



# Kurralta Park Community Kindergarten

Quality Improvement Plan  
2017

## Service details

Service name	Service approval number
Kurralta Park Community Kindergarten	
Primary contact at service	
<b>Kerry Strugnell (Director)</b> <b>Jeanette Scales (Teacher)</b> <b>Amy Farndale (Teacher)</b>	
Physical location of service	Physical location contact details
Street: 35 Barwell Avenue Suburb: Marleston State/territory: South Australia Postcode: 5037	Telephone: 82972340 Mobile: ---- Fax: 83714982 Email: <a href="mailto:dl5626.leaders@schools.sa.edu.au">dl5626.leaders@schools.sa.edu.au</a>
Approved Provider	Nominated Supervisor
Primary contact: Department of Education and Child Development, SA Telephone: 82261000 Mobile: Fax: 82261516 Email:	Name: Kerry Strugnell (Director) Telephone: 82972340 Mobile: n/a Fax: 83714982 Email: <a href="mailto:Kerry.Strugnell550@schools.sa.edu.au">Kerry.Strugnell550@schools.sa.edu.au</a>
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Preschool</b> (Opening & closing times)	09:00  15.00	09:00  15.00	09:00  15.00	09:00  15.00	09:00  15.00		
<b>Occasional Care</b> (Opening and closing times)	09.00 11.45 12.15 15.00	09.00 11.45 12.15 15.00			09.00 11.45		

## 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.

Closure days are planned for:- 14<sup>th</sup> March, 7<sup>th</sup> July (PM), 4<sup>th</sup> September (West Torrens Partnership) and 29<sup>th</sup> September (PM)

SA School holidays are: - April 14<sup>th</sup> – April 30<sup>th</sup>, July 8<sup>th</sup> - 23<sup>rd</sup> July, September 30<sup>th</sup> – 15<sup>th</sup> October, 16<sup>th</sup> December – 29<sup>th</sup> Jan.

Off street parking comprises four staff car parks plus one disability car park. As the driveway is also a walkway for families, care-givers are asked not to drive in the parking area to ensure the safety of children. There is street parking and a designated crossing with flags. Staff meetings operate weekly on Monday from 3:30pm-4.30pm. All staff (including ECW's) attend staff meeting as they value the team discussions. Staffing has remained reasonably stable and consistent in 2017 with four new staff inducted into occasional care, bilingual support, preschool support and finance. Universal access staff is employed, working alongside the core staff and additional support staff are employed on a termly basis. This has created a strong sense of belonging and team work within the centre. The Director has two administration days to support the administration and leadership duties, whilst core staff is provided with non-contact hours. The universal access teacher is employed on these two days to provide continuity of staffing and planning. Strong leadership, clear expectations, future goals, vision and values underpin the planning and wellbeing of the whole staff team, children and families – which all contribute to the positive culture of the centre. The Annual General Meeting (Monday 20<sup>th</sup> February) had 20+ parents and staff in attendance. Families from non-English speaking cultures attended the meeting and 3 of these families joined the Governing Council (GC). GC meetings are held Monday 6.30pm-8.30pm, weeks 3 & 8 of each term.

### How are the children grouped at your service?

Children are grouped into Kindergarten and Occasional Care services. The Kindergarten offers children 30 hours contact time, on a fortnight rotation (12 hours/week 1, 18hrs/week 2). Cohorts of children attend 2 full days per week on a Monday/Wednesday or Tuesday/Thursday and once a fortnight on Friday for a full day. Occasional care offers 1 session per week for children aged 2 – 4.9 years and targets children from families who are cared for at home and do not access other care services. This service operates on Monday, Tuesday and Friday morning and Monday and Tuesday afternoon. Kindergarten children are grouped into two Literacy/Numeracy groups (Butterflies and Ladybirds). Due to the high number of non-English speaking children (64% in 2017) – they are grouped (as practical as possible) into their home language. This enables a bilingual worker to support the clusters of children during the small group time. Teachers are responsible for the planning of small group activities.

