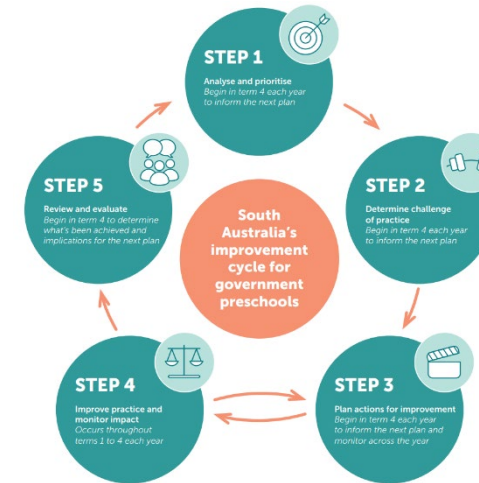


2023

# Quality Improvement Plan for JEAN HORAN FLINDERS PARK KINDERGARTEN

Site number:

5621



## Service name

JEAN HORAN FLINDERS PARK KINDERGARTEN

## Service address

25 ROSS AVENUE, FLINDERS PARK SA 5025

## Service approval number

SE 0001 0500

## Acknowledgment of Country

We acknowledge the Kurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

## Service context

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Jean Horan Kindergarten (JHK) established in 1953 is a full time Department for Education (DfE) Preschool situated in suburban Flinders Park, SA. We are part of the DfE West Torren's Partnership of preschool and school sites, and the Flinders 2 Portfolio.

We daily acknowledge Aboriginal and Torres Strait Islander peoples as the First Australians and the traditional custodians of the lands where we live, learn and work.

JHK is a diverse social and multicultural community with a 2022 enrolment of up to 50 children. 25-30 children attend sessions daily and families represent 'Cultural and Linguistically Diverse' (CALD) backgrounds from over 8 countries (15% of our enrolments). We offer flexibility (half and full day attendance) for access, and to meet the needs of children and families. Many of our children attend additional early year's services including child-care and/or are cared for by extended family members. Up to 15 families attended our weekly 'Friday Family Playgroup' held this year for Terms 2-3. In Term 4 'Friday Family Playgroup' is a very valuable transition program into our Preschool and we received DfE Bilingual funding to assist inclusion of our CALD families.

JHK is staffed by fully qualified ECE Teachers and Early Childhood Workers (ECW's) working on a 1:11 adult to child ratio. Bilingual ECW's and Support ECW's provide intervention and stretch programs. We benefit working with the assistance of our DfE LET and Support Team - Special Educators, Speech Pathologists and Psychologists.

We value our JHK experienced and dedicated Staff Team and pride ourselves on the enduring relationships that we have made with local children, families, and the local community. We participate with the DfE 'Flinders Park 2' Portfolio, (particularly those sites in our 'West Torrens' Partnership which includes 5 other Preschools, 8 Primary, 2 Secondary and 4 Specialist schools) to create strong connections within the local education network.

Advocating for children and enhancing their learning and development is the core of what we do.

We are a community of children, educators, and families ... discovery learning with and from one another ... having fun ... connecting with each other, nature, and the wider world ... with respect and a sense of adventure - filling children with confidence and readiness in the year before they commence their school journey. Our Educators provide an environment and individual learning programs to meet the diversity of children attending our Preschool.

We see each child as capable, confident, and unique with their own interests, perceptions, and strengths. Our purpose is to engage children in inquiry about themselves and their world through authentic and stimulating learning experiences every day. Educators plan a meaningful and relevant curriculum using the Australian 'Early Years Learning Framework' and the DfE 'Indicators of Numeracy and Literacy'.

Our Preschool Quality Improvement Plan this year has involved an explicit teaching program for children's acquisition of Phonological Awareness and Vocabulary (particularly from a Tier 2 wordlist using quality Picture Books). This program has seen all children make progress - a vital starter for their future Literacy growth.

We truly believe in our curriculum vision of providing children with a confident sense of BELONGING, BEING, AND BECOMING.

