



ROXBY DOWNS

KINDERGARTEN

learn play grow

Quality

Improvement Plan

2018

Service details

Service name		Service approval number	
Roxby Downs Kindergarten		SE-00010866	
Primary contact at service			
Brenda Murray			
Physical location of service		Physical location contact details	
Street	Richardson Place	Telephone	(08) 8671 0455
Suburb	Roxby Downs	Mobile	
State/territory	South Australia	Fax	(08) 8671 1021
Postcode	5725	Email	dl.6646.roxbykgn@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes	Name	Brenda Murray
Telephone	(08) 82263463	Telephone	(08) 8671 0455
Mobile		Mobile	
Fax	(08) 8226 0159	Fax	(08) 8671 1021
Email	AnnMarie.Hayes2@sa.gov.au	Email	dl.6646.roxbykgn@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 162	State/territory	South Australia
Suburb	Roxby Downs	Postcode	5725

Operating hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	0815	0815	0900 playgroup	0815	0815
Closing time	1515	1515	1030	1515	1515

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.

Roxby Downs Kindergarten is a preschool service operated by the Department of Education and Child Development. As such the site is open during South Australian school terms and closed during the school holiday periods. As a remote service the site currently closes one week earlier during school term 4. Four pupil free days operate per year but these change on a yearly basis. Wednesday morning is currently when our Playgroup operates. The closest parking to the kindergarten is on Richardson Place.

How are the children grouped at your service?

Currently we have 2 groups of children which attend different sessions. Each group attends two x 7 hour days per week and five full catch-up days during the year to access their full entitlement as per Universal Access to Preschool. These groups stay the same to maximise continuity of friendships, relationships with educators, and curriculum.

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

Nominated Supervisor: Brenda Murray (Director)

Service statement of philosophy

As the only kindergarten in Roxby Downs, we strive to provide a friendly, high quality educational service for the children and families in our community. We proudly support Froebel's vision of a 'children's garden' – a safe place for children to learn about themselves, others and the world and where learning can be fun, meaningful, exciting and ongoing.

At Roxby Downs Kindergarten we honour the importance of each child's belonging, being and becoming. We honour the importance of:

- Belonging within a family, community and culture
- Being 3, 4 and 5 years old
- Becoming a confident learner and contributor to Australian society

Our personalised curriculum values and supports children's needs and rights, and draws upon the children's ideas, questions, and experiences. As a diverse community the curriculum we provide aims to fully support each child to participate as a valued member of the group. Staff members work alongside children as partners in their learning processes and documenters of their successes and discoveries throughout the year.

We believe that strong partnerships with families are essential in providing the best opportunities to young children. A trusting relationship between families and staff members ensures our curriculum and daily practice is culturally appropriate, and provides support and advice on the important role of parenting. The kindergarten links with other local services to ensure that the families of Roxby Downs also experience a sense of belonging, being and becoming within the community.

Our work is underpinned by the principles of the Belonging, Being and Becoming Early Years Learning Framework:

- Developing secure, respectful and reciprocal relationships with children
- Forming strong partnerships with families and community
- Holding high expectations for each child
- Respecting diversity and equity
- Engaging in ongoing learning and reflective practice

Staff members are enthusiastic, knowledgeable, collaborative and committed to ensuring our everyday practice reflects this educational philosophy.

Strengths Summary

NQS	
<p>Quality area 1: Educational program and practice</p>	<ul style="list-style-type: none"> • All educators engage in children's play responsively and on a deep and meaningful level. Children are encouraged to reflect on their own learning, share their ideas, thoughts and opinions ensuring that each of these is respected and reflected in our teaching. Their voices are valued and recorded in various forms of documentation. • The documentation displayed on the walls and in floor books, children's portfolios, individual observations, daily and weekly reflections, Individual Learning Plans (ILP), and Statement of Learning at the end of the year ensures that each child's strengths, thinking, abilities and interests are reflected in the planning and programming. • The formation of the Philosophy Statement in partnership with the children, families and educators truly reflects our belief that children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners. Quality learning environments and enhanced learning outcomes are a priority for all children, relevant to their stage in their learning journey. • Through our educator reflections it was identified that children were often too tired to concentrate during late morning group times (intentional teaching) so to ensure children have opportunities for large periods of unstructured play in both the inside and outside learning environments both before and after lunch it was decided that our structured learning would take place first thing in the morning when the children are well rested. • Our planning and review cycle continues to improve as all educators are involved in our end of day reflection meetings. Additionally, all educators are paid to have Wednesday morning as non-contact to enable them to share ideas, critically reflect together, share observations and anecdotal notes. All this information is used to plan a responsive and child centred curriculum that makes clear connections with the Early Years Learning Framework, the Indicators of Preschool Numeracy and Literacy and the 8 Aboriginal ways of learning. • The program is displayed for families and they are invited to contribute through "home circles", literacy packs, 3 way interviews, formal and informal conversations, emails, social media, phone/texts. Family feedback also informs our programming. Our various methods of communication help us to work in partnership with families. • Our monthly newsletter, emails to families and Kindergarten Facebook page keep families informed of what's happening and the learning that is taking place. Strength-based documentation of each child's learning is kept in their learning portfolios which are