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

Nominated Supervisor: KERRY STRUGNELL

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: NA

## Service statement of philosophy



### Kurralta Park Community Kindergarten PHILOSOPHY STATEMENT

We believe children and families are at the heart of all we do and parents are the first educators in a child's life. Therefore, we strive to support families to foster education and care within their home environment. We believe “*play*” is vital for young children's growth and provide a stimulating indoor and outdoor learning environment which enhances the holistic development of young children. We provide a child-centred, inquiry-based curriculum and believe all children have rights and deserve to have a strong voice and have value in themselves as well as being members of a wider community. Our teaching practices and pedagogy is guided by the *United Nations Convention of the Rights of the Children*. We believe children's families, cultural and social experiences are central to their development, therefore, our planning and curriculum delivery is inclusive of cultural and linguistic diversity and we work collaboratively with families, local schools and other community organisations. We believe warm, responsive relationships are critical to a child's well-being and foster children's wellbeing and engage children and families in what we plan and deliver. This allows for children to express their ideas and feelings and engage in exploration, imagination, experimentation and manipulation. We are guided and informed by “Belonging, Being and Becoming – The Early Years Learning Framework” (EYLF) and staff continually strives for excellence through the implementation of the National Quality Framework, Numeracy/Literacy indicators and S.T.E.M. initiatives. Our professional development and performance review is ongoing and embedded in our practices as we believe in the value of life-long learning.



## Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

### Summary of strengths for QA1

<b>Strengths</b>	There is experienced staff with a wealth of knowledge coming together to consolidate the teaching team. We continue to improve the processes and practices that have been in place since 2012 and making changes in accordance with our collective beliefs and understandings around best practice. We are continually reflecting, improving and implementing the early year's framework in planning and reporting. Discussions are documented in staff meeting minutes. Staff has considerable experience in observing and documenting children's learning through anecdotal observations, targeted photography, work samples, video recordings, individual learning plans, learning stories, technology (including the interactive white board, interactive TV and I Pads), negotiated education plans (NEP), portfolios, newsletters and curriculum displays. Family boards and the current learning folders are highly valued and will continue in 2017. Links are made with observations, evidence and improvement for individual child learning. The learning folders display EYLF outcomes, learning stories, evidence of development, celebrations and photos- all in chronological order and samples of children's work are dated and where at all possible-children's voice is recorded. Staff value and draw on the differences of our knowledge, culture and experiences in order to create the best learning environment for the children in our educational setting and care. Staff are more confident using the Numeracy and Literacy indicators and in documenting children's success in these areas.
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### Key improvements sought for QA1

<b>Standard/element</b> <b>[1.1.1]</b>	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing and confidence as learners and effectiveness as communicators.
<b>Identified issue</b>	A high proportion of children are from India and middle eastern cultures as well as children born in Australia but are second generation English speaking. Staff has discovered the latter group of children come to Kindergarten with very little English and understanding of the language. Continual acknowledgment of their cultures will add substance to the curriculum and support their literacy and communication skills in English. Staff will focus on strategies to improve English speaking-skills with the high % of children in our care and work more closely with families and their cultures to support first language maintenance.
<b>Standard/element</b> <b>[1.2.3]</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

