meeting is organised for new families prior to transition visits to facilitate information sharing and them making contact with other families who they will connect with for the following year.</p> <p>During the arrival time each day many parents take the opportunity to speak to staff, sharing information, changes to collection times, family circumstances etc. Families who do not attend the site make contact regularly through email, text etc. When they do attend they are referred to the Big Book of Learning and their child’s learning journal for updates on achievements.</p> <p>During Term 1 of each year it is an embedded practice to hold a family evening to welcome everyone and share the curriculum. This is particularly valuable for families that can not attend frequently and is timetabled to fit in with Child Care pick up time. In 2019 the night will recognise family culture by bringing a plate of ‘favourite’ family food to share. A ‘family’ collaborative piece is worked on to be displayed and reflect connections over the years. 2018- handprinted aboriginal flag, 2019 – Mandella.</p> <p>Parents and family members are invited to attend numerous events throughout the year including attending excursions, local walks to community events, fundraising events e.g. obstaclethon, the end of third term ‘Kindergarten Disco’ to celebrate what was learnt during dance classes, End of Year family celebration and their child’s Graduation Ceremony.</p> <p>Other ways families help include minor maintenance tasks, working bees, being on Governing Council, participating in developing the Philosophy statement and policy decisions. Feedback is sought and encouraged through their child’s learning journal, individual learning plans, surveys etc.</p> <p>Information is shared through posters and displays, the Big book of Learning, the children’s learning journals, regular newsletters and emails. The emails are created in groups including one for Governing Council and the other to the whole parent group.</p>
<p>2. Practice is informed by critical reflection</p>	<p>Reflection at the beginning of 2018 highlighted the need to make more opportunities available for parent involvement and was included in the 2018 QIP.</p> <p>The key to greater involvement was personal approach linked to professions and skills. e.g. a child’s parent who is a Dr. visited and gave a talk on ‘keeping our bodies safe’, we visited a family’s local pizza shop for an end of term lunch. Involvement was reflected on by Governing Council and parents inability to be involved for whatever reasons was agreed to be respected.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>A community information folder is next to the parent sign in sheet after the Annual Parent survey indicated not much community information was available. Community events and agency information are forwarded in newsletters and through emails.</p>

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Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

<p>1. Practice is embedded in service operations</p>	<p>Goodstart Early Learning Oakbank is our local child care centre. There is strong collaboration between the two sites and we connect on a daily basis as the children are transferred between venues. With written parental permission leaders from both sites share strategies to support children with behavioural and emotional concerns. The aim is to provide a consistent approach across both sites to support improved learning outcomes for children and to provide a safer environment for all users of the services. Both sites promote the other centre when new families make enquiries about the services.</p> <p>Transition to Oakbank Area School processes have been built upon since 2018 by having two way visits throughout the year. This familiarises all of our children with school routines and the classroom environment. It gives educators an opportunity for sharing Early Childhood pedagogy and curriculum celebrations e.g. Book Week, Kesab workshops, CFS visits etc. Children who will attend the school begin to develop relationships with their future classmates.</p> <p>All schools receive a detailed Statement of Learning on the children starting with them prior to them going to school and teachers from all schools are welcomed to visit children in our learning environment prior to starting transition visits to school. Children and families are supported by referral and service from Department for Education Speech Pathologists, Psychologists and Special Educators who provide assessment and individual programs for children to use with educators and families. The kindergarten educators collaborate with the Adelaide Hills Council to organise an annual planting event for families and children.</p> <p>Work experience students and university students are welcomed, inducted and valued as active contributors to the service.</p> <p>Bunnings has a strong sense of community and each year the Community Co-ordinator assists the children to make mothers and fathers day presents. In 2018 we were invited to do this at Bunnings and were given a tour of the premises.</p> <p>Each year the children are involved in a dance program across 5 weeks which culminates in the ‘Kindergarten Disco’ where parents and grandparents are invited to come along to and join in the dances followed by morning or afternoon tea.</p>
<p>2. Practice is informed by critical reflection</p>	<p>In 2018 reflection at our planning day highlighted that we had far more community involvement available than was being accessed. We organised an excursion to ‘The Olive Grove Café’ for cooking lessons followed by a sausage sizzle at the Balhannah Playspace. The bowling club next door was contacted and we had lessons. The Governing Council suggested visiting Woodside Library for Book Week and Gorge Wildlife Park to follow up on the children’s interest in animals. These local connections will be maintained. Excursions have a risk assessment and evaluation to guide future planning.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>CAFHs and the Mt. Barker dental unit complete health checks here. Families are referred to agencies on a needs basis. Appointments are organised with Department Specialist staff if a child has been referred for assessment of speech. Community Health specialists undergo a stringent induction process at the site but are welcomed to support their clients here.</p> <p>Considered reflection by Governing Council and educators saw the relocation of ‘Bernard’ our green tree frog to a more temperate environment at Gorge Wildlife Park which will now be our wildlife connection for future enrolments.</p>