# Statement of Philosophy

Reviewed by the JHK Educators Team in Term 3 2022 (Closure Day on 25/7/22)

## Jean Horan Kindergarten – Statement of Philosophy

**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 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, a large sandpit area, swings, climbing equipment and places to garden. The grounds have been developed to meet the needs of preschool children with authentic challenges and stimulation as well as established trees that provide plenty of shade in summer, areas for both active play and quiet relaxation. At JHK we strive to inspire an appreciation of nature and a love of the outdoors in the lives of our children and families, giving them a foundation to become aware and responsible for their local and global environment. We have a wide shady veranda area which can be used in all weather. Our indoor areas are well appointed with age-appropriate resources. We also have an excellent library of high-quality children's literature. Staff and our Governing Council ensure the building and grounds are safe and secure, well-maintained in addition to being 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 age-appropriate resources and stimulating 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), DfE Literacy and Numeracy Guidebooks, and Respect Reflect Relate (RRR) and the DfE to ensure reflective practice and a cycle of continuous improvement. Our Staff provide an environment and programs to meet the diverse needs of children accessing our service. Our Educators value and encourage individuality of all children including those from Culturally and Linguistically Diverse (CALD) backgrounds, those of Australian Indigenous descent, and children with specific learning requirements. Bilingual and Support Staff are arranged through DfE on a needs basis to assist children and families settling in. We encourage and support links with other Early Year professionals, and others within our community.

**Our Vision:** JHK aims for excellence in Early Childhood Education and Care - growth for every child. Our Educators strive toward a high level of professionalism and family involvement in an inclusive and welcoming environment.

**Our Beliefs:** At JHK we believe each child is unique, developing at his or her own rate and with individual capabilities, interests, and strengths. Our program is strengths-based, and each child's agency (voice) is promoted inviting them 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 opportunities that meet their individual capabilities in order to develop to their potential - be involved in programs that foster self-esteem 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 a developmentally appropriate curriculum 'Belonging, Being and Becoming' (BBB) which focuses on the individual child's strengths, interests and prior experiences. This is an Australia-wide framework used by our Educators to promote the best learning and developmental gains 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. As a priority we believe feeling safe and secure is essential to the foundation of children's learning and wellbeing. We aim to develop respectful and meaningful relationships with the children and their families. Our programs are inclusive and value diversity - including culture, gender, and additional learning needs.

**Educator Team:** One of the most important assets at JHK is our caring, experienced, and enthusiastic Educator Team. We are committed to professional and personal staff-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 'Working with Children Check' (WWCC) and hold First Aid and 'Responding to Risks of Harm, Abuse and Neglect - Education and Care' (RRHAN-EC) 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 environment in which children can develop toward their potential.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 1: Educational Program and Practice

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

**PROGRAM** our Educational Program enhances each child's learning and development.

1. Our Program is guided by the Australian EYLF, the DfE 'Preschool Guidebooks and Indicators of Numeracy and Literacy (N&L)' and the DfE 'Keeping Safe Child Protection' curriculum. These curriculum frameworks are child-centred and view all children as capable 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 relevant information from families. The DfE 'Preschool Enrolment' Form and JHK 'Parent Information: About your Child' Form is filled out by parents as an initial collection about 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) regarding current knowledge, interests, strengths, behaviours, 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, and creative thinking and ideas.
4. Educators organize a flexible daily and weekly timetable, routines, and activity choices to maximize opportunities for each child's learning.
5. We offer 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).

**PRACTICE** our Educators facilitate and extend each child's learning and development.

1. Intentional teaching - We use a broad variety of intentional 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 reflective.
2. Our program is PLAY-based which affords Educators the time and opportunities to respond and extend on children's current 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 ideas which contributes and furthers 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'. During the preschool year Educators see shifts in healthier approaches to snacks and food storage, waste management and recycling.

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. 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 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 agency is promoted with opportunities to make choices and decisions that influence their daily life and futures.

**ASSESSMENT AND PLANNING** - our Educators take a planned and reflective approach to implementing individual programs 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', 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, analysing, documentation, planning and 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 always available to families. Parents regularly file children's pedagogical 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 DfE 'Statement of Learning' - and/or negotiated education plans ('One Plan') for children with verified disabilities. The 'Statement of Learning' document always enables formative information to be available 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 'RRR Assessment for Learning' - also used for Site self-reviews, and Inquiry Projects.

