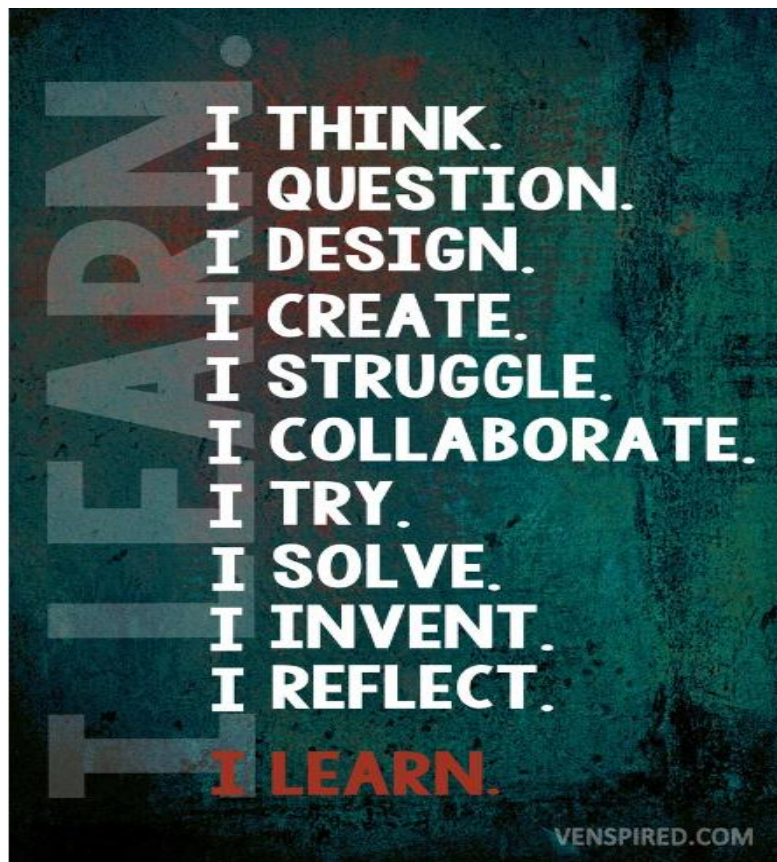




JEAN HORAN FLINDERS PARK KINDERGARTEN

Ross Avenue, Flinders Park SA 5025
Phone 8346 1668 – Fax 8351 9732
Email dl.5621.leaders@schools.sa.edu.au

2019 Quality Improvement Plan



Jean Horan Flinders Park Kindergarten

Service details Service name		Service approval number			
JEAN HORAN KINDERGARTEN		SE00010500			
Primary contact at service					
JULIENNE MUIRHEAD (DIRECTOR)					
Physical location of service			Physical location contact details		
Street:	LOT 323 ROSS AVENUE		Telephone:	08 8346 1668	
Suburb:	FLINDERS PARK		Mobile:		
State/territory:	SOUTH AUSTRALIA		Fax:	08 8351 9732	
Postcode:	5025		Email:	dl.5621.leaders@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	DECD – ANN-MARIE HAYES		Name:	JULIENNE MUIRHEAD	
Telephone:	08 8226 1000		Telephone:	08 8346 1668	
Mobile:			Mobile:		
Fax:			Fax:	08 8351 9732	
Email:	decddcustomers@sa.gov.au		Email:	julienne.muirhead358@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:					
Suburb:					
State/territory:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:45	8:45	8:45	8:45	8:45
Closing time	15:15	15:15	15:15	15:15	15:15

Jean Horan Flinders Park Kindergarten

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.

JEAN HORAN KINDERGARTEN, A SA Department for Education (DfE) site, operates FULL-TIME (08.30 – 16.00 MONDAY TO FRIDAY).

PLEASE PHONE IN ADVANCE TO MAKE AN APPOINTMENT TIME AS ALL STAFF MAY BE FULLY ENGAGED WITH THE CHILDREN DURING OPENING HOURS.

- Located next to a Park/Green Space.
- Land and Buildings owned by City of Charles Sturt Council
- Parking is freely available on neighbouring side streets
- School Holidays as per South Australia school term dates.
- Closure Days: 2-4 per year (Approved by DfE)

How are the children grouped at your service?

- CHILDREN MAY ATTEND UP TO 15 HOURS OF PRESCHOOL EACH WEEK.
- CHILDREN CAN ATTEND THEIR 15 HOURS EACH WEEK DURING THE NINE (THREE HOUR) SESSIONS AVAILABLE – CHOICE OF SESSIONS DEPENDING ON FAMILY NEEDS AND AVAILABILITY.
- THE CHILDREN ARE SUPERVISED AT ALL TIME BY APPROPRIATE ADULT/CHILD RATIOS.

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

- Nominated Supervisor - **JULIENNE MUIRHEAD**

Jean Horan Flinders Park Kindergarten

Service Statement of Philosophy for Jean Horan Flinders Park Kindergarten

Our Centre Jean Horan Flinders Park Kindergarten (JHK) was established in 1953.

We are a government funded preschool, part of the South Australian Department for Education (DfE).

JHK is staffed by fully qualified Early Childhood trained Teachers and Early Childhood Workers (ECW's).

Our Kindergarten offers high quality Early Childhood programs. Staff work in partnership with families to provide children with a safe, caring and stimulating environment in which to grow and learn.

JHK is located in a beautiful community park setting and has a reputation for providing an inclusive and welcoming environment. We have spacious indoor and outdoor areas that inspire and consolidate 'hands on' learning. Our extensive playground has space to run, large sandpit areas, swings, challenging climbing equipment and places to garden. The grounds have been developed to give our preschool children authentic challenges and stimulation in their learning play in addition to beautiful trees that provide plenty of shade in summer, areas for conversation and both active play and quiet relaxation. At JHK we strive to inspire an appreciation of the beauty of nature and a love of the outdoors in the lives of our children and families, giving them the foundation to become aware and have a sense of responsibility for their local and global environment. We have a wide shady veranda which can be used in all weather. Our indoor areas are well appointed and resourced with appropriate equipment. We also have a library where children can borrow Books and take-home Literacy Kits. Staff and parents ensure the building and grounds are safe and secure, well-maintained and aesthetically pleasing to promote a high standard of care. There is plenty of car parking available in the quiet residential streets that surround us.