Summary of strengths for Quality Area 7

# Oakbank Kindergarten

## 2019 Quality Improvement Plan

Standard 7.1 – Governance: Governance supports the operation of a quality service.

1. Practice is embedded in service operations	<p>All practices, policies and priorities of the kindergarten are influenced by the Centre Philosophy which is reviewed annually, has input from families and is displayed in the foyer. Family values are highlighted throughout the document.</p> <p>Parents are elected to the governing council at the AGM where roles and responsibilities are explained. A welcome letter outlines governance information that can be accessed on the Department for Education website. Governing Council meetings are held twice a term at a time that suits all members. At each meeting progress on the Quality Improvement Plan, curriculum issues, financial management and parent involvement in the service are discussed.</p> <p>The site uses IT systems developed by the Department for Education that are password protected for HR matters, finance information and budgeting, recording children’s enrolment and attendance and for reporting incidents. Incidents and complaints are reported to ACEQA via DfE IRMS. Children’s confidential records, such as enrolment forms and specialist reports, are kept in the office in a locked filing cabinet. Other anecdotal observations on children are kept in a staff only book to enable names and situations to be recorded. The office is always locked when educators are not on site. Support for management of the service is available from department consultants e.g. emergency, HR, WHS and at the more local level from the Partnership Office at Mt. Barker.</p> <p>The kindergarten has a range of policies and procedures that are reviewed on a scheduled basis. Policies are sent either via email, or given in hard copy, seeking feedback from parents. Reviewed policies are presented to Governing Council members for ratification. The policies and procedures are available for parents to read in the entrance area of the kindergarten. Some policies, the kindergarten’s Annual Report, Quality Improvement Plan and Grievance procedure are available on the kindergarten website.</p>
2. Practice is informed by critical reflection	<p>Policies are reflected upon during the course of operating and a bi-annual review process but sometimes earlier if changes are deemed to be needed. A QIP cycle of planning and the Planning Cycle for learning and assessment are reviewed at the beginning of each year and are expanded on to encompass all that we do and include new initiatives.</p> <p>The Governing Council endorsed an update of our website in 2018 to make it more visual in its representation of the service with a view to attracting more enrolments as this is often a parents first point of call when considering education options.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>In 2018 it was decided to gather more information from families about service delivery through a philosophy questionnaire. Leaves were sent home with the children for families to write their three most important values they wanted instilled in our operation and the children coloured them in. These were displayed for the whole year at the entrance on a branch to depict the oak tree in our logo.</p>

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

1. Practice is embedded in service operations	<p>A planning day at the beginning of each year provides the impetus for the development of the QIP. Educators celebrate their achievements but also consider problems of practice and work together to explore possibilities. The QIP planning cycle guides us during the year.</p> <p>There is a comprehensive induction procedure that is implemented for new educators.</p> <p>Performance Development Reviews are held and documented twice a year and are used to plan professional development and identify opportunities for leadership roles within the kindergarten. The director completes this procedure with the Education Director of Heysen Partnership. Professional development emails are forwarded to educators and discussed at staff meetings. Attendance at sessions</p>
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# Oakbank Kindergarten

