

**Ardrossan and Districts Community Kindergarten  
2017 Quality Improvement Plan**



**2017**

**Ardrossan and  
Districts Community  
Kindergarten  
Quality  
Improvement Plan**

## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

### Service details

Service name		Service approval number			
Ardrossan and Districts Community Kindergarten		00010139			
Primary contact at service					
Jane Klaebe					
Physical location of service			Physical location contact details		
Street:	26 West Terrace		Telephone:	88373284	
Suburb:	Ardrossan		Mobile:	0488472220	
State/territory:	SA		Fax:	88374007	
Postcode:	5571		Email:	Jane.Klaebe425@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	Anne-Marie Hayes		Name:	Jane Klaebe	
Telephone:	82263463		Telephone:	88373284	
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Fax:			Fax:	88374007	
Email:	Annemarie.hayes@sa.gov.au		Email:	Jane.Klaebe425@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:					
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time		8:45	8:45	8:45	
Closing time		2:45	2:45	2:45	

# Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

Stand alone part time Kindy with Occasional Care for 3 sessions.

Parking available next to centre

How are the children grouped at your service?

Kindy children attend 2 Full day sessions of 6 hours in the odd weeks of the term and 3 Full day sessions every other week

Tues and Wed 8:45-2:45 every week and Every other Thursday 8:45-2:45

Occasional Care is also run offering 3 sessions of 2.75 hours sessions every Thursday .

2 sessions are for the Over 2's and 1 session for the Under 2's

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

Nominated Supervisor Jane Klæbe

**Ardrossan and Districts Community Kindergarten  
2017 Quality Improvement Plan**

**Service statement of philosophy** (Describe when and how it was developed/reviewed, who participated, how understanding of the philosophy by children, families and community is developed)

## **At Ardrossan and Districts Community Kindergarten**

- We provide a safe, friendly and caring environment that supports and encourages positive relationships with staff, children, families and community to ensure opportunities for quality learning.
- We value the importance of a play-based approach using The Early Years Learning Framework – Belonging, Being and Becoming
- We work together to promote learning for all.

Created by families and staff 2012. Reviewed by new families at Information meeting for Pre-entries 2013 and 2014. Philosophy was reviewed with staff, GC, families and children in 2015 and accepted without changes at GC meeting June 2015. The vision statement is now reviewed each year at the Family Information Session for Pre-entries and also at a GC meeting in Term1. Families and staff are given opportunities to review, discuss and make any changes.

This QIP is reviewed and updated by Week 5 Term 1 in each year. Staff review progress at staff meetings and Progress Reports are presented and discussed at GC meetings throughout the year. Families are provided with information through the newsletter. Staff, GC and families are given opportunities to review all areas in Term 3, strengths and progress is updated and areas for improvements discussed. The annual report presented in Feb of the following year provides a comprehensive report of progress and sets new directions.

# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

### Strengths Summary (Describe self review processes and evidence collected)

NQS	Strengths
QA1 Educational program and practice	<p>Our curriculum planning is based around the outcomes of the Early Years Learning Framework and allows for both planned and spontaneous play-based activities through individual, whole group or small group opportunities. The planned program evolves as we reflect and develop understandings of each child's interests, needs and experiences. We establish routines including Group meetings, Roll call and acknowledgement to country, setting up agreements and boundaries, eating and hygiene practices, Quiet time and packing up procedures. Regular visits to the beach, Community Library and Gym Jam, oval play, and community walks and involvement are all part of an extension to the learning program . Our focus on play involves exploring more risky play in outdoor and natural environments and the Beach Kindy Program has evolved into providing these experiences.</p> <p>Every week staff reflect and discuss the program and continue planning based on individual interests and needs using the EYLF and documenting what has happened, what could be improved, any observations or data on children's interests and needs including evidence of Numeracy and literacy indicators. There is also an overall term program which includes a planned focus on topics relevant to all children including Child protection, cultural awareness, PE and Healthy eating, community, sustainability and environmental awareness. Numeracy and literacy are embedded in the environment through various learning activities or intentional teaching. Documentation of full program and reflections are available and highlighted in the Kindy newsletters.</p> <p>Data collections include Teacher Rating of Oral language and Literacy, evidence of Numeracy and literacy, Children's wellbeing and Involvement scale [RRR], social skills, dispositions of learning observations and a family audit.</p> <p>A Smartboard is used to enhance and support children's learning also throughout the day.</p> <p>We work together with Support Services to provide individual programs with aboriginal children and also those with additional needs including Receptive language, articulation, expressive language and OT.</p> <p>My Learning Journey Individual Books involves assessments, reflections and learning stories with opportunities for Parents to make comments and reflect on their child's development and program. Individual Goals are agreed upon at interviews. Planned programs are also sent home at the beginning of each term. Assessment procedures include written reflections Term 1 and 2 with a full Statement of Learning in term 4 which is shared with families and the intended School. In Term 1 and 3 Interviews are also offered to discuss progress, strengths, interests, needs and to set goals for each child .</p>
QA2 Children's health and safety	<p>Each child's needs are supported in consultation with parents through written information at enrolment and each child's health plan documented by medical staff. Medicines are stored in a safe place in Kitchen and readily accessible by staff if needed. Health Care Plans are updated when needed and displayed in office and kitchen. Charts for Anaphylaxis , CPR and Asthma are displayed in office and on fridge. Policies and procedures are in place for the administration and recording of first aid and medication.</p> <p>All staff are trained in Applied First aid and follow correct procedures for responding to injuries, including procedures for recording and reporting injuries to parents , documenting in communication books and First aid book and if needed inform Director to access and report on IRMS. A CPR refresher is also part of the continual training and update for qualifications. All staff are aware of current roles and responsibilities in relation to Responding to Children at risk of abuse or</p>

# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

neglect. Training is updated and Director is trained to present the Child protection Curriculum and current DCSI screenings are mandatory for all employers and volunteers. All visitors must use a sign in sheet and if working with or around children require a DCSI Screening.

Children are given regular opportunities for rest and relaxation. Good hygiene practices are practiced especially before eating or cooking and after toileting. We seek to provide information as quickly as possible for any infectious disease through letters/emails and notice board and encourage families to keep children at home or collect if unwell. Children are adequately supervised at all times with educators constantly moving around with one outside and one inside unless children are in one area. All staff are aware of their responsibilities and will monitor where children are and observe what is happening.

We continuously review and update safety procedures using a Safety and Task management system from DECD as well as reviewing site policies and requirements every two years. Site policies include Sunsafe and Extreme Weather including an emergency management plan, Guiding Children's Behaviour, Healthy Eating Policy, and Grievance Procedure including Parents Complaints. DECD also have a reporting system for all Extreme, Severe and Critical Incident Reporting Process which reports also to the EERSC Board. We are acknowledged as and follow the policies of a Sun Smart school as of 2016. An Action Plan for WHS is reviewed and updated every year and includes continuous monitoring of safety through Risk assessments and documentation. Staff continuously monitor and assess the safety of play equipment and environments every day and playground inspections are carried out fully and documented each Term. The STAR system addresses and documents safety procedures and requirements on line which is reviewed and updated at least every Term by Director. This includes updating Playground checks, Hazard materials list and appropriately stored and risk assessments conducted when needed. Evacuation and Lock Down procedures are adequately displayed and regularly practiced by all according to the Emergency Plan reviewed on a yearly basis. All staff are involved in review processes which are documented during staff meetings.

Healthy eating and fruit times are promoted and encouraged for all eating times and families are given helpful information. We encourage active and healthy bodies in our program and have both spontaneous and planned PE sessions. We change the environment regularly and use the local oval and playground for exploring and developing skills. Attending Gym Jams each Term with the Reception Class is also part of the Program. We provide opportunities for rest after lunch and promote relaxation at the end of each session. Cushions and a couch are available for relaxing throughout the day and we have introduced the program Moving to Learn to help develop natural reflexes in children.