Children enjoy our excellent resources and engaging play based program. Educators plan the curriculum using the Australian Early Years Learning Framework (EYLF) called '*Belonging, Being and Becoming*'. We use the National Quality Standards (NQS) and Respect Reflect Relate (RRR) and the DfE 'Indicators of Preschool Numeracy and Literacy' to ensure an improvement cycle based on reflective practice.

Our Staff provide an environment and programs to meet the diversity of children accessing our service. Our Educators value and encourage the unique qualities of children including those from Culturally and Linguistically Diverse (CALD) backgrounds, those of Australian Indigenous descent, and children with special needs. Bilingual and Support Staff are arranged through DfE on a needs basis to support children and families settling in. We encourage and support links within our community.

Jean Horan Flinders Park Kindergarten

Our Vision

JHK aims for excellence in Early Childhood Education and Care – growth for every child. We strive toward a high level of professionalism and family involvement in an inclusive and caring environment.

Our Beliefs

At JHK we believe that each child is unique, developing at his or her own rate and with individual experiences, strengths and interests. Our program is strengths based and each child's 'voice' is promoted encouraging children to make a range of choices and decisions.

We believe the health, safety and wellbeing of each child is paramount. Our curriculum demonstrates respect, caring and understanding for all children and Staff.

At JHK we believe that children:

- Have the right to feel safe, secure and happy
- Are all competent and capable learners.
- Learn best through PLAY in an environment rich in oral language and the foundation skills of Literacy and Numeracy
- Learn best when parents and staff work in partnership
- Require learning opportunities that meet individual interests
- Should have programs that foster self-esteem, confidence and responsibility for themselves, others and the environment
- Have the right to have family and cultural values respected
- Benefit from Nature Play and interacting with natural materials

Your Child's Development

JHK offers appropriate curriculum based on the Australian 'Belonging, Being and Becoming' (BBB) framework which focuses on the individual child's strengths, interests, abilities, culture, current knowledge and prior experiences and sees children as competent and capable.

BBB is an Australia-wide framework used by educators to promote the best learning outcomes for children. It has a strong emphasis on play-based learning. Research says that PLAY is the best vehicle for young children's learning and provides the most stimuli for brain development.

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As a priority we believe feeling safe and secure is essential to the foundation of children's learning and wellbeing at our Kindergarten. We aim to develop strong relationships with the children and their families. Our programs are respectful and embrace the inclusion of diversity, including culture, gender and special needs.

Staff Team

One of the most important assets at JHK is our caring, experienced and enthusiastic Staff team. We are committed 'learners' and doing our own Professional Development which we believe is integral to providing a high quality service.

Our policies reflect a commitment to the safety and protection of children. All Staff and Volunteers working with children at JHK undergo a criminal history screening. Teachers hold First Aid and Child-Safe Environment certification.

Health and Safety

Our Centre is committed to the health and safety of every child in our care from the policies and procedures we follow to the supervision and curriculum we provide.

Health - We provide a safe and hygienic environment that promotes the health and active participation of children and Staff. We have a strong healthy eating and active play emphasis. As a general principle children and adults should not come to the Centre unless they are well and able to cope adequately with the normal daily routines and activities.

Safety - Our Staff provide a safe and well maintained environment in which children can learn and grow.

All aspects of our Preschool Program, including routines, are organized in ways that maximize opportunities for each child's learning.

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STRENGTHS SUMMARY

NQS	QUALITY AREA 1: <u>EDUCATIONAL PROGRAM AND PRACTICE</u>
QA1 Educational program and practice	<p>As part of DfE we are guided by their regulations, policies and procedures.</p> <p>PROGRAM – our Educational Program enhances each child’s learning and development.</p> <ol style="list-style-type: none"> 1. Our Program is guided by the Australian ‘Early Years Learning Framework’ (EYLF), the DfE ‘Preschool Indicators of Numeracy and Literacy (N&L)’ and the DfE ‘Keeping Safe Child Protection’ curriculum. These curriculum frameworks are child-centered and view children as capable and competent learners. They contribute to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. 2. We have an ‘Enrolment and Orientation’ Procedure which includes the collection of meaningful information from families during a meeting with the Director (or other Duty Staff). The DfE ‘Preschool Enrolment’ Form and JHK ‘Parent Information: About your Child’ Form is filled out by the enrolling parent as an initial collection of information. This includes information in regard to the child’s family background, perceived strengths and abilities, culture and interests. 3. During the child’s First Term information is documented by the Educators (alongside observation notes) in regard to current knowledge, interests, strengths, behaviors and abilities. This data forms the foundation of our curriculum planning for individual children and the whole group. We acknowledge the ‘100 languages of the child’ and ‘child voice’ placing a high value on children generating individuality, imagination, creative thoughts, and ideas. 4. Educators organize a flexible daily and weekly time-table, routines and activity choices to maximize opportunities for each child’s learning. 5. We offer parents the choice of sessions to be responsive to family and children’s interests (e.g. the choice of full and/or half day sessions are available). <p>PRACTICE – our Educators facilitate and extend each child’s learning and development.</p> <ol style="list-style-type: none"> 1. Intentional teaching - We deliberately use a broad variety of purposeful teaching strategies to enhance inclusion – one-to-one work with individuals, in small groups and/or in larger groups including teaching by demonstration and modelling. Our decisions and actions are thought-out. 2. Our program is PLAY-based which affords Educators the time and opportunities to respond and extend on children’s current

play, interests and ideas (see JHK Philosophy Statement). Teaching happens both intentionally and incidentally – Educators sometimes act as co-players to model and/or provoke learning and at other times to allow the children to learn from each other at their own rate. Open-ended questioning, feedback and our interactions provoke children’s investigations, problem solving and stretch their intellectual skills. Educators place a high value on listening and acknowledging children’s individual ideas which contribute to their imaginative and creative thinking.