	<table> <tr> <td data-bbox="349 148 586 327"><b>Identified issue</b></td><td data-bbox="586 148 2159 327">We will work in partnership with local feeder schools (Richmond Primary and Plympton Primary) to plan and improve better quality transition programs for the children and families as they move to the school environment. Staff will use the extra two closure days to discuss critical reflection on children's learning and share our learnings with each other and with the network educators meetings in the West Torrens Partnership.</td></tr> </table>	<b>Identified issue</b>	We will work in partnership with local feeder schools (Richmond Primary and Plympton Primary) to plan and improve better quality transition programs for the children and families as they move to the school environment. Staff will use the extra two closure days to discuss critical reflection on children's learning and share our learnings with each other and with the network educators meetings in the West Torrens Partnership.
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<b>Standard/element EYLF (outcome 4)</b>	<p>Children are confident and involved learners (Outcome 4 of EYLF) – in the area of STEM</p> <table> <tr> <td data-bbox="349 422 586 601"><b>Identified issue</b></td><td data-bbox="586 422 2159 601">Teacher (Jeanette) will attend workshops on S.T.E.M. (science, technology, engineering &amp; mathematics) and bring the learning back to the centre to share with the staff team. As time progresses she will share the learnings with the West Torrens early years network group as part of her step 9 teacher role and leadership development. Staff will scaffold children's STEM thinking and ask questions that are challenging and supporting them to use problem solving and open exploration –linking STEM with the Arts.</td></tr> </table>	<b>Identified issue</b>	Teacher (Jeanette) will attend workshops on S.T.E.M. (science, technology, engineering & mathematics) and bring the learning back to the centre to share with the staff team. As time progresses she will share the learnings with the West Torrens early years network group as part of her step 9 teacher role and leadership development. Staff will scaffold children's STEM thinking and ask questions that are challenging and supporting them to use problem solving and open exploration –linking STEM with the Arts.
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## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Children develop effective communication skills as they connect with their community and identity and retain their first language	H	<p>*Staff and children will use I Pad apps to support the learning.</p> <p>*Staff will work collaboratively with Richmond Primary School to support ESL children</p> <p>* Staff will attend T&amp;D to learn the skills of teaching English as a second language to young children.</p> <p>*Use children's interests and further develop children's dispositions for learning.</p> <p>*Continue to use and develop visuals to support the learning</p>	<p>*Children will separate from families with ease and comfort – in spite of the language barriers.</p> <p>*Children have opportunities to work alone, in small and large group settings</p> <p>*There are opportunities for open ended experiences</p> <p>* Children will have concrete materials for activities and access to tools and equipment at easy disposal</p> <p>*During relaxation time the BL worker will support small groups of children.</p>	T1 & T2	<p>*Kerry and Jeanette attended a 2 day leadership conference to identify ESL issues and begin planning for this</p> <p>*Kerry and Debbie will attend a workshop on “cultural competence training” through DECD</p> <p>*Board-maker visuals on clips for teachers to carry have been made</p>
Outcome 4 of EYLF (STEM)	<p>Children are confident inquirers and researchers and children's voice is evident in STEM</p> <p>Children are actively involved in constructing understanding through hands on experiences</p>	H	<p>*Children's prior knowledge is ascertained and built on</p> <p>*Staff will familiarise, explore and understand the functions of STEM and how to incorporate this into the program using children's interests.</p>	<p>*Children transfer and adapt what they have learned from one context to another.</p> <p>*Children are using the inside and outside learning area to support STEM understandings</p> <p>*Children are engaged in high-order thinking, creative think, problem solving and asking questions</p>	T1 & T2	<p>*Evidence and data is being collected for mid-year family interviews (term 2) and written reports eg learning statement</p> <p>* STEM evidence includes floor books, posters, photos, learning stories, observations, critical reflection, questions, discussions, interviews, key note presentations and group sharing.</p> <p>*The first closure day on 14<sup>th</sup> March included discussions on STEM and the</p>

			<p>*Encourage children to be role models for each other and support peer learning and engagement</p> <p>*Educators are co-learners and provocateurs and mindful of providing uninterrupted time for exploration and inquiry</p>			<p>ARTS and how to extend children's learning environment for more successes</p> <p>*Staff are responsible for STEM familiarisation and empowering learning</p> <p>* Term 2 will focus on a whole site STEM curriculum and planning</p>
1.2.3	<p>Staff to feel comfortable to challenge our thinking and current practices and pedagogy</p> <p>Make connections between EYLF and the Foundation level of the Australian Curriculum for all educators in both sectors (Kindy and school)</p>	H	<p>*Critical reflection discussions will occur at staff meetings and on closure days using the early years planning cycle as the foundation</p> <p>*critically reflect the links between the Numeracy/ Literacy indicators and STEM and the Australian Curriculum (foundation level)</p>	<p>*changes will develop with assessment and reporting as staff reflect on pedagogy and children's interests</p> <p>*children's dispositions have grown and are powerful learners</p>	Ongoing	<p>*discussion with Richmond Primary as to how best support transition from Kindy to school has begun</p> <p>*seek feedback from our feeder schools re skill development for young children and what is valued in early years sites</p>

## Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

### Quality Improvement Plan for Q2

Summary of strengths for QA2

<b>Strengths</b>	Staff has worked extensively since 2012, in the area of promoting healthy eating with children and parents, which is reflected in nutritious lunch boxes with reduced processed and/or sweet foods. Parents in occasional care and the preschool contribute to the weekly purchase of fresh fruit for snacks. The outdoor area is large, well maintained with some topography and incorporates interesting adjuncts and areas for children to actively explore and develop large muscle skills, role playing and imaginative skills. Staff and children worked collaboratively in 2013 to identify separate boy and girl toilets and shared boy/girl toilets, to reduce spillage and improve overall cleanliness. Staff continues to supervise hand washing procedures and sunscreen application at lunch time as per UV rating. With new cohorts of children beginning each year, this is revisited regularly. New staff and all children are inducted in this practice. Toilet inspection and yard checks are marked on the attendance sheet daily when completed. Cleanliness of the centre is an ongoing priority and is monitored daily. Toilets and wet areas are cleaned daily (after the lunch period) along with toilet paper and hand towels replaced as quickly as possible. Effective hygiene practices are imbedded and modelled by all staff and new staff is inducted in the procedures. Management of children's health needs are documented and available for all staff and especially relief staff. Preventive steps are evident in controlling the incidence and spread of infectious diseases and best practice for managing illness and injuries is recorded along with immunisation records for all children. Twelve staff in 2017 was trained in Diabetes Type 1 to support a new enrolment at the centre.
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### Key improvements sought for QA2

<b>Standard/element [2.2]</b>	Healthy eating and physical activity are embedded in the program for children	
	<b>Identified issues</b>	Dental hygiene continues to be a concern with children from India and the middle east countries enrolled at the centre in 2017. As part of our program and curriculum we are focusing on dental hygiene, healthy foods and teeth cleaning habits –with a particular focus on “sugar” content in foods and the importance to reduce this in children's and adult's diets. Parent education is included in the improvement cycle.

<b>Standard/ element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
2.2.1	<p>*Food and drink supplied by families will have less sugar and salt content with minimal processed foods provided for lunch</p> <p>*Children and families will be educated and informed of good dental hygiene practices</p>	H	<p>*Educational workshops will be provided by SA dental care and by the Director (Kerry)</p> <p>*Dental checks for children 2x year will be offered at Kindy (parent volunteer who is a dentist)</p> <p>*The Director will inform parents at information sessions during the enrolment process</p>	<p>* reduction in tooth decay and dental problems</p> <p>*children are brushing their teeth regularly</p>	Ongoing	*free dental check-up to occur in term 1 for Kindy children by SA Dental health service (Lift the Lip program)

## Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

### Quality Improvement Plan for QA 3

Summary of strengths for QA3

<b>Strengths</b>	Both indoor and outdoor areas are attractive, well-furnished and well resourced. Sand and soft fall is replenished twice per year. Trees are trimmed regularly, along with other natural bushland natives and plants. The shade of the outside area is enhancing for children's interactive playing. Internal painting was completed in 2014, to beautify the inside area of the centre. The positioning of the occasional care playroom allows good support for Occasional care staff from the kindergarten when needed and friendly interaction between the two groups of children while allowing separate activities when desired. Shared use of the bathroom facilities is also enabled. The veranda area has clear, plastic pull down blinds which allow it to be used in inclement weather and as a storage area for the children's bags as well as a communication and display area for families. New bag lockers have been installed. A greater emphasis on recycling and using a compost bin and to promote "nude food" continues to be part of the centre's curriculum. Whenever possible, the centre partners with OPAL (a community organisation) to promote healthy, active living and programs within the local community. Environmental grants are sought to assist with the goals. This will include further developing the vegetable garden beds and using the produce in children's cooking and eating. Work with Simon Hutchinson from climbingtrees.com has begun as a two year project to upgrade the outdoor area. Governing Council, children and families have and are involved in the project. The project is divided into 7 stages from 2016 - 2017. 2016 included an upgrade to garden beds, mud kitchen, basket swings, perspex tree root viewers, a paved outdoor learning area with table, a waterway and creek attached to the sandpit, children's "secret hiding places" and natural curiosity for playing and exploring the outdoor area. 2017 will see a natural bike track, more hidey play spaces, an outdoor sink and risk taking adventure experiences and equipment.
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### Key improvements sought for QA3

<b>Standard/element [3.3.2]</b>	3.3.2 Children are supported to become environmentally responsible and show respect for the environment.	
	<b>Identified issue</b>	Reduce the running spaces in the outdoor area and provided more natural play spaces for children's deeper engagement