6. Documentation of our Program (in the Staff Program Journal and the Child/Parent Curriculum Journal) shows planning based on EYLF and the DfE 'Indicators of Preschool N&L, children's experiences, current knowledge, and interests, thinking and ideas - for parents to view, and summarized in regular JHK Newsletters. We create learning that celebrate children's individuality and emerging friendships - and encourage the social construction of knowledge.

7. DfE Speech Pathologist can assess children for possible referral to Support -Special Education/Speech Pathology/Psychology. Referrals for DfE Bilingual Support and other intervention services are made when required.

8. We have established the use of the SEESAW Internet Application to communicate curriculum information to children and parents for 'at home' learning and to continue an important kindergarten and home connection.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## 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. We promote ACTIVE OUTDOOR PLAY and are committed to the promotion of these play opportunities for healthy physical development for children and families.
3. We use an 'Eat-A-Rainbow' of fruit and vegetables HEALTHY EATING program. This is promoted to all children daily 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 personal hygiene practices such as hand washing routines; and safe coughing - and promote the importance of healthy food choices. 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. We have a DfE 'Emergency Management Plan' (annually updated) which includes plans to effectively manage incidents, emergencies, illness/injury management.
2. We use the DfE Enrolment Management System (EMS) for the recording of children's confidential enrolment details and health information. Each child's health needs are supported with individual health care plans. These are displayed in a prominent place for all Staff (including Relief Staff).
3. All Educators are trained in senior 'Provide' First Aid and the 'Responding to Risks or Harm, Abuse and Neglect – Education and Care'. Child-Safe Environment Training.
4. NQS 'Staff to Child' ratios are upheld at all times.
5. Mandated Daily and Termly Safety Checks of our indoor and outdoor environment ensure that we have well maintained and developmentally appropriate equipment.
6. DfE 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 us providing a child-safe environment (e.g., climbing over rocks, using loose parts, shifting rocks).

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 3: Physical Environment

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

At JHK we do a daily 'Acknowledgment to Country' song with children which recognises that we live, work, and play on the traditional land of the Kurna people.

**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, garden/nature play opportunities, 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 in different ways. Learning is more personalized when children have choices on how and where they learn. When children are given opportunities to tap into personal choice and interest areas, learning can be open-ended and differentiated. Educators encourage children through discovery learning and challenge - fostering self-direction, curiosity, creativity, persistence, resilience, collaboration, and problem posing - to discover solutions.

3. DfE WHS and STAR have mandatory requirements updated each term. This includes Centre Safety Checks done by 'Kid Safe'.

**USE** - Our environment is inclusive, promotes competence and supports exploration and play-based inquiry 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 encouraging children/families to make strong connections with a natural environment and 'caring' for nature.
2. We value 'Education for Sustainability' (Recycling, Reusing and Reducing) and 'Engaging with Nature' at our site encouraging children (and a flow-on to our families) to be environmentally respectful and responsible.
3. Spacious outdoor areas for children to be active, support exploration and PLAY based learning - promoting engagement for every child in quality learning experiences. See JHK Philosophy statement.
4. Large, grassed area for active 'physical development' play and plenty of shaded areas - encouraging children's fundamental movement skills. We also have a separate Outdoor enclosure useful for such play as water exploration or lunch picnics.



5. 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.
6. JHK is well-resourced with a variety of appropriately sized equipment enough in number and allowing for multiple uses, supporting the access of every child.
7. 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 and responsibility!).
8. Our Indoor and Outdoor spaces regularly change to suit learning provocations - 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 variety and the requirements of all children.
9. Variety of play spaces for messy, quiet, group and individual play (with small inspiring nooks and spaces), offering every child play-based learning opportunity.
10. Significant features in our Outdoor learning area include 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. In 2022 a large 'rock scramble', decks and rocky balancing area was a valuable addition.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 4: Staffing Arrangements

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

**STAFFING ARRANGEMENTS** - our Staffing arrangements enhance children's learning and development

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. Annual DfE Census and termly Data Collection support staff ratios (We are staffed 1:11).
3. ALL staff are DfE approved and hold appropriate qualifications e.g., DHS Working with Children Checks (WWCC), Responding to Risks of Harm, Abuse and Neglect - Education and Care (RHAN-EC) Certificates, Tertiary Qualifications and Provide First Aid. Two qualified Early Years trained Teachers are always on site.
4. Children are always supervised with staff encouraging imagination, creativity, and exploration to enhance learning opportunities.
5. Staff Roster and Staff conditions respected - non-contact time, appropriate meal breaks etc.
6. Additional staff are recruited to assist children with additional needs such as Bilingual and Preschool Support ECW's.