3. We support the vision of Education for Sustainability. Educators implement sustainable initiatives and embed these values into our Educational Program and Practice (the daily curriculum which includes our actions, routines, interactions and programmed experiences). The children see and are involved in ‘Education for Sustainability’ and the ‘Wipe out Waste’ practices of ‘Recycle, Reuse, Reduce’. Educators see shifts in healthier approaches to snacks and food storage, waste management and recycling – for educators, children and our families.
4. We foster the pedagogy of NATURE PLAY and promote respect and appreciation of our natural environment. Play involves the use of natural (and recycled) loose parts in our JHK environment (inside and outside). Our environment helps children develop an awareness of the impact caused by human activity on our world and children experience the interdependence of living things. Our natural environment is the arena in which our children learn about respect and taking responsibility. Our natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. Our natural spaces and materials invite exploration, discovery and interactions – lots of open-ended learning and the development of important dispositions for ‘deep’ learning to occur such as being curious about our world and using imaginative thinking to come up with the creative ideas that will be needed to solve future problems.
5. Each child’s self-directed agency is promoted with lots of opportunities to make choices and decisions that influence their daily life and future directions.

ASSESSMENT AND PLANNING – our Educators take a planned and reflective approach to implementing the program for each child.

1. We use multi-formats of communicating/reporting to parents including the use of our Child/Parent Curriculum Journal, informal and formal chats, the child’s individual DfE ‘Learning Statement’, work in Learning Folders, Learning Stories, photographs, displays, regular newsletters and notes in Parent Communication Pockets. This evidence of learning and development is used in our ongoing cycle of critical reflection - observing, analyzing, documentation, planning and

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- implementation and reviewing. Please refer to our JHK 'Child Planning, Assessment and Reporting Practice' document.
2. Families are kept informed about the JHK educational program and their child's progress in a variety of ways to suit the situation.
 3. Children's work is documented in individual 'Learning Folders' and these are available at all times to families. Parents regularly file documentation into these Folders together with their child - to encourage communication and an awareness of EYLF and DfE 'Preschool Indicators of N&L'. These Folders are a source of great pride to children and treasured by families. We believe it is very important for children to review and value their learning - giving them an awareness of their thinking and learning (metacognitive) process.
 4. Children have personalized learning plans recorded in their DECD 'Statement of Learning (SOL)' - and/or negotiated education plans ('One Child One Plan') for children with verified disabilities. These detail personal growth and the child's learning journey. The SOL enables formative information to be readily available at all times to parents/carers.
 5. We use a range of ways to collect and document formative evidence of learning e.g. work samples, observations, learning stories, interviews, photographs, video - and the use of DfE 'Respect, Reflect, Relate Assessment for Learning (RRR)'. The RRR is used for our Site self-reviews, and our DfE WTP Preschools Enquiry Projects (recently reviewing our 'Active Learning' Environment).
 6. Documentation of our Programming (in Staff Curriculum Journal and Child/Parent Curriculum Journal) show planning based on EYLF and the DfE 'Indicators of Preschool N&L, children's experiences, current knowledge, interests and ideas - displayed for all parents to view, and summarized in regular JHK Newsletters distributed to all families.
 7. Wall Displays at JHK show photographic evidence and explain children's learning with links to EYLF.
 8. We use a DfE 'Preschool Screening Tool' and 'Speech Pathologist Screen' to assess children for possible referral to DfE Support Services - Special Education/Speech Pathology/Psychology. Referrals for DECD Bilingual Support and other intervention services are made when required.
 9. Our Educators believe that all children are learners and can be empowered to be actively involved in their world. They learn best when they are happy and feel confident in a safe environment that provides them with a sense of authentic belonging. We create fun and motivating learning opportunities that celebrate children's individuality and friendships in a supportive community.

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QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

As part of DfE we are guided by their regulations, policies and procedures.

HEALTH – we support and promote each child's health and physical activity.

1. We have been a DfE *Healthy Eating and Physical Activity* (HEPA) best practice site and embed this philosophy in our pedagogy and practice.
2. Up until 2018 we have been registered as an *SA Health* OPAL site and worked with a group from the City of Charles Sturt Council to promote ACTIVE OUTDOOR PLAY in the fight against childhood obesity.
3. We use the OPAL 'Eat-A-Rainbow' of fruit and vegetables HEALTHY EATING program. This is promoted to all children on a daily basis and enthusiastically advocated to families.
4. Good nutrition, daily exercise and relaxation time are encouraged and practiced. Educators follow sun-safe practices; encourage children in hand washing routines; and promote the importance of healthy food choices to children. We promote the importance of drinking WATER regularly through the day.
5. Children have a daily rest and relaxation time. A YOGA program is provided for children each fortnight.
6. Educators intentionally provide spaces which allow for both quiet and/or active play.
7. Children have ample opportunity for lengthy periods of PLAY and learning opportunities each day.

SAFETY – we protect each child.

1. We use DfE 'Safety Task & Action Reporting' (STAR) system for WHS record keeping (each term updated). We have a DECD 'Emergency Management Plan' (annually updated) which includes plans to effectively manage incidents, emergencies, illness/injury management.
2. We use the DfE Early Years System (EYS) for the recording of children's confidential enrolment details and health information. Each child's health needs are supported with individual health care plans.
3. All our Educators are trained in 'Provide' First Aid and the RAN Child-Safe Environment Training.
4. NQS 'Staff to Child' ratios are upheld at all times.
5. Well maintained and developmentally appropriate equipment.
6. DECD Risk Management processes are followed for risky play, excursions, improvements etc. We regularly conduct Benefit/Risk Assessments with children to help them learn the responsibility of self-directed play – part of our Child-Safe Environment (e.g. climbing over rocks, using loose parts, shifting rocks).
7. Regular Safety Inspections of indoor and outdoor JHK environment (daily and termly) – mandated by DECD.

- QA2
Children's
health and
safety

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QA3
Physical
environment

QUALITY AREA 3: PHYSICAL ENVIRONMENT

As part of DfE we are guided by their regulations, policies and procedures

DESIGN – The design of our facilities is appropriate for our service (fit for purpose and well kept).