QA3 Physical environment

There are adequate spaces both inside and outside with large areas of shade and a reasonably protected verandah for more cover from rain or sun. New storage cupboards have been installed, some lockable for extra safety. The indoor area has a lockable kitchen, wet areas and carpet areas. The environment can easily be adapted for children with disabilities or additional needs with ramps etc for wheelchairs etc. Learning areas indoors include a quiet reading area, a writing research area, a making area, a block and mat area, a science, maths and pretend area. Outside areas include play equipment and swings for climbing and gross motor development, a lawn area for running and games, a cubby, tunnel, stage, boat and mud kitchen for pretend play, a garden with wicking beds for edible plants and sensory plants and a water pump into a large sand pit. The verandah has areas for painting and making as well as eating and block play. The large accessible shed

# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

stores all equipment for children to access. A woodworking bench and tools are also part of this area. Junk materials and loose parts are also available for children to use for their play. The emphasis is on outdoor play and nature play. Resources and structures allow for children to be independent to explore and learn through play. It offers challenges and allows children's choice. The environment allows for dramatic, sensory, physical, quiet, expressive, exploratory, passive and energetic play with both built and some natural features.

Areas and resources are regularly cleaned by parents, a cleaner and grounds person. A cleaning log for daily and termly cleaning is displayed in cleaning cupboard and maintained by staff. Risk assessments are reviewed annually or when necessary. Any major maintenance work is notified to the appropriate department for action. Organized busy bees are also an annual event for when larger jobs need updating or maintaining.

There are practices in place to embed sustainable practices including children being involved in looking after the environment including resources, recycling, caring for gardens and animals and packing up at the end of the day. Kindy has also been involved in a Wipe Out waste program looking at ways to decrease waste that is difficult to break down. Most of the lawns and gardens are on a watering system. A water tank has been installed for using rainwater for cleaning toilets and gardening and air conditioning installed with adequate star efficiency.

We have vegetable and flower gardens using wicking beds to help limit watering and provide best growth. Children are involved in gardening, planting and watering and a cooking program using the vegetables or food. We also have nature walks to the beach and develop an awareness of caring for our natural environments..

We use recyclable or natural products for many activities and have bins for Recycling, Fruit and Food Scraps [For chooks] and general rubbish. Children are involved in the management of resources and encouraged to recycle as much as possible. A new water pump has been installed for children to access water by pumping and transporting for their needs. We believe this conserves as much water as possible.

We encourage can and bottle collecting for fundraising and participate in 'Clean Up Australia Day' every year.

### QA5 Relationships with children

Respectful, responsive relationships are at the centre of all we do. Such relationships provide the foundation upon which we are able to help each child reach his/her fullest potential, through a sense of security and belonging. All staff interact with children in a respectful manner, using language which reflects our commitment to building up relationships.

Developing trust through consistent positive interactions, inclusion of all children in a full range of activities, helping children to become independent learners, take responsibility for their actions, and care for others, supporting children to express their ideas and feelings, promote thinking and questioning skills through responsive conversations with children and extending children's ability to solve problems and resolve conflicts, by modelling and scaffolding children's conversations.

Children are encouraged to share their learning with their peers and educators during the day at group times.

Creating a happy, relaxed atmosphere with a good balance of intentional and child directed activities using whole or small group activities. Children needing intervention are screened by support staff and individual programs developed. Resources and training in speech development has been a focus for supporting staff. Communication with families includes both informal chats and formal interviews or in written form as Learning stories or reflections each term.



# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

QA6 Collaborative partnerships with families and communities

Staffs respond to and support all children to become responsible for their own behaviour. Children's voice is recognized through the process of meetings, making agreements and setting boundaries. Guiding Children's Behaviour Policy reviewed 2016. Various strategies developed for some difficult children including a calm down corner or place for special chats.

Families are presented with an enrolment pack including DECD enrolment forms, Permission forms, an Information sheet titled Tell us about your Child, Family Information book and various other local and important information. A tour of the Facilities is also offered. In the 4th Term there is a Pre-entry program for the expected new enrolments which includes an Information Meeting for families. Healthy foods are a special topic as well as the EYLF. A tour of the facilities is also offered.