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

1. Staff work collaboratively and with mutual respect, 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 are held to affirm, challenge, support and learn from each other (see Staff Curriculum Journal). These meetings provide an opportunity for reflection, inquiry, 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. We provide a generous budget for Professional Development (PD) - a range of PD strategies are planned during the year to challenge and extend current thinking. Our PD is linked to our Preschool Site Improvement Plan (PQIP).
7. All staff have access to copies of NQS materials, EYLF, JKH Philosophy, DfE and site policies and other relevant professional publications - aiding to reflection on our professional practice.
8. 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 aid guidance and reflection on each Educator's practice, interactions, relationships, and professional ethics.
9. 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.
10. DfE website provides online support to all Staff.
11. DfE Grievance and Complaints Policy is available for Families and Staff to aid resolution of differences if they should occur.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## 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 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 inclusive and trusting relationships that support each child to feel secure and confident.
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 enrol their children at JHK and support our Centre.
5. Inclusion and Relationships are important principles in our JHK Service Statement of Philosophy (published and used for Induction of Staff, Parents, Governing Council, Volunteers, Students, and others).
6. Parents receive feedback about their child's development and progress, formally and informally. Educator/Parent Interviews are provided in the child's second term of preschool. Information is communicated in regular newsletters provided to ALL families and circulated by email or hard copy. 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 a child's first term of preschool, 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 development, progress, and dispositional growth. Listening and reflecting on each child's voice and documenting interviews with children form part of our monitoring of progress.
10. Each child's Learning Folder demonstrates to Educators, Families, and 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 and their families. Children can often be seen looking through the documentation, and love to add their drawings and thoughts and 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 snack and lunch 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 DfE Bilingual ECWs to enhance communication and relationships with children and families who come from Cultural and Linguistic Diverse (CALD) backgrounds. If needed, we 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.

1. 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 daily 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.
2. Our JHK child 'Guidelines for Safe and Respectful Play' support our children to develop the self-confidence and skills that they need to manage their own behaviour, make decisions and relate effectively and positively to others.
3. Our JKH 'Positive Behaviour, Interactions and Guidance' Procedure steers Educators in providing positive, responsive, respectful, and appropriate everyday interactions.
4. Educators model appropriate vocabulary and phrases to promote respectful relationships e.g. "Can I have a turn when you are finished?" Educator's role plays and use appropriate resources (puppets, stories, songs) every day to promote respectful and positive interactions between children e.g., how to enter play.
5. 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. We use a Restorative Practices approach.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## 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

1. We develop and maintain respectful relationships with families and offer support to them in their parenting role.
2. 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.
3. We aim to reflect our community, particularly regarding our high percentage of English Second Language (ESL) families e.g., we often provide information in different languages. Our JHK environment reflects the lives of children and families that use our service - and our learning spaces, displays and resources demonstrate our value of diversity.

**Governing Council** - see JHK Governing Council meeting minutes for evidence regarding the many contributions that parents make to our service decisions.

1. Families are valued as children's primary influence - see JHK's Statement of Philosophy. We actively follow the Early Childhood Australia Code of Ethics regarding family support. We offer support and advice to families about children's learning and wellbeing. We also promote the use of the DfE family website 'Learning Together' [www.earlyyears.sa.edu.au](http://www.earlyyears.sa.edu.au) Our Educators 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.
2. We use regular and diverse ways to communicate with our families e.g., Email, Newsletters, See-Saw Application, Parent Information Board, Wall Displays, Meetings, White-board at entrance, our JHK Website etc. Educators regularly reflect on our communication strategies regarding the sharing of curriculum information e.g., Newsletter content, Notice Boards, Program and EYLF Wall Displays, daily greetings, individual children's feedback etc. Translation into other languages occurs as necessary.
3. Regular Parent/Teacher Interviews - formal and informal opportunities are made available. Children's individual Learning Folders present opportunities for families, Educators, and children to be involved and talk about their learning - children's Learning Stories and other pedagogical documentation is filed by Parents (with their child). Educators share information with family members about children's progress, relationships, interests, health, and wellbeing daily 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 Jean Horan Kindergarten.