1. Our Outdoor and Indoor spaces, buildings, fixtures and fittings, furniture and equipment are suitable (safe, clean and well maintained) and support the access of every child. The range of spaces includes indoor and outdoor space, quiet space, active play areas, dramatic play, reading and writing areas, expressive arts, digital space, meeting area etc. – created with movable furniture, partitions, tables, cushions, lighting etc.
2. Our spaces support children's learning through intentional design – allowing children to learn in a variety of spaces and different ways. Learning is more personalized when children have choices with how they learn. When children are given opportunities to tap into interests, learning can be open-ended and differentiated. Educators challenge children through 'hard fun' fostering self-direction, creativity, persistence, resilience, collaboration, and problem posing – before finding solutions.
3. DfE WHS and STAR have mandatory requirements updated each term. This includes Centre Safety Checks.

USE – our environment is inclusive, promotes competence and supports exploration and play-based learning.

1. Children and families have authentic opportunities for building connections with the natural environment at JHK (e.g. our playground, gardening areas, sand and dirt areas, dry rock creek, plantings, etc.). Our spacious, green 'Nature Play' Outdoors is a highlight of our Centre.
2. We value 'Education for Sustainability' (Recycling, Reusing and Reducing) and 'Engaging with Nature' at our site encouraging children (and hopefully a flow-on to our families) to be environmentally respectful and responsible.
3. JHK is sited adjacent to the Ross Street Reserve with play equipment and picnic/BBQ area which we visit as a local excursion.
4. LARGE Outdoor spaces for children to be active, support exploration and play based learning – promoting engagement for every child in quality learning experiences. See JHK Philosophy statement.
5. Large grassed area for active 'sporty' play and plenty of shaded areas. We also have a separate Outdoor enclosure useful for such play as water exploration or lunch picnics.
6. Raised Vegetable gardens, Fruit Trees and Berry garden produce edibles for children to pick and eat. Children and parents are involved in planting, tasting, harvesting and cooking.
7. Dual welcoming entrances to allow for easy family access.

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	<ol style="list-style-type: none"> 8. JHK is well-resourced with a large variety of appropriate sized equipment sufficient in number and allowing for multiple uses, supporting the access of every child. 9. Children are involved in caring for the JHK environment helping them to develop a sense of belonging, respect and responsibility for their Preschool (real work!). 10. Our Indoor and Outdoor spaces regularly change to suit children's learning programs - supporting each child's participation in quality learning experiences in both the built and natural environments. The physical set-up is adaptable and flexible to cater for the inclusion of all children. 11. Variety of play spaces for messy, quiet, group and individual play (with small inspiring nooks and spaces), offering every child play-based learning opportunities. 12. Recent additions to our Outdoor <i>Nature Play</i> area have included an aesthetic large rock mound leading into two expansive sandpits with a built-in water course, deck, children's hand pump plumbed to rainwater. In addition, a rocky creek bed, fire-pit, and red sandpit have been added to the outdoor play area along with the planting of 20+ shade trees.
<p>QA4 Staffing arrangements</p>	<p>QUALITY AREA 4: <u>STAFFING ARRANGEMENTS</u></p> <p>As part of DfE we are guided by their regulations, policies and practices.</p> <p>STAFFING ARRANGEMENTS – our staffing arrangements enhance children's learning and development</p> <ol style="list-style-type: none"> 1. We have a committed Staff Team who do their work with commitment, enthusiasm and joy - enhancing and supporting the children's learning and development. 2. A consistent Staff Team allows for children to experience continuity of Educators. 3. Annual DfE Census and termly Data Collection support staff ratios (We are staffed 1:11). 4. ALL staff are DfE approved and hold appropriate qualifications e.g. DfE approved or DCSI Child Related Employment Screens, RAN Child Safe Environment qualifications and Provide First Aid. 5. Children are supervised at all times with staff encouraging imagination, creativity and exploration to enhance learning opportunities. 6. Staff Roster and Staff conditions respected – non-contact time, appropriate meal breaks etc.

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PROFESSIONALISM – our Management, Educators and Staff are collaborative, respectful and ethical.

1. Staff work with mutual respect and collaboratively, whilst recognizing the individual strengths and skills of each Educator.
2. We have mentoring and networking opportunities for all staff e.g. DfE Partnership professional communities - Preschool Directors Network, and All Staff Preschool Educator meetings.
3. Mentoring Opportunities for all Staff - Secondary, Tertiary and University Students do Practicums and Work Experience at JHK. Volunteers also do placements.
4. Weekly JHK Staff meetings held to affirm, challenge, support and learn from each other (see Staff Curriculum Journal). These meetings provide an opportunity for reflection, open communication, sharing of information and shared problem solving.
5. Mandatory Performance Management for all staff managed by Director. Director's PD is line-managed by DfE Education Director.
6. There is a generous budget for Professional Development (PD) – Closure Days and TRT support provided for PD opportunities.
7. Teachers are on Step 9 Performance Management – a range of PD strategies are planned during the year to challenge and extend current thinking. Our PD is linked to Site Improvement Plans.
8. All staff have access to copies of NQS materials, EYLF, JKH Philosophy, DfE and site policies and other relevant professional publications. These aid ongoing reflection on our professional practice.
9. Code of Ethics (ECA), Code of Ethics (SA Public Service Sector), WHS STAR, QIP, DfE RRR, EYLF Principles sections, DfE Job and Person Specifications, annual Parent Survey, annual Staff Performance Management plans are in place - and also aid guidance and reflection on each Educator's practice, interactions, relationships and professional ethics.
10. Staff Induction Folder is comprehensive and includes Code of Ethics (ECA), National Professional Standards for Teachers 2011(AITSL) and up-to-date JHK Policy Guidelines and Procedures.
11. DECD website provides online support to all Staff.
12. DECD Grievance and Complaints Policy is available for Families and Staff to aid resolution of differences.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

As part of DfE we are guided by their regulations, policies and procedures.

RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN – our Educators maintain respectful and equitable relationships for each child.