## 2019 Quality Improvement Plan

	<p>that link to the QIP are accommodated within the budget. Educator skills, strengths and interests are recognised and utilised to ensure workload balance for all.</p> <p>In a small site the Director is the Educational leader who is supported by the Partnership Education Leader, Early Childhood Leader and colleagues in the same role.</p>
2. Practice is informed by critical reflection	<p>Daily reflections and staff meeting conversations determine how challenges can be managed in delivering a holistic curriculum in 15 hours a week.</p> <p>Reflection on how practice can be enhanced based on research occurs at training and development and is shared between educators</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Achievements, initiatives and our QIP are shared with other sites in our partnership at cluster meetings and the director shares ideas and proformas to support colleagues in their work. Sharing challenges often results in considering options that as a very small site may not have been considered.</p> <p>Positive feedback from families through daily conversations, special events, phone and email messages is very reaffirming for educators and supports continual improvement.</p>



# Oakbank Kindergarten

## 2019 Quality Improvement Plan

**Children will become visible learners that use oral language confidently to share their knowledge, thoughts, ideas and understandings.**

**Strategies – How will we get this outcome?**

Quality Area 1 Educational program and practice 1.1.1, 1.2.2, 1.2.3, 1.3.1, 1.3.3

Quality Area 4 Staffing Arrangements 4.2.1

Quality Area 5 Relationships with children 5.2.1

- Educators track children’s communication through the observation book, fortnightly programming, ‘The Big Book of Learning’ and learning journals
- Children to be given more opportunities for oral language development at ‘Sharing Time’ e.g. when they are lead learner for the day, sharing their family photographs
- Assessment of Learning checklist for each child to be completed in Term 1 and Term 3 to ensure Outcome 5 Children are effective communicators and literacy indicators are being tracked
- Build on our use of video analysis from 2018 Learning Design, Assessment and Reflective Practice training to analyse language development
- Small group work will be planned to enable children to collaborate, share ideas, build on conversation skills and learn from each other
- Educators participate in staff development and readings on oral language development
- Cathy to support staff in documenting children’s learning against the literacy indicators
- Families are given information through newsletters, handouts, website referrals on oral language development and the connection with reading and writing capabilities in later years
- Educators to attend Visible Learning training

**Success Measures / Timeframe**

- Children feel confident to speak in front of the group by the end of Term 1
- Cathy to organise staff training on oral language development with Stephen Mosely - Speech Pathologist by the end of Term 2
- Small group work to begin Term 2
- Checklists and follow up planning by the end of Term 1 and 3
- The children’s ability to initiate, communicate expressively and share their thinking confidently will be evident in Statements of Learning in Term 4

**Improvement Priority 2**

# Oakbank Kindergarten

## 2019 Quality Improvement Plan

**Children will develop an awareness of diversity in our community and develop empathy, respect and care for others**  
**Educators will develop confidence in the use of technology to extend and support children's learning**

Quality Area 1 Educational program and practice 1.1.2, 1.2.1

Quality Area 6 Collaborative Partnerships with families and communities 6.1.3 6.2.3

### Strategies

- Explore family cultures through children's sharing of their family photos
- Introduce 'belonging' jars. Each child fills their jar with items that reflect their interests and home life
- Organise a Twilight Session for families and share our favourite family meals. Complete an art experience together that reflects diversity e.g. mandella or rainbow snake canvas
- Celebrate Harmony Day
- Introduce persona doll bags for borrowing that reflect different cultures
- Access a calendar of cultural events which we could link experiences with
- Purchase more resources that reflect a range of cultures
- Learn greetings in other languages that the lead learner can choose from
- Explore sign language as a means of communication
- Make indigenous links in our local community – elders, artists, Ivan Copley, Major Moogi
- Link with Oakbank Area School's Japanese language program. Introduce Japanese words prior to the Japanese Student visit in Term 3
- Excursion to art gallery, museum and or Tandanya to explore cultural perspectives
- Purchase the 'Aboriginal Early Childhood Practice Guide
- Access Koori Curriculum for team training and development
- Join Diversity Kids facebook page