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.3.2	<p>*Children become aware of the natural world around them and learn the importance of conserving and caring for it.</p> <p>*Children take shared responsibility for growing food for harvest and enjoying tasting and cooking activities.</p>	M	<p>*Continue with membership of the Nature Education Centre (animal borrowing service)</p> <p>*Continue with the replenishing and refurbishing of the vegetable garden to close the cycle of producing food and recycling the waste into fertiliser to grow more food.</p>		<p>Term 2</p> <p>Term 2 &amp; 3</p>	
	Children develop a range of skills and processes such as problem solving, inquiry, researching experimentation, hypothesising and investigation	H	<p>*Stages 5,6 &amp; 7 of the outdoor project with a focus on natural play spaces, motor skills, risk taking and coordination</p> <p>*A bike track, outdoor storage unit, tree climbing and rope and rock climbing will be built</p>	<p>*Children will utilise and incorporate much of their playing in the outdoor spaces with a focus on using natural materials and risky business to support learning dispositions</p> <p>*Children's dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity will be identified</p>	Project to begin in term 1 & 2	<p>*Adjustments to the outdoor planning project has occurred with staff</p> <p>*Jeanette visited Netley Kindergarten for photographic evidence and ideas</p> <p>*Kerry is planning concept map changes with Simon Hutchinson and with DECD Asset Support Services for construction to begin</p>

	<p>*The outdoor play area will be tweaked to enhance more natural play spaces and physical development opportunities for children</p> <p>*reduce the packing up time and the end of the day with equipment</p> <p>* Children take responsibility for their own working environment and care of the equipment</p>	H	<p>*Consultation with Netley Kindergarten re their outdoor development project</p> <p>*Consult with Simon Hutchinson (Outdoor Development Officer) to make changes to the concept map in 2017</p> <p>*Governing council members and Director are sourcing environmental grants to help assist with the outdoor project and a compost bin</p> <p>*Outdoor storage cupboards for easy access for children and staff</p>	<p>*There is less plastic and manufactured objects in the sand pit and outdoor area and more natural implements in its place</p> <p>*Children are engaged in natural play spaces with less equipment and strengthening their dispositions for growth and development and natural curiosity and using STEM skills</p>	On-going all year	
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## Improvement Plan

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

### Quality Improvement Plan for QA4

Summary of strengths for QA4

#### Strengths

The Director will continue to maintain a consistent staff team (including regular relief staff), while respecting individual needs of staff to enhance their wellbeing. Qualifications are checked and monitored and professional development is consistently encouraged for all staff. A large staff team of 12, with a core staff team of 4, is complemented by supplementary teaching staff, bilingual support staff and support staff for children with additional needs. This has a strong flow-on- effect of building consistent and collaborative teams and partnerships with children, families and the wider community. In the Director's absence there is a sense of stability and succession leadership for the service and opportunity for programs to flourish and flow. Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. T&D is coordinated and planned to fit with the QIP and centre vision and goals. As a team we continue to build on capacity and focus on a growth mindset and staff is supported in achieving site and personal goals and site vision and directions. Celebrations, social gatherings and recognition are part of the site's cultural practice and teaching staff are encouraged to take on succession leadership roles as it arises –which is created each year. Universal Access teachers and part-time staff have first options to increase their contracts when the opportunity arises and is pleasing to see the same staff team has been employed for over four years. Regular and consistent staff meetings on Mondays and daily/consistent communication to all staff is imperative. Emails, staff diary and weekly staff reading folder have assisted in this area and will continue in 2017. Staff meeting agenda and minutes continue to have fixed areas of discussion including Curriculum, Children and Work Health and Safety issues. The introduction of "pedagogical reflection" and "numeracy indicators/data" has been included on the staff agenda this year for closure days and staff meetings.



## Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

### Quality Improvement Plan for QA5

Summary of strengths for QA5

#### Strengths

Staff has demonstrated wonderful patience, understanding and responsiveness to children enrolled during the past four years. Interactions with each child are warm, responsive and build trusting relationships. Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Each child is supported to feel secure, confident and included and the dignity and rights of every child are consistently and supported and promoted at all times. Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict. The site has growing numbers of new arrivals with little or no English as well as children with additional needs – especially in the areas of communication and developmental delay. Three children in 2017 are identified with ASD and every effort is made to work with them in a positive, warm and accepting manner. Term one has experienced steady enrolments of 66 children with a trickle of families still enrolling during the term. This is mainly due to new arrivals moving into the area from overseas and parents gaining an understanding of the “Same Day First Day Start” policy and procedures. Kurralta Park Kindergarten also gains the over-spill of neighbouring centres that are full and will seek enrolment at this centre –recommended by neighbouring kindergartens. Families from the previous three years of attending kindergarten at KPCK are recommending our centre to their friends and neighbours. Parent surveys indicate client satisfaction of family, child and staff relationships is very strong.



## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

### Quality Improvement Plan for QA6

#### Summary of strengths for QA6

##### Strengths

The staff team continue to work collaboratively together to consolidate site information, processes, procedures and policies, whilst informing families, new arrivals and the wider community. This is managed via discussions, the web page, emails, phone calls and newsletters. KPCK web site had a major overhaul in 2016 with current and relevant information updated. All families are warmly received into the programs and service and assisted with any queries and concerns. Strong family involvement is evident in Harmony and Diwali week and other cultural celebrations. Partnerships with local feeder schools and neighbouring Kindergartens keeps everyone informed of enrolments and community services on offer via newsletters and an effective enrolment process to include a parent information session in term 3. In 2017 staff support was provided to Richmond Primary from the kindergarten to support children with additional needs in the Kindy to school transition process. This will now become a practice between the two sites for future support to families. The West Torrens Partnership model will further strengthen the services and support for families and children within our region. The centre works closely with the support services from DECD to help families' access local community health and disability services. All families (and especially those from other cultures) have opportunities to be involved in the service and contribute to service decisions eg Governing Council. Current information is available to families in English and with the use of Parent SA pamphlets and the DECD bilingual service –other languages are available. We continue to explore community services that promote other languages to our families. Promoting healthy eating habits and wholesome lunch box foods is an ongoing priority, especially with 66 children beginning Kindergarten in 2017. In previous years we have worked collaboratively with the West Torrens Council projects of interest (eg OPAL projects) and have discussions with families on dental hygiene. Staff will also work with families to identify their cultural numeracy and literacy practices and understandings and provide opportunities for families to develop their understandings of S.T.E.A.M within the preschool.

## Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Quality Improvement Plan for QA7

#### Summary of Strengths

##### Strengths

The centre has very well organised storage and shed areas with two compactus in the inside storage room. Storage of documentation in the office has improved with archiving practices being an on-going yearly occurrence. In 2016 the inventory was updated and placed on the computer. Policies continue to be updated bi-annually and annually (according to DECD standards) and site practices are consolidated with appropriate documentation processes in place. Staff has maintained clearer goals for achieving order and proper management of paperwork eg work health and safety issues and STAR procedures. The Director continues to address any issues that arise in a professional, caring and timely manner. Grievance processes continue to be followed and mentoring practices are implemented and encouraged as required. Written documentation is practiced between staff and families as a record of discussion and outcomes. Incidences are recorded on IRMS in a timely manner as required. DECD policies and procedures are followed and new ones implemented eg Wind Policy. The Director continues to provide time and opportunity for the ECW to improve her skills with the business manager system (STAR) that began in 2014. Staff files have been revamped for personal storage of documentation and all files are secured in a file drawer and the room is locked each night. Leadership roles are embedded in the centre's practice by encouragement from the Director and teachers have the opportunity to work as Acting Director in the absence of the site leader. Staff continue to explore their own beliefs and attitudes toward pedagogy and how this may impact on children's experiences and development eg powerful learners. Staff continues to explore the different theories of early childhood development which is embedded in the cycle of improvement, reflections, assessment and planning. The philosophy statement is reviewed annually, along with an effective self-assessment and quality improvement process –using the cycle of improvement from EYLF and the NQS self-assessment tool. Performance management process for all permanent and contract staff is provided in terms 1 and 3 with written and verbal feedback from the Director. Centre Director (Kerry) was a finalist in two categories (Leadership and Lifetime Achievement) for the Excellence in Public Education Awards in 2016 and continues to mentor staff for succession leadership eg Director job share.