We encourage families to be involved in Governing Council, fundraising, excursions, cleaning roster and joining us for activities and celebrations. We promote working Bees and some social functions like Xmas breakups. Information is also available on the website and daily notes written on the entrance white board.

There is an Open door policy where parents are invited to respond to any issues ASAP.

A communication book is also set up for any daily updated information between educators and Parents. Communication through the year is also via newsletters, emails or other notes. A Parents information board also displays relevant information for families including great website.

Involvement in children's learning is not only through informal chats but also include a formalized written and interview process throughout the year. Documentation, including opportunities for parents to respond, are included in each child's Learning Journey Folder. This book includes reference materials for the EYLF, learning stories [at least one a term, reflections each term and interviews in terms one and three. Term 4 includes a Statement of learning for the whole year which is shared with the New school.

Referrals for children with additional needs involve families and support staff with meetings and discussions regularly. Programs are often established for one on one intervention and support. A Preschool support Person will liaison with Regional Support Staff and families, to ensure each child's needs are met and keep a journal of observations that are used when developing programs and to report progress to families.

Parents have other opportunities for input through Parent surveys, informal and formal chats, and joining GC.

We are very involved in the community with different options. We attend the Community Library most weeks, a gym Jam session every Term with the Reception class. There is an ongoing Transition and interactive program with the school's Reception Class including Gym jams, easter Bun walk and regular visits to Kindy and school .

Our Program includes many local walks to interesting areas in Ardrossan and involvement in Clean Up Australia Day.

We visit many shops and services in the town as part of the community program and visit the hospital to sing songs and rhymes. People from the community especially parents are invited along to talk about the things they also do for the community.

The CAFHs nurse visits every term for 4 year old checks and support services visit when we have a referral. We also have local excursions to other Kindys to utilise performances from Adelaide, join the local school for some cultural shows and visit all houses of each child involving families as much as possible.



# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

### QA7 Leadership and service management

An AGM for the governing Council is in the 3rd week of the new year where nominations and elections are held for positions and Annual report is presented. Meetings are held twice a Term to present Directors, Financial, OC, Playgroup and Fundraising reports and to deal with any other business. The Director Report reports on the QIP what is happening, what has been done and where to next. The QIP is reviewed by GC, staff and families in Term 3 and progress reported on at the AGM in the form of an Annual Report presented to GC. The staff, GC and families are given the opportunity to make recommendations. An updated QIP is presented to the GC and presented to DECD directors. Progress is reported to GC each meeting and families updated through the Newsletter. A review is also managed with the Director through performance management processes.

An Induction process has been established for all educators and volunteers. All individual relevant documents are sited/photocopied and filed in office in personal files and also added to system. The director and educator/volunteer check through induction list and sign on completion. Police checks are mandatory for employment as well as First Aid and Mandatory Reporting and copies are filed in Personal Files. DECD informs Director when information is needed to be updated. The Director is responsible for leading the development of the curriculum through regular staff meetings and Professional Development opportunities.

Statement of Philosophy was developed 2012 in consultation with educators, GC, Parents and children and displayed in centre, on website and in Family Packs. In 2015 the families, GC, staff and children were given the opportunity to review the Philosophy and GC voted to accept the vision without changes. It was agreed the vision would be reviewed within 3 years.

Performance plans for all staff are developed annually, reflected on during the year and reviewed at the end of the year with a written report.

Self reviews are an expectation of DECD for the Director and managed by the Regional Director. The process involves Performance network meetings, individual meetings and written reports.

All enrolments and information retaining to all children are securely filed and archived for relevant time up to 25 years at the end of year.

Administrative processes are in place to establish and maintain effective operation of the service. Many processes are established through the Early Years System for DECD including attendance, enrolment details, medical information, additional need or referrals, census, HR information, Financial information and budgets, Critical incidences, accidents and complaints are reported through the IRMS system who then proceed to report any incidences or changes to Regulatory Board. Processes for grievance and complaints are established with information for Parents available in Enrolment Pack, a site policy and links via the web site. DECD personnel are available to receive complaints. Educators are also made aware of Grievance Procedures.

