



Quality Improvement Plan

2017

Service Details

Service name	Service approval number
Mitchell Park Kindergarten	SE-00010644
Primary contact at service	
Peta Paynter	
Physical location of service	Physical location contact details
Street: 30 Lanark Ave Suburb: Mitchell Park State/territory: South Australia Postcode: 5043	Telephone: 08 82768578 Mobile: n/a Fax: 08 82767353 Email: dl.3654_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Department of Education and Child Development Primary contact: Ann-Marie Hayes Telephone: (08) 82263463 Mobile: Fax: (08) 82260159 Email: annmarie.hayes2@sa.gov.au	Name: Peta Paynter Telephone: 08 83511322 Mobile: 0427486072 Fax: Email: peta.paynter773@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: 30 Lanark Ave Suburb: Mitchell Park State/territory: South Australia Postcode: 5043	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00		
Closing time	15:00	15:00	15:00	15:00	15:00		

Service Statement of Philosophy

We believe children have a wide range of capabilities and a strong sense of self identity. Every child has a right to be happy, healthy and respected for who they are. Children learn most effectively through play as they discover, create and imagine by themselves and with others.

We acknowledge and respect the deep connections children have with their families and culture that support their ongoing growth and development. Children's capabilities and cultural diversities are celebrated and expanded through collaborative and respectful partnerships with families and the wider community. Educators learn with and from children and engage in their own professional development to provide a safe, engaging and inclusive environment, and experiences that strive to achieve equitable outcomes for all children.

Additional information about the service

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

Mitchell Park is a very diverse community. Children enrolled at the centre come from a diverse range of cultural and socioeconomic backgrounds. Currently many of the children enrolled come from families where English is the second language and a small number of children speak little to no English. Many of these parents are overseas students who are studying at Flinders University which is located nearby. A number of other families reside in Government housing and some in emergency housing. The centre operates an integrated Occasional Care Service whereby 5 sessions cater for children over 2 years of age and 1 session for children Under 2 years of age. Parents are able to park in streets surrounding the Kindergarten but not in the Neighbourhood Centre carpark which is directly behind. The preschool has developed a positive rapport with the Neighbourhood Centre and joint programs and services are promoted. A Playgroup Program is co-ordinated by the Kindergarten and operates from the Neighbourhood Centre. The Kindergarten is entitled to 4 Pupil Free Days per year and utilises these at appropriate times for professional development and improvement planning.

How are the children grouped at your service?

In 2017 preschool children will be grouped into 2 groups. Group A will attend Monday, Tuesday and alternate Wednesday. Group B will attend alternate Wednesdays, Thursday and Friday.

Children are grouped according to parent preference.

Occasional care sessions will operate Tuesday am, Wednesday am and pm, Thursday pm and Friday+ am.

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

Nominated Supervisor - Peta Paynter

MPK 2017 Improvement Plan

Quality Area 1 - Educational Program and Practice

Strengths:

- The Early Years Learning Framework underpins our pedagogy and is used to develop the program and guide educator practice to support and promote children's learning.
- There is a strong focus on learning through play and supporting children to develop positive dispositions for learning.
- Literacy and Numeracy development is observed through play and an inquiry approach is used to extend thinking and promote intellectual stretch
- Reflection on children's strengths and interests and careful planning occurs on an ongoing basis for individual teachers and once per fortnight as a collaborative team
- Documentation includes observation notes, learning stories and reflective notes which are used to develop the program and displayed in a journal which is accessible to all educators and parents.
- Educators regularly discuss each child's learning with their parents or caregivers which provides opportunities for learning to be extended between the centre and home.
- Information about children's family context, strengths and interests gathered from parents on enrolment and educator observations form the development of the program at the beginning of the year.
- Preschool parent/ teacher conversations provide an opportunity for parents to contribute to and reflect on the learning goals for individual children.
- The Reflect, Respect, Relate resource and other reflective practice tools are used by staff to reflect and improve on their practice.
- Children with Special Rights including children Under the Guardianship of the Minister, Aboriginal children and children experiencing learning difficulties have an Individual Education plan which is developed in conjunction with families and supported by Preschool Support staff.
- Children who speak a language other than English are supported to develop effective communication through collaboration among families, Bilingual Support staff and educators.