1. Our Educator to Child interactions are responsive to each and every child that attends our Preschool. We provide an Environment and engaging Program that provides individual children with relevant and meaningful learning opportunities. Our Educators are committed to building trusting relations that help support each child to feel secure, confident and included.
2. We use the DfE 'RRR – Relationships' scales to reflect on, review, discuss and guide relationships between Educators and children.
3. Our annual Parent Survey provides feedback to us. It provides evidence of successful relationship building between Educators, children and their families.
4. Many families have older children as ex-students. Families continue to enroll their children at JHK and support our Centre.
5. Inclusion and Relationships are important principles in our JHK Service Statement of Philosophy (published and freely available – used for Induction of Staff, Parents, Governing Council, Volunteers, Students and others).
6. Parents receive feedback about their child's development formally and informally. Educator/Parent Interviews are offered. Information is communicated in regular newsletters provided to ALL families. Our White-board is updated weekly and sometimes daily with curriculum and program information.
7. We enthusiastically use Australian curriculum ELYF and uphold its principles and practices – for Educator reflection and activity.
8. EYLF 'Belonging' is an integral part of our curriculum and JHK Philosophy – especially emphasized in Term 1 when children need support to become familiar with our Educators, Routines and the Preschool Environment.
9. DfE Statements of Learning and/or negotiated education plans are developed for ALL children during their preschool year to document their growth and dispositional development. Listening and reflecting on each child's voice, and documented interviews with children form part of our intentional teaching.
10. Each child's **Learning Folder** demonstrates to Educators, Families but most importantly to the Children themselves – EYLF outcome evidence illustrating their learning journeys. The Folders include a personal collection of individual Learning Stories, photographs, anecdotes, work samples, interest areas, posters etc.
11. The **Parent/Child Program Journal** is also a tool which encourages communication and enhances our Educator relationships with children. Children can often be seen looking

QA5 Relationships
with children

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through the pictures and love to add their drawings and thoughtful ideas.

12. A large Photo-board of ALL JHK children and Educators generates a sense of 'Belonging' in our Preschool, and is often used to help children communicate information about their friendships and play.
13. The Environment, Experiences and Routines are planned to maximize opportunities for meaningful interactions (conversations and communication) between Children and Educators E.g. Educators sit and eat with children at meal breaks.
14. We embrace the '100 Languages of Children' (from Reggio Emilia pedagogy) principle and plan for a broad range of expressive activities from children. This demonstrates our high regard for individuality and diversity – respect and equity.
15. We encourage responsive and meaningful relationships with our 'Keeping Safe and being Respectful' guidelines. This includes respecting each other, respecting our Kindergarten and respecting ourselves.
16. We embrace the 'United Nations Convention on the Rights of the Child', e.g. the right to play and rest, the right to find out things and share what you think with others, the right to be healthy, the right to be protected from hurt and mistreatment, and the right to speak.
17. When needed we refer children and families to DfE Support Services. DfE provide Support Services to aid inclusion including funding Preschool Support ECW time. This further builds responsive relationships between Educators, children and families. Targeted Speech Programs are an example of supportive curricula for individual children.
18. We use DECD Bilingual ECW's to enhance communication and relationships with children and families who come from Cultural and Linguistic Diverse (CALD) backgrounds. If needed, we can use an Interpreter service.

RELATIONSHIPS BETWEEN CHILDREN – our Educators ensure that each child is supported to build and maintain sensitive and responsive relationships with other children.

19. Our learning Environment and activity areas – Indoors and Outdoors - are intentionally set up to provide and encourage SOCIAL play (e.g. tables for 4, large floor mats for construction play). We have appropriate resources to enable this (i.e. opportunities and enough for all). Our program encourages connectedness with others and the value of teamwork and collaborative play. We provide shared learning opportunities on a daily basis that teach the values of caring, helping each other, respect, fair play, sharing and taking turns. Children are supported to collaborate, learn from and help each other.
20. Our JHK child 'Guidelines for Safe and Respectful Play' support our children to develop the self-confidence and skills that they

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need to manage their own behaviour, make decisions and relate effectively and positively to others.

21. Our JKH Social Competence (Behaviour Management) Guideline steers staff in providing positive, responsive, respectful, and appropriate everyday interactions.
22. Educators model appropriate language and phrases to promote respectful relationships e.g. "Can I have a turn when you are finished?" Educators role play and use appropriate resources (puppets, stories, songs) every day to promote respectful and positive interactions between children e.g. how to enter play.
23. The teaching of self-regulation and conflict resolution is achieved through various strategies including the use of modelling and doing Risk Assessments with the children about their play (e.g. playing with sticks, going barefoot, walking to the Park etc.). Educators believe that mending relationships between children in conflict is of primary importance.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

As part of DfE we are guided by their regulations, policies and procedures.

SUPPORTIVE RELATIONSHIPS WITH FAMILIES – we develop and maintain respectful relationships with families and support them in their parenting role.

1. We have a 'JHK Enrolment/Orientation' Procedure which documents our plan (in consultation with families) to ensure that we communicate in an accessible, meaningful and useful way with families. For example, it outlines the use of Enrolment/Welcome packs, Parent Information Books, Information meetings, Parent/Teacher catch-ups, Child/Parent Curriculum Journal, Newsletters etc. These strategies are used to communicate to our parents' information about our program and about individual children's learning and wellbeing. We aim to reflect our community in our communications particularly in regard to our high percentage of English Second Language (ESL) families e.g. we often provide information in different languages.
2. Governing Council – see JHK Governing Council meeting minutes for evidence regarding the many contributions that parents make to our service decisions.
3. Families are valued as children's primary influence – see JHK's Statement of Philosophy.
4. We actively follow the Early Childhood Australia Code of Ethics in regard to family support.

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5. We freely give Early Childhood support and advice to families about children's learning and wellbeing. We also promote the use of the DfE website *Learning Together* www.earlyyears.sa.edu.au Staff are happy to talk about the values and expectations they hold in relation to children's learning. They welcome families sharing aspects of family life and culture.
6. We use regular and diverse ways to communicate with our families e.g. Newsletters, Parent Information Board, Wall Displays, Meetings, White-board at entrance, Website etc. Educators regularly reflect on our communication strategies e.g. Newsletters, Notice Boards, Program and EYLF Displays, daily greetings, individual child feedback etc. Translation into other languages occurs as necessary.
7. Regular **Parent/Teacher Interviews** - formal and informal opportunities are available.
8. Children's individual **Learning Folders** present opportunities for families, educators and children to be involved and talk about their learning - children's **Learning Stories** are filed by Parents (with their child).
9. Educators share information with family members about children's progress, relationships, interests, health and wellbeing on a daily basis and respond to families concerns in a prompt and courteous way - particularly at arrival and departure times. Educator appointment times after sessions are also available. Ongoing 2-way communication is an established practice at our Centre.
10. We have a published 'Parent Concern/Complaint and Resolution Process' guide-line
11. Families are encouraged to add their feedback to documentation of children's learning (Learning Folder content) e.g. family posters, home projects, holiday memories.
12. Families are assisted to locate, contact and/or access local community services as requested.
13. Our JHK environment reflects the lives of children and families that use our service. Our environment, learning spaces, displays and resources reflect our value of diversity.
14. We have a history of excellent parent feedback (received from our Annual Parent Survey - see Annual Report - and comments on our Child/Parent Curriculum Book) showing high levels of satisfaction with the quality of our Centre.