DECD policies are reviewed and established on line. Site Policies are available for Guiding Children's Behaviour, Healthy Eating, Sunsafe and Hot Weather, Parents Complaints and Grievance procedures. All have a review date to be discussed, updated and accepted by GC. All Site Policies are displayed on Families shelf and on Website.

Service Documents are displayed appropriately in window and the Nominated Supervisor is displayed on notice board. Ratings Notice from 2013 is displayed Proudly with overall rating of Exceeding.

### QA4 Staffing arrangements

Adequate ratios of staff to children maintained at all time . Ratios 1:10

All educators are working towards or have attained adequate qualifications, first aid training and Mandatory training. OC Ratios are 1:4 for under 2 and 1:8 for Over 2's.

At present we have 13 children with a Director Teacher and an ECW. For Beach Kindy we provide an extra ECW to ensure better supervision and also for Preschool support based on the needs.

# Ardrossan and Districts Community Kindergarten

## 2017 Quality Improvement Plan

All staff are very dedicated and professional. We learn together and work towards the best possible outcomes for children and families. We have Staff meetings regularly reflecting on our practice and working together towards developing our skills to improve our practice.

All staff develop a Performance plan in Term 1 with the Director. This is reviewed each term and a written reflection by both parties is completed by Nov each year.

Professional development opportunities are supported and attended by all staff. and all staff aware of and adhere to Code of practice and Professional standards.

Staff have focused on pedagogy, outdoor and nature play, literacy and numeracy indicators as well as developing awareness for children with additional needs. ECA online courses have also been included as part of their PD for 2016/2017 with follow up discussions at Staff meetings. All staff are members of Yorke Early Childhood group and attend relevant trainings every term.

An induction process with relevant information booklets part of the process for ble for all educators, volunteers and Relieving staff. All educators are made aware of Grievance Procedures, code of conduct, DECD and site policies, code of ethics and the DECD Professional standards for Leaders and Teachers.

Director regularly attends Partnership meetings for the Southern Yorke Peninsula [A network of all Leaders in the SYP] twice a term and is also involved in Review sessions with DECD management.

# Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan Improvement Priorities Summary

Improvement Priority 1: Partnerships with families- Valuing voices		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1 To strengthen communication practices between children, families, educators and community including concrete reflection of child, family, community and educator values and beliefs reflected within program, daily practice and decision making.</b>	<b>Strategy 1. 1 Review communication systems and source new ways to create systems for regular updated communication processes especially with the use of technology.</b>	6.1.1 6.1.2 6.1.3 6.2.1 6.2.2 1.1.4
	<b>Strategy 2 Explore more opportunities to promote Families Voice in contributing to their child’s learning and decision Making.</b>	6.1.1 6.1.2 6.1.3 6.2.1 6.2.2
	<b>Strategy 3 To value children’s voice in decision making processes which is reflected in the daily routines and programs.</b>	5.1.1 5.1.2 5.1.3 5.2.1 5.2.2 5.2.3