Issue: Educators have used a range of planning processes and recent research and reflective practice has highlighted areas for improvement. The centre has also won a position in the DECD STEM Play-Project Initiative which will provide opportunities for educators to develop improved planning and assessment processes and access a diverse range of tools and expertise to build their capacity.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

What outcomes do we seek?	Priority (H, M, L)	How will we achieve this outcome	How will we measure success	Timeframe	Progress notes
Improve outcomes in children's learning through critical reflection to develop shared understandings and consistent approaches for effective planning and assessment processes with a focus on Literacy, Numeracy and STEM.	H	Staff will use the RRR Active Learning Environment Scale to reflect on practice and the Involvement Scale to reflect on children's engagement levels.	RRR Active Learning Environment Scale (Domain 3) indicates improvement in educator practice and children's involvement in learning.	Term 1 & 4	
		Staff will track and monitor individual children's progress through Individual Learning Plans.	Disposition data indicates improved dispositions for learning.	Terms 1&4	
		Staff will engage in critical reflection on children's learning and educator practice and pedagogy through Partnership Learning Teams, STEM Play-Project Days and Pupil Free Days.	Parent Opinion Surveys indicate that families feel well involved in and informed about their child's learning progress.	Terms 4	

Quality Area 2 – Children’s Health and Safety

Strengths:

- Children’s health and wellbeing is considered as paramount to their care and learning.
- Children’s health and wellbeing is promoted as part of the program and consistently monitored through appropriate first aid responses and reports, Health Care Plans and Medication Management and opportunities to discuss any individual child concerns at staff meetings with respect to confidentiality.
- Effective policies and procedures are in place to support overall growth and development and protect children from any hazards or harm.
- Fundamental movement skill development and dance experiences are offered at different times throughout the year
- Yoga has become a regular part of the program and the Marte Meo approach is used to support children’s emotional security
- Healthy eating and physical activity are constantly encouraged and supported through the program and in communication with families.
- Support and intervention is sought via access to DECD Support Services, CAFHS nurses (visits each term) and private service providers.

Issue/Context: AEDC data indicates significant vulnerability for children in the Mitchell Park community around physical health and emotional wellbeing. Staff have reflected on research that promotes emotional wellbeing through healthy eating, nature play and Marte Meo approaches.

Element 2.2 Healthy Eating and Physical Activity are embedded in the program for children

What outcomes do we seek?	Priority (H, M, L)	How will we achieve this outcome	How will we measure success	Timeframe	Progress notes
Improve children’s social and emotional development by actively supporting and encouraging physical health and emotional wellbeing with a focus on nature play.	H	<p>Collaborate with Marion Inland Partnership OT and Final Year OT students from Flinders University to gather data about fine and gross motor movements and implement recommendations to support children’s health and wellbeing.</p> <p>Healthy eating and physical activity are promoted with planned and spontaneous experiences.</p> <p>Collaborate with parents to promote healthy eating and physical activity.</p> <p>Collaborate with community service organisations to provide physical activity and relaxation program whereby children and educators can develop techniques to use in every day experiences.</p>	RRR Wellbeing Scales indicate improvement in ‘Happiness and satisfaction and Social Functioning.’	Term 1 & 4 with monitoring throughout.	

Quality Area 3 – Physical Environment

Strengths:

- The outdoor and indoor learning environments are inviting and well maintained and children are encouraged to move freely between the two.
- The physical environment is intentionally considered as part of the planning process to enhance learning and access to materials is equitable
- Communication among staff and with parents via email reduces the amount of paper produced for correspondence.
- A vegetable patch is regularly utilised to promote understanding of growth cycles and healthy eating.
- Children are able to divide their waste into general, recyclable and green waste bins and are educated about the benefits of reducing, reusing and recycling waste.
- A cartridge waste bin is used to collect cartridge waste and is distributed to Planet Ark.
- Families are encouraged to donate recyclable materials for construction and old clothes for our spare clothes stock.

Issue/Context: AEDC data indicates significant vulnerability for children in the Mitchell Park community around physical health and emotional wellbeing. Compelling research indicates the benefits of nature play in supporting children’s physical development and social and emotional wellbeing.