COLLABORATIVE PARTNERSHIPS - our partnerships with families and the community enhance children's inclusion, learning and wellbeing.

1. Parent information is included on our up-to-date website and in our JHK Parent Information Booklet - www.jeanhorankgn.sa.edu.au
2. We ask our families to keep us informed about relevant 'home' information regarding their child during their

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preschool year (from Enrolment through to Transition-to-School). This helps Educators maintain close connections and respectful relationship with parents – also gives us a ‘heads up’ for when to provide any extra supportive information regarding a child’s learning journey.

3. JHK is part of wider community – connections have developed between a range of local services that support families. We believe ‘it takes a village to raise a child’ and we refer families to these services.
4. Our JHK Statement of Philosophy highlights the importance we feel about supporting families and respecting the expertise, culture, languages, values and beliefs of our diversity of families. We acknowledge ‘parents as first teachers’ and work hand-in-hand to share decision making about a child’s learning and wellbeing while at preschool.
5. We extend an open invitation to visit our Centre at any time for all families and others – JHK has a culture of welcome and open communication.
6. We arrange positive transition experiences between preschool/kindergarten, home and school. See our ‘Transition to School – **Kindy Connect**’ guideline e.g. Orientation visits, Family Playgroup, reciprocal visits to our local feeder school, homework etc.
7. Children with special requirements - including those children who have ESL backgrounds - are given the support they need to aid their inclusion (e.g. Preschool Support and Bilingual Support staff). We collaborate with Specialist Services involved in their care. Programs for individual children can involve input by other professionals/therapists as required.
8. We participate in lots of diverse community events and celebrate many festivities (e.g. Chinese New Year, Diwali, Holi, ‘Book Week’, ‘Harmony Day’, CCS Council’s Make-a-Book and Garden competitions) – to demonstrate our value of community, diversity and inclusion.

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QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

As part of DfE we are guided by their regulations, policies and procedures.

GOVERNANCE – supports the operation of our service

1. We annually reflect on and update our JHK Service Statement of Philosophy which guides our service. This is displayed at our Centre and published on our public website www.jeanhorankgn.sa.edu.au along with other relevant information for parents and the community.
2. Our Kindergarten is managed by the JHK Governing Council (GC) which is comprised of volunteer parents and staff. Our Annual General Meeting is held in February at a Family Welcome Night. Membership nominations from parents are gratefully received and our first meeting is held soon after. GC members attend Child Protection RAN-EC training.
3. Our GC:
 - a. Sets an Annual Budget and manages the Centre finances,
 - b. Adheres to the Standards and Regulations of the National Quality Framework of Education and Care in Australia,
 - c. Ensures the grounds, buildings and equipment are safe and well maintained,
 - d. Sets policy and guidelines for change and future directions,
 - e. Sets priorities for an Improvement agenda and raises funds to enable these projects. JHK is committed to continuous improvement. This is clearly recognizable when you visit our Kindergarten and experience the quality service that we proudly deliver to our community of children and families.
 - f. Importantly our GC represents the interests of the users of JHK services – Playgroup and Kindergarten – and links with the local community.
4. We have had consistently strong JHK GC's (newly inducted each year) with many families involved and contributing. Please ask to see our GC Induction Folder and speak to the Staff about the valuable contribution you can make by joining.
5. We have systems in place to manage risk (e.g. Emergency Management Plan, Site Safety Inspections, Preventative Maintenance Schedule, Annual Independent Finance Audits etc.) that enable the effective management and operation of our service. We use the DECD STAR computer program to update and record WHS compliance. WHS ensures a safe and healthy learning environment for all.
6. Roles and responsibilities are clearly defined and understood. This supports effective decision making and the effective operation of our Centre.

LEADERSHIP – building and promoting a positive organizational culture and professional learning community

1. In 2017 JHK was assessed by our Regulatory Authority (ACEQA). We achieved Exceeding Rating in ALL 7 National Quality Standards.

QA7 Governance and Leadership

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2. We have a sound continuity of staff – management and Educators. We have a well-organized office which means that as a staff team there is shared leadership and we can work collaboratively and efficiently.
3. Director and Educators all have Performance Development Plans in place which involves self and peer review processes including line-manager input (DfE Policy).
4. Our annual Quality Improvement process includes a self-review using the National Quality Standards early in Term 1, documentation of our Strengths and Improvement agenda (including clear rationales, strategies and targets) in our JHK Quality Improvement Plan (QIP). The end-of-year Annual Report documents achievements and future directions. These documents are available to the public on our website www.jeanhorankgn.sa.edu.au
5. Continuous Improvement – Our JHK ‘Child Planning, Assessment and Reporting Practice’ documents our ongoing cycle of Curriculum design: *Observation – Assessment - Planning - Reflection*. EYLF and RRR are used as our Curriculum framework and self - review tools.
6. We have a culture of professional inquiry e.g. Teacher’s annual DECD Step 9 Inquiry projects and WTP Educator Network Project on Active Learning Environment (Social Constructivist Pedagogy).
7. Effective financial/budgeting/accounting processes – and we employ an independent Finance Officer.
8. Every year DECD organizes a financial examination of our financial record keeping by Independent Auditors.
9. The JHK Administration Office is organized to enable shared leadership and easy access of information for families - supporting effective operation of our service.
10. Effective DfE administrative systems are used (e.g. Early Years System’ (EYS) and our intranet ‘Learn link’. Use of web based DfE EYS for confidential management of all enrolments and data storage in regards to children, family and staff information.
11. Weekly Reflection and Curriculum Planning (Staff meeting). Staff Meeting Agenda used and Meeting notes documented in Site and individual Educators ‘Curriculum Journals’.
12. Professional and experienced staff team - all hold DfE approved qualifications and requirements as per DfE screening and suitability – Child Safety Policy.
13. Centre Sign-In book to record all Visitors including relief staff, volunteers, work experience students and all others.
14. Private office for confidential meetings, record keeping and secure storage of all records.
15. DECD leadership networks and provision of leadership PD opportunities - e.g. Annual Conference, membership of DfE West Torrens Partnership and Early Years Educator Networks.