**Priority improvement 2 . Children’s Learning**

Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> To continue to develop a greater understanding and articulation for play based learning to encourage powerful learning–Building the capacity of educators	<b>Strategy 1</b> Commit to the agreed partnership Performance Management Process including at least 2 reviews and written feedback	4.2.1 4.2.2 4.2.3
	<b>Strategy 2</b> Online training with the ECA and other relevant PD	1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3
	<b>Strategy 3</b> To embed regular opportunities for critical reflection as a staff and with other colleagues including refamiliarising staff with the RRR resource	1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3
<b>Goal 2</b> Continue to Develop the indoor and outdoor area to provide more learning opportunities through nature play	<b>Strategy 1</b> Continue to develop the outdoor play area according to the plan from 2015 and documenting any new risk assessments	1.1.2 1.1.3 1.1.6 2.2.2 2.3.2 3.1.1 3.1.3 3.2.1 3.3.1
	<b>Strategy 2</b> Explore the learning areas through the books Inspiring Spaces for young children and Rating Observation Scale for Inspiring spaces to promote discussions and reflections for creating learning spaces	3.1.1 3.1.3 3.2.1 3.2.2 3.3.1 3.3.2
	<b>Strategy 3</b> Continue to embed sustainable practices and environmental awareness especially through the Beach Kindy Program.	1.1.3 1.1.5 1.2.2 1.2.3 2.2.2 2.3.2 3.2.1 3.2.2 3.3.1 3.3.2
<b>Goal 3</b> To continue to embed Numeracy and Literacy into the learning program.	<b>Strategy 1</b> To continue to provide PD to develop educator capacity and powerful learners	1.1.1 1.1.2 1.2.1 1.2.2 1.2.3 3.1.1 3.1.2 3.2.1 3.2.2
	<b>Strategy 2</b> To reflect on childrens understandings and continue to provide opportunities based on needs and interests in all areas of the kindy	1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 3.2.1 3.2.2
	<b>Strategy 3</b> To develop relevant documentation to show children’s progress against the indicators.	3.3.2

**Improvement Priority 3: Improve Continuity of Learning**

Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> To continue to develop a shared pedagogy with the school JP class.	<b>Strategy 1</b> Continue to Develop opportunities for sharing pedagogies with school staff and review common numeracy strategies from 2016	1.1.1 1.1.2 1.1.3 1.1.5 1.2.1 1.2.2 1.2.3
	<b>Strategy 2</b> Encourage common PD opportunities	1.1.1 4.2.2 4.2.3
	<b>Strategy 3</b> To develop a shared reflective Continuity of Learning program	1.1.1 7.2.2 6.3.2

## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

<b>Goal 2</b> Continue To develop a shared vision and yearly program of opportunities for the Continuity of Learning for children coming to Kindy and going to school.	<b>Strategy 1</b> Review existing program establishing what worked and what could be improved involving staff, IAAS, SYP Partnership, GC and families through discussions and surveys.	1.1.1 1.1.2 1.1.3 1.1.5 4.2.2 4.2.3 6.1.2 6.2.1 6.3.1 6.3.2 6.3.4
	<b>Strategy 2</b> Develop a shared vision for transition both to Kindy and School with SYPartnership, AAS, GC and families	1.1.5 4.2.2 6.1.2 6.2.1 6.3.2
	<b>Strategy 3</b> Establish a shared relevant program to be trialed and reviewed and shared with the community	1.1.3 4.2.2 6.2.2 6.3.2 6.3.4
<b>Goal 3</b> To continue to establish opportunities for information sharing throughout the year with the school staff, Preschool support staff and families	<b>Strategy 1</b> Review existing processes and collect opinions /information from staff, AAS staff, GC and families, Preschool Support staff. [What worked What did not and possible improvements for sharing information]	6.1.1 6.1.2
	<b>Strategy 2</b> Establish a reviewed and documented process for sharing information between stakeholders.	6.1.1 6.3.2 6.3.3
	<b>Strategy 3</b> Provide relevant up to date information for families. Trial and review	6.1.1 6.1.3 6.2.2 6.3.2 6.3.4

# Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

## Action Plan 2016

What needs to be done?	How will this be achieved	When will it be done	Progress notes	Date completed
Review and update Policies  1 Sunsafe and Extreme weather [even years]  Healthy eating [even years]  Guiding Children's Behaviour [odd years]  Grievance procedures/ Parents Complaints [odd years]	Provide opportunities for staff,GC and families to review policies and make changes if needed.  GC to approve versions each year    2017    2017	July 2017		
WHS new requirements	Establish effective processes for WHS tasks with a new Action Plan	Feb2017		
Record management	All appropriate files from latter years to be archived	Feb 2017		
Community Relations	Create an improved and updated Family/Community information area and explore new avenues with technology			
Performance management	Follow correct Performance management			

## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

	procedures for all staff			
Induction Folder for staff and volunteers	Update each year  Check DCSI screenings and Mandatory qualifications	Feb 2017		



## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

Improvement Priority 1	Partnerships with families- Valuing voices							
<b>Goal 1</b> Goal or outcome sought	<b>Goal 1</b> To strengthen communication practices between children, families, educators and community including concrete reflection of child, family, community and educator values and beliefs reflected within program, daily practice and decision making.						Priority M <i>(Based on Risk Assessment)</i>	
<b>Strategy 1 -3</b> How will we get this outcome	<p><b>Strategy 1. 1</b> Review communication systems and source new ways to create systems for regular updated communication processes especially with the use of technology.</p> <p><b>Strategy 2</b> Explore more opportunities to promote Families Voice in contributing to their child's learning and decision Making.</p> <p><b>Strategy 3</b> To value children's voice in decision making processes which is reflected in the daily routines and programs.</p>							
<b>Links to elements</b>	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1				5.1 5.2	6.1 6.2 6.3		
Success Measures	Family audit Term 1 and 4, Communication processes documented and in action, Families voice documented, Children's voice documented in program. Daily Routines established that reflect children's voice.							
By When	End of Term 4							
<b>Progress Notes</b>								
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>						<b>Analysis</b>	
<b>Recommendations</b>								

# Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

<b>Improvement Priority 2</b>	<b>Children's Learning</b>							
<b>Goal 1</b> Goal or outcome sought	To continue to develop a greater understanding and articulation for play based learning –Building the capacity of educators							Priority M <i>(Based on Risk Assessment)</i>
<b>Strategy 1-3</b> How will we get this outcome	Strategy 1 Commit to the agreed partnership Performance Management Process including at least 2 reviews and written feedback							
	Strategy 2 Online training with the ECA and other relevant PD							
	Strategy 33 To embed regular opportunities for critical reflection as a staff and with other colleagues including refamiliarising staff with the RRR resource							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1 1.2			4.2			7.2	
Success Measures	PD documented and staff achieve minimum hours of PD Staff implementing programs to reflect PD							
By When	End of Term 4							
<b>Progress Notes</b>								
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>						<b>Analysis</b>	

## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

<b>Recommendations</b>		

<b>Improvement Priority 2</b>	<b>Children's Learning</b>							
<b>Goal 2</b> Goal or outcome sought	<b>Continue to Develop the indoor and outdoor area to provide more learning opportunities through nature play</b>							Priority M <i>(Based on Risk Assessment)</i>
<b>Strategy 1-2</b> How will we get this outcome	<p><b>Strategy 1</b> Continue to develop the outdoor play area according to the plan from 2016 and documenting any new risk assessments</p> <p><b>Strategy 2</b> Explore the learning areas through the books Inspiring Spaces for young children and Rating Observation Scale for Inspiring spaces to promote discussions and reflections for creating learning spaces</p> <p><b>Strategy 3</b> Continue to embed sustainable practices and environmental awareness especially through the Beach Kindy Program.</p>							
Links to Elements	QA1 1.1	QA2 2.2 2.3	QA3 3.1 3.2 3.3	QA4	QA5	QA6	QA7	
Success Measures	New development in outdoor area. Children making use of areas documented in program. Beach Kindy program documented.							
By When	End of 2017							

<b>Progress Notes</b>		
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>	<b>Analysis</b>

<b>Recommendations</b>
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## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

Improvement Priority 2	Children's Learning							
<b>Goal 3</b> Goal or outcome sought	To continue to embed Numeracy and Literacy into the learning program.						Priority M <i>(Based on Risk Assessment)</i>	
<b>Strategy 3</b> How will we get this outcome	<p><b>Strategy 1</b> To continue to provide PD to develop educator capacity and powerful learners</p> <p><b>Strategy 2</b> To reflect on children's understandings and continue to provide opportunities based on needs and interests in all areas of the kindy</p> <p><b>Strategy 3</b> To develop relevant documentation to show children's progress against the indicators.</p>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1 1.2		3.1 3.2 3.3					
Success Measures	Documented progress for all children for indicators showing growth. Program showing planned and spontaneous activities							
By When	End of 2017							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