4. We have a published 'Parent Concern/Complaint and Resolution Process' guideline. We collect family feedback about children's learning through family posters, home projects, holiday memories and from the See Saw Application.
5. Families are assisted to locate, contact and/or access local community services as requested.
6. We have a history of excellent parent feedback (received from our Annual Parent Survey - see Annual Reports) – and in comments on our Child/Parent Curriculum Book, showing high levels of satisfaction with the quality of Jean Horan Kindergarten

**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](http://www.jeanhorankgn.sa.edu.au)
2. We ask our families to keep us informed about relevant 'home' information regarding their child during their 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 support regarding a child's learning journey.
3. JHK is part of a wider community - connections have developed between a range of local services that support early childhood such as local schools and council services (e.g., Library). We believe 'it takes a village to raise a child' and we refer families to these community 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. JHK has a culture of being welcoming and having open communication. We acknowledge 'parents as first teachers' and work together to share decision-making about a child's learning and wellbeing while at preschool. We extend an open invitation to visit our Centre at any time for all family members/carers.
5. We arrange positive transition experiences between preschool/kindergarten, home, and school. See our 'Transition to School' guidelines e.g., Orientation visits, Family Playgroup. Children with special requirements - including those children who have CALD backgrounds - are given the support they need to aid their inclusion and learning progress (e.g., Preschool Support and Bilingual Support staff). We collaborate with Specialist services involved with care plans. Programs for individual children can involve input by other professionals/therapists as required.
6. We join in celebrating lots of diverse community and cultural events such as Chinese New Year, Diwali, Holi, 'Book Week', 'Harmony Day' and CCS Council activities.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## 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. The Educator team 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](http://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 Educators. 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 RHAN-EC training.
3. Our GC: Sets an Annual Budget and manages the Centre finances; Adheres to the Standards and Regulations of the National Quality Framework of Education and Care in Australia; Monitors that the grounds, buildings, and equipment are safe and well maintained; Sets policy and guidelines for change and future directions; 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; 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 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 Audit etc.) that enable the effective management and operation of our service. We use the DfE 'Safety Task and Action Reporting' (STAR) computer program to update and record WHS compliance. WHS ensures a safe and healthy learning environment for all who use and visit our site.
6. Educator and Staff 'Roles and Responsibilities are clearly defined and understood. This supports effective decision making and the effective operation of our Centre e.g., Teachers have the 'National Professional Standard for Teachers' ([aitsl@edu.au](mailto:aitsl@edu.au)) and the 'SA Teacher's Registration Board (TRB)' and 'Early Childhood Australia' Codes of Ethics.

**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.
2. We have a sound core of 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 Preschool Quality Improvement (PQIP) process includes
  - a self-review using the National Quality Standards in Term 4,
  - documentation of our Strengths and Improvement agenda (including clear rationales, strategies, and targets) for the coming year,
  - The end-of-year Annual Report documents achievements and future directions. These documents are available to our community and to the public on our website.
5. Continuous Improvement - Our JHK 'Child Planning, Assessment and Reporting Practice' documents our ongoing cycle of Curriculum design: Observation - Assessment - Planning - Reflection. EYLF, RRR and the Preschool Indicators of Numeracy and Literacy are used as our Curriculum framework and Self - Review tools. Each year we survey our whole Parent group and we highly value this feedback to help us shape our Improvement agenda for the following year.
6. We have a culture of personal and 'whole staff' professional inquiry.
7. Effective financial/budgeting/accounting processes - we employ an independent Finance Officer.
8. Every year DfE organizes a financial examination of our financial record keeping by an Independent Auditor.
9. Our Office space is well organized to enable shared leadership and easy access to information.
10. Effective DfE administrative systems are used (e.g., EMS and our intranet 'Learn link'. Use of web based DfE EMS for confidential management of all enrolments and data storage regarding children, family, and staff information.
11. Weekly Reflection and Curriculum Planning (Friday Staff meeting). See Staff Minute book.
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. DfE leadership networks and provision of leadership PD opportunities - e.g., Member of DfE West Torrens Partnership, Flinders 2 Portfolio, and Early Years Educator Network.