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2019 NQS QIP
IMPROVEMENT PRIORITIES SUMMARY

IMPROVEMENT PRIORITY 1

NQS EDUCATIONAL PROGRAM AND PRACTICE

Rationale - What outcomes do we seek?

Our Australian Curriculum Document 'Early Years Learning Framework' (EYLF) has the vision: That all children experience learning that is engaging and builds success for life.

ACTIVE LEARNING ENVIRONMENT pedagogy asserts that children are active creators of knowledge, creating understandings on the foundations of previous learning, through their own experiences, social interactions and reflections with others. It requires educators to follow the development of children and respond to initiatives taken by the child – to act as a guide and co-constructor of knowledge, encouraging children to question and formulate their own ideas.

We will reflect on the importance of these key concepts of **deep learning**: -

1. **Communication** (sharing ideas and information)
2. **Collaboration** (social skills, learning and working together asking questions, listening, contributing to the work of others)
3. **Character Development** (building confidence, self-direction, growth mindset, successful ways to learn, respect, resilience, flexibility etc.)
4. **Creativity** (making and trying new things, problem solving and using imaginative thinking)
5. **Critical Thinking** (Expanding ideas, reasoning, questioning, being challenged, making connections by utilizing prior knowledge, and making thoughtful decisions)
6. **Citizenship** (community links and involvement, respect for others and responsibility 'What can I do to help?')

2019 - Why STEM in PRESCHOOL?

Early Childhood is a natural starting point for STEM learning as young children are innately curious and love to explore their environments. Preschool children are very capable STEM learners and their knowledge and skills are often greatly underestimated. Children can develop complex understandings about the world around them. We want to focus on STEM 'habits of mind' or dispositions - including problem solving, working together, persistence, imagination, experimenting, predicting, designing and making. Early STEM experiences will be the foundation stones for later formal STEM learning. In line with the Early Years Learning Framework we want children to be confident and involved learners. We want to encourage children to feel that they can 'do' STEM as well as understand and speak the language of STEM – and for Preschool children to identify themselves as scientists, engineers and mathematicians!

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GOAL – Priority 1 **NQS EDUCATIONAL PROGRAM AND PRACTICE**

2019 GOAL for children's learning - What outcome for children do we want?

Children's learning and thinking will be closely observed, stretched and challenged to deepen their own understandings, connections and STEM dispositions.

What QA does this address?

QA1 Educational Program and Practice:

1.2 Practice – Educators facilitate and extend each child's learning and development

1.2.1 Intentional Teaching:

(Educators are deliberate, **purposeful**, and thoughtful in their decisions and actions).

1.2.2 Responsive teaching and scaffolding:

(Educators respond to each child ideas and play and extend learning thorough **open-ended questions, interactions and feedback**.

1.2.3 Child directed learning:

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

What is the challenge of practice for Educators?

If we deepen our ability to observe more closely, reflect and critically analyze children's thinking and learning then our documentation will show evidence of every child's intellectual stretch over their preschool year.

What changes to pedagogy and teaching practices will be made to reach our goal?

Using an EMERGENT curriculum approach - our Educators will research, reflect, analyze and encourage (by modelling enquiry learning, using open ended questioning and scientific vocabulary) STEM dispositions and conceptual understandings – encouraging richer thinking, conversations, and vocabulary in children.

Actions: How will we reach our GOAL?

- Audit and Reflect on our current data, practices, environment and vision for the future including our teaching practices, physical set-ups, current knowledge base and level of STEM teaching and use of digital technology.
(Term 1 – Staff Meetings and Closure Day reflections).
- Deepen our knowledge of each child through observations, listening to child voice, and pursuing communication from parents/family. (Reflect on data collected in Term 1 - from Parents 'About Your Child' Questionnaire on Enrolment, and Statement of Learning 'Child Snapshot' at end of Term 1)
- Professional Development: (LDAR PD, Little Scientist Program and other)
- DfE Enquiry into Robotics and the use of digital technology for children's learning
- Alongside DfE West Torrens (WT) Partnership Preschools
2019 **LDAR PD and Enquiry** 'Educator as Researcher' and 'Educators co-constructing meaning with Children' (Oral Language, Literacy and Communication development).
- WT Preschool Educator Network meetings – whole site. Professional conversations and reflective practice – and sharing of LDAR Inquiries.
- **Budget \$2000 plus funding for LDAR Project (5 TRT Days per Teacher – Enrolment 60+ for 2 Teachers)**

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GOAL – Priority 2 **NQS PHYSICAL ENVIRONMENT**

2019 GOAL for children's learning - What outcome for children do we want?

Children will be offered an environment that is WONDER FULL - engaging, caring, stimulating and responsive to individual abilities and interests – where our learners can explore and experience the world around them in a way that suits their individuality and unique learning styles - a differentiated environment that provides for each child's wellbeing, culture, perspectives and learning opportunities.

What QA does this address?

QA3 Physical Environment:

3.2 Use – The Service Environment is inclusive, promotes competence and supports EXPLORATION and PLAY-based learning

3.2.1 Inclusive environment:

Indoor and Outdoor spaces are organized and adapted to support **every child's participation** and to engage every child in quality experiences in both built and natural environments.

3.2.1 Resources support PLAY-based learning:

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

What is the challenge of practice for Educators?

If we PLAN our JHK Environment with pedagogy, intentionality and 'awe and wonder' in mind, then our indoor and outdoor spaces will not only support every child's participation, promote competence and independent exploration – but will also provide for WONDER FULL opportunities for discovery and learning – tailored experiences to explore, reflect, wonder, inquire, question, create and learn together – an integrated environment to facilitate each child's deep learning.

What changes to pedagogy and teaching practices will be made to reach our goal?