Improvement Priority 3	Continuity of Learning							
<b>Goal 1</b> Goal or outcome sought	To continue to develop a shared pedagogy with the school JP class.							Priority <i>(Based on Risk Assessment)</i>
<b>Strategy 1-3</b> How will we get this outcome	<p><b>Strategy 1</b> Develop opportunities for sharing pedagogies with school staff and review common Numeracy strategies established 2016</p> <p><b>Strategy 2</b> Encourage common PD opportunities</p> <p><b>Strategy 3</b> To develop a shared reflective Continuity of Learning program</p>							
Links to Elements	QA1 1.1.1-5 1.2..1-3	QA2	QA3	QA4	QA5	QA6 6.3.2	QA7 7.2.2	
Success Measures	Common practices established with children using common language in kindy and at school. Feedback gathered from school staff. Attendance to PD opportunities together.							
By When	End of 2017							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

Improvement Priority 3	Continuity of Learning							
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## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

<b>Goal 2</b> Goal or outcome sought	To continue to develop a shared vision and yearly program of opportunities for the Continuity of Learning for children coming to Kindy and going to school.						Priority L <i>(Based on Risk Assessment)</i>	
<b>Strategy 1-3</b> How will we get this outcome	<p><b>Strategy 1</b> Review existing program establishing what works and what could be improved involving staff, AAS, SYP Partnership, GC and families through discussions and surveys.</p> <p><b>Strategy 2</b> 1 Develop a shared vision for transition both to Kindy and School with SYP Partnership, AAS, GC and families</p> <p><b>Strategy 3</b> Establish a shared relevant program to be trialed and reviewed and shared with the community</p>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.1.1-5			4.2.2 4.2.3		6.1.2 6.2.1 6.3.1 6.3.2 6.3.4		
Success Measures	Shared vision documented. Continuity timeline established. Children settled in first few weeks Feedback from families collected							
By When	End of 2017							
<b>Progress Notes</b>								
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>						<b>Analysis</b>	
<b>Recommendations</b>								

<b>Improvement Priority 3</b>	<b>Continuity of Learning</b>
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## Ardrossan and Districts Community Kindergarten 2017 Quality Improvement Plan

<b>Goal 3</b> Goal or outcome sought	<b>To establish opportunities for information sharing throughout the year with the school staff, Preschool support staff and families</b>						Priority <i>(Based on Risk Assessment)</i>			
<b>Strategy 1-3</b> How will we get this outcome	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="320 427 1501 562"> <b>Strategy 1</b> Review existing processes and collect opinions /information from staff, AAS staff, GC and families, Preschool Support staff. [What worked What did not and possible improvements for sharing information]         </td> </tr> <tr> <td data-bbox="320 562 1501 658"> <b>Strategy 2</b> Establish a reviewed and documented process for sharing information between stakeholders.         </td> </tr> <tr> <td data-bbox="320 658 1501 741"> <b>Strategy 3</b> Provide relevant up to date information for families. Trial and review         </td> </tr> </table>							<b>Strategy 1</b> Review existing processes and collect opinions /information from staff, AAS staff, GC and families, Preschool Support staff. [What worked What did not and possible improvements for sharing information]	<b>Strategy 2</b> Establish a reviewed and documented process for sharing information between stakeholders.	<b>Strategy 3</b> Provide relevant up to date information for families. Trial and review
<b>Strategy 1</b> Review existing processes and collect opinions /information from staff, AAS staff, GC and families, Preschool Support staff. [What worked What did not and possible improvements for sharing information]										
<b>Strategy 2</b> Establish a reviewed and documented process for sharing information between stakeholders.										
<b>Strategy 3</b> Provide relevant up to date information for families. Trial and review										
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7			
						6.1.1 6.1.2 6.3.2 6.3.3				
Success Measures	Positive feedback from meetings. Parents feedback sourced									
By When	End of 2017									
<b>Progress Notes</b>										
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>						<b>Analysis</b>			
<b>Recommendations</b>										