Element 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

What outcomes do we seek?	Priority (H, M, L)	How will we achieve this outcome	How will we measure success	Timeframe	Progress notes
<p>Improve children’s engagement in learning by creating inspiring play spaces.</p>	<p>H</p>	<p>Audit resources and consider the arrangement of physical spaces that support and strengthen children’s dispositions for learning.</p> <p>Collaborate with children, families and designers to design a concept plan for the outdoor learning environment that enables children to engage in nature play that balances physical activity and calm and promotes creative and critical thinking.</p> <p>Redevelop sandpit and shade structure.</p>	<p>RRR Involvement Scale data indicates improvement in children’s engagement in learning.</p>	<p>Term 1 and 4 with monitoring throughout.</p> <p>Term 2</p>	<p>Week 0 - Staff engaged in Professional Development focussed on creating inspiring learning spaces and made significant changes to the indoor learning environment. Already, staff have observed children using these spaces to seek comfort, connect with others and manipulate a range of tools.</p> <p>Initial draft of the Concept Map for the Outdoor Learning Environment has been drawn and is up for consultation.</p>

Quality Area QA 4 - Staffing Arrangements

- Strengths:**
- Staffing arrangements contribute to high quality care and learning environments for children.
 - Staff use the AITSL Teacher Professional Standards to reflect on their practice and engage in professional learning and development
 - Staff use the Early Childhood Australia Code of Ethics to guide practice, interactions and relationships
 - Staff work collaboratively towards supporting and promoting all children’s learning with recognition and respect for each other’s strengths and skills.
 - Appropriate documentation is able to be accessed for reference to particular and required knowledge.
 - Effective induction processes are used to ensure that staff, including volunteers and work experience students are aware of their roles and responsibilities and that their health, safety and wellbeing is attended to as appropriate.

Quality Area 5 - Relationships with Children

- Strengths:**
- Interactions with each child are warm, responsive and build trust, security and confidence
 - Children engage in meaningful and open interactions with educators that support their development and access to learning
 - Staff enable and promote cooperative play opportunities supporting children to build positive relationships with their peers
 - Staff encourage children to develop independence and autonomy by providing opportunities for them to store and access their own belongings and assert themselves appropriately when managing their own behaviour or resolving conflict.
 - Children are taught restorative justice practices to support the development of positive peer relationships.

Quality Area 6 - Collaborative partnerships with families and communities.

- Strengths:**
- An effective enrolment and orientation process is implemented to support the effective transition to preschool for children and families
 - Parents and carers are invited to share information about their child’s strengths, interests, abilities and needs through the Child Profile on enrolment and educators meet with families both formally and informally on a regular basis to discuss individual children’s progress.
 - Families are provided with relevant and important information about the centre via timely newsletters, emails and the notice board at the entrance to the centre.
 - Staff communicate respectfully and sensitively with all families and responding to families’ questions, concerns and requests in a prompt and courteous manner, liaising with outside service providers as needed
 - Families are welcomed and encouraged to share their knowledge, skills, expertise and aspects of their family life and culture and contribute to plans for children’s experiences

and the documentation of children’s learning

- Positive relationships are maintained with the Neighbourhood Centre, Junction Australia, Marion Council and Family-by-Family and information about community events and services is shared with families through the notice board and planned collaborative events

Issue: Over the past 3 years it has been noted that attendance of Aboriginal children is low on average and Aboriginal families do not participate actively in centre experiences

Element 6.1: Respectful supportive relationships with families are developed and maintained.

What outcomes do we seek?	Priority (H, M, L)	How will we achieve this outcome	How will we measure success	Timeframe	Progress notes
Improve attendance and engagement of Aboriginal children and their families.	H	<p>Reflect on the centres cultural competence using the EYLF Educator Guide</p> <p>Invite Aboriginal family members share their knowledge, experiences and aspirations that contribute to the improvement of cultural competence.</p> <p>Create inviting spaces and authentic experiences that reflect both traditional and contemporary Aboriginal art and culture.</p>	<p>Attendance data indicates improved attendance rates.</p> <p>RRR Involvement Scale data indicates improvement in children’s engagement in learning.</p> <p>Collection and analysis of the numbers and regularity of Aboriginal families who engage with the centre indicate an improvement.</p>	<p>Term 1,2,3,4</p> <p>Term 1&4</p> <p>Term 1&4</p>	

Quality Area 7 – Leadership and Service Management

Strengths:

- An active Governing Council support Director and staff to make decisions about the centre including the development of policies and procedures.
- The sites Statement of Philosophy & the Code of Ethics guides educator practice
- Performance Development processes support the development and improvement of high quality education.
- Relevant and required information is documented and accessible to ensure all stakeholders are effectively informed
- Improvement plans are developed in collaboration with staff and families and guide strategically planned professional development
- Regular and collaborative whole staff team meetings enable cooperative planning, effective information sharing and professional development