### Success Measures / Timeframe

- All children will develop a sense of sharing their family life by the end of Term 1
- Resources to be purchased from Term 2 onwards
- A good response to Twilight session supported by children making personal invitations
- Preparation for all experiences including purchase of resources to be completed by the end of Term 2
- Children's awareness of diversity and other cultures will be evident through their conversations and questioning

### Improvement Priority 3

**Families will feel supported in their parenting role**

### Strategies

Quality Area 6 Collaborative partnerships with families and communities 6.1.2, 6.1.3, 6.2.1, 6.2.2

- Curriculum experiences will be linked to families activities, occupations, ideas, community connections and skills as outlined in initial questionnaires
- Parents of child care children who do not drop off and pick up will be invited to attend out of hours to view their children's involvement i.e. learning journals, 'Big Book of Learning' and displays
- Social occasions will be organised each term to build on familiarity with the curriculum for all families
- Parent conversations (interviews) will be organised for all families
- Families will be surveyed on what community information they require and how it can best be presented for easy access
- Families will be forwarded emails that are about local community support
- 'Circle of Security' workshops will be promoted
- Unfunded Occasional Care will be offered to families of children three years of age and above
- Playgroup will be introduced to support families and promote our service to ensure ongoing enrolments
- Governing Council to set up Parent Noticeboard for information sharing
- Governing Council Chairperson to set up facebook pages for promotion and information sharing

# Oakbank Kindergarten

## 2019 Quality Improvement Plan

### Success Measures / Timeframe

- All parents will feel welcome and involved in kindergarten life
- Parents will have more access to parenting information and an improvement in our management of this will be evident in the Annual Report Parent survey
- By Term 3 a minimum of 80 % of families will have had an interview with educators about their child's learning
- Survey about parenting support to be organised mid Term 2
- Occasional Care to begin in Term 1 Week 8 and will enhance our children's leadership capabilities
- Playgroup to start in Term 2 and families will be able to connect and support each other
- Parent Noticeboard established Term 2
- Facebook pages set up by the end of Term 1

### Improvement Priority 4

**Educators will develop confidence in the use of technology to extend and support children's numeracy learning**

Quality Area 1 Educational program and practice 1.1.3, 1.2.1

Quality Area 4 Staffing Arrangements 4.2.1

Quality Area 7 Governance and Leadership 7.2.2

### Strategies

- Purchase ipad and explore programs to link with children's interests and needs
- Use ipad with children for research, numeracy extension and exploring diversity
- Survey parents on use of technology at kindergarten
- Seek out staff development on IT in kindergarten
- Support educators to use new devices – ipod, ipad, TV
- As a staff team determine how technology will be used with children as a tool but not impede on children's interactions e.g. timetable usage
- Kristy Jacobs – University student will have an inquiry into the use of technology at our site
- Explicitly teach children to use the ipad for photographs, videos and movie making
- Download apps that will enhance learning numeracy concepts e.g. Maths Seeds

### Success Measures / Timeframe

- Purchase ipad by the end of Term 1
- Assess educator needs by mid Term 2
- Survey parents on their preferences for it Usage at kindergarten by mid Term 2
- Develop enquiry with Kristy by mid Term 2
- By Term 4 educators will be confident in the use of technology for extending learning

**Oakbank Kindergarten**  
**2019 Quality Improvement Plan**

The 2019 Quality Improvement Plan was approved by the Governing Council at a meeting on 27/3/2019.

Governing Council Chairperson

Dallis Von Wald

Signature.....

Director

Cathy Frost

Signature.....