Our Educators will work on new ideas relevant to our current group of children to provide an environment that provokes 'wonder and awe' and independence - respect for the 'competent and capable child'. We will consult with children and their families about short and long term plans for our 'Bringing Nature into Play Project' inside/outside learning environment.

Our Educators will take an active role observing, listening, questioning, and providing constructive feedback and open communication to children and families.

Actions: How will we reach our GOAL?

- Staff to gather information on 2019 children's individual interests and strengths (from '**Parent Questionnaire**' and '**Statement of Learning Term 1 Child Snapshot**' – with our learning spaces (inside/outside) and areas for groups and individual work in mind. (Term 1)
- Outside Climbing/Platform on the high ground - Reconstruction and Plantings (Dylan from Native Habit – consultant) including repair and installation of irrigation system.

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- Audit our outside environment for **Shade** – consider options.
- In 2019 an emphasis will be on exploring ways to provide the integrated environment that is required to develop each child's wellbeing and deep learning. Our learning spaces will evolve and improvements will continually be considered (thinking about design elements, shared ideas, pedagogical change, reflection of our JHK Philosophy, suitability, listening to children's voice - and the weaving of our vision to '**Bring Nature into Play**' and to support our 'Education for Sustainability' values).
- Research for Finance Grants to help offset costs (including Council grants).
- Educators will continue to reflect on their understanding of 'environment as the third teacher' (a Reggio principle) through research/readings, staff meetings, sharing of information, visits to Reggio inspired sites (for example 'The Nest' at Alberton Primary School, and Tanunda Lutheran Early Learning Centre) and attending PD in this area.
- Staff to share our vision with families through conversations, displays, newsletter inserts, special events and social nights (such as our Family Art Show and Obstacle-A-Thon) and inviting families in our community to co-plan our '**Bring Nature into Play**' Project.
- Use of the book '**Inspiring Spaces for Young Children**' and the '**Rating Observation Scale for Inspiring Environments**' (**ROSIE scale**) which is a companion observation guide for the book. Educators are interested in the design aspects for creating inspiring places for indoor play - both from a teaching and learning perspective - where design is used for the empowerment of children and encourages engagement with **natural** materials and spaces – a sensory wonderland built for play value where children can stretch and challenge themselves – authentic learning for the 21st century which encourages increased problem solving, experimenting, resilience, no-fail attitudes and improved social/emotional and academic outcomes.
- Plan areas that satisfy a child's need for sensory experiences – places for interaction between children and nature. Areas to stimulate Taste, Feel, Smell, Hearing and Visual senses such as our edible gardens.
- Seek out Community involvement (for example, Art Mosaics).
- Organize Excursions/Incursions/Special Events highlighting the natural environment (e.g. Marine Discovery Centre).
- **Budget \$15,000**

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GOAL - Priority 3 **NQS COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES**

2019 GOAL for children's learning – What outcome for children do we want?

Children's sense of 'Belonging' and continuity of learning will be enhanced when we create a welcoming and culturally safe environment - and build collaborative partnerships with Families and local Community Edu-Care services.

What QA does this address?

QA6 Collaborative Partnerships with Families and Communities:

6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing

- 6.2.1 Transitions: Continuity of **learning and transitions for each child are supported by sharing** information and clarifying responsibilities
- 6.2.2 Access and participation: Effective partnerships support children's access, **inclusion and participation** in the program.
- 6.2.3 Community engagement: The service **builds relationships** and engages with its community.

What is the challenge of practice for Educators?

If we gather information and critically reflect on the unique strengths of each child and their family - and communicate actively with community Edu-Care services – then our collaborative partnerships will be strengthened and the continuity of learning between home and Preschool will be enhanced.

What changes to pedagogy and teaching practices will be made to reach our goal?

Staff will collate the information about children received from families on Enrolment ('About my Child' Questionnaire) and use this data to assist learning plans. We will make extra efforts to reach vulnerable or hard-to-reach families – and seek to build positive relationships through genuine interest and warm and honest communication.

Actions: How will we reach our GOAL?

- Families will invited to have conversations with Educators about their child's interests, wellbeing and learning. We will create and update a Children's Interest Board. Families will be invited to write about their child on the Interest Board.
- We will engage families in our LDAR Inquiry.
- We will contract an Indian Languages Bilingual ECW2 for the whole year (mornings) to help with communication and inclusion for CALD children and their families. Indian languages are predominant at JHK amongst the 40% of CALD children who are enrolled in 2019.

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- Participation in the DfE **West Torrens Partnership (WTP)** - of preschool and school sites - and network to strengthen educational outcomes for all children in our local community (particularly advocate for the Early Years).
- Participation on **WTP Priority Group** (Director) and work with local Children's Centre's Community Development Officers from Cowandilla, Lockleys and Seaton.
- Explore Community links including connections with our local Council (City of Charles Sturt) and other agencies that support the wellbeing of our children and families (for example, Nature play SA, NRM, CAFHS etc.)
- Explore how best to work with early intervention support agencies - children/families who require additional learning support from Private Providers through the National Disability Insurance Scheme (NDIS). Working with a multitude of service providers can be complex (time consuming, communication strategies, meetings, consistency of intervention strategies, necessary documentation, sharing of information/ensuring confidentiality etc.)
- **To encourage family members to be more involved in their child's learning journey** our Staff will explore ways to engage them because their involvement is central to a child's success with learning, health and overall development. These first five years of a child's life lay the foundations. It is important to continually strengthen our partnerships with parents and to help create a culture and environment where children will thrive. In 2019 we have a new group of parents to engage and we will look for more effective ways to successfully do this.
- Induct and communicate transparently with a new 2019 **JHK Governing Council**. Ratify our Site Policy document, update our web-site and collaboratively report on and make Kindergarten management decisions, for example our JHK Annual Budget.
- Maintain **strong links with our local feeder school** Flinders Park Primary School - initiating reciprocal visits between teachers and students, considering shared PD opportunities, sharing resources, and providing a strong and effective Transition-To-School program for our children.
- Connect with relevant community links e.g. local library, health services at Women' and Children's Hospital (WCH), and social services such as the Migrant Information Centre.
- Provide termly Child and Family Health Service (CAFHS) checks here at our Kindergarten.

Budget \$1000

..... **END**