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available to children and families at all times. A Statement of Learning is written at the end of the year for each child reporting progress against the Early Years Learning Framework outcomes, as well as the Indicators of Preschool Numeracy and Literacy. A copy of these are provided to the school the child will attend.

- We have a strong focus on children's dispositions for learning. We deliberately provide an enriched, play based, learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker. To embed dispositional words within daily activities we have adopted Guy Claxton's learning rainbow to include the dispositions of curiosity, courage, craftsmanship, critical thinking, creativity, collaboration and copying in our vocabulary with children and through visual representation to encourage children to notice and name their learning dispositions.
- Children are invited to make many choices throughout the day, including what activities they want to set up outside. There are visuals of all the resources which enable children to identify what they would like to access. They are involved in decision making processes and often participate in voting opportunities, song and story selection with their opinions valued, listened to and acted upon.
- In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA1

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NQS	
<p>Quality area 2: children's health and safety</p>	<ul style="list-style-type: none"> • Children with health and/or safety needs are identified upon enrolment. Health care plans and Behaviour Management Plans are developed in consultation with families, outside providers and the kindy, to effectively manage individual needs and health conditions. Medications and Health Management Plans are discussed with the Educators team, and placed in the appropriate storage cupboard for access if required. Photos of individual children with identified health and/or safety needs are displayed on the fridges in the kitchen. • Through reflective discussions it was recognised that children need an opportunity for quiet time and rest after the periods of unstructured play before lunch. Rest and relaxation times are provided after lunch each day, giving children a chance to digest their food and relax before heading back to play. Children are also encouraged to rest if they are tiring and there are quiet spaces situated throughout the kindy for this. • A healthy food and drink policy is in place and children bring healthy foods to kindergarten for snacks and lunch. Children regularly participate in healthy cooking activities using ingredients grown in our vegetable garden. We educate children and families on the importance of healthy eating and discuss healthy choices regularly. Fresh water is provided throughout the day and children are regularly encourage to stop and have a drink. • Emergency invacuation and evacuation drills are undertaken each term. • Regular hazard and benefit/risk assessments of the environment are undertaken to ensure the play spaces are safe. WH&S issues raised are dealt with immediately and the Director regularly liaises with facilities management and asset services to ensure all facilities and upgrades occur in a timely manner. We have an online DECD system for reporting incidents and a system for managing WH&S site tasks. • Educators are aware of their responsibilities around the area of child protection and using the Keeping Safe Curriculum in the program. Consequently all educators participate in the 'Responding to Abuse and Neglect - Education and Care (RAN-EC)', and the 'Keeping Safe: Child Protection Curriculum (KS:CPC)' update course this year. • In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA2

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NQS	
<p>Quality area 3: Physical Environment</p>	<ul style="list-style-type: none"> • As a team we have embraced the Reggio Emilia philosophy of the environment being viewed as the third teacher. We are continuing to analyse and rethink our learning environment to ensure that it provides an inviting, aesthetically pleasing, exciting, engaging and challenging space for children to learn. We ensure our learning environment is attractive, de-cluttered and accessible to all children throughout sessions and provide invitations and provocations to explore. • We provide a wide range of learning areas and high quality experiences. Our daily routine allows children access to both the indoor and outdoor learning areas for most of the session so the children can make choices about where they play, for how long and who with. Careful and ongoing planning is an important part of our work to ensure we accommodate all children's needs. For example, places to engage in climbing and gross motor skills and quiet places providing opportunities for rest and relaxation. Educators are responsive to children's suggestions of materials they require for play and where possible they are encouraged to independently resource their learning and play. • The outdoor learning environment has one of the most beautiful trees in Roxby Downs and is a highlight for children who spend a lot of time here. We also have a lot of natural elements in the garden as well as a vegetable garden that children are actively involved in planting, maintaining and harvesting. Children are also regularly involved in cooking experiences utilising the produce of our vegetable garden. • Educators are gradually adding to our 'loose parts' resources both for inside and outside play to allow children to have open ended materials to explore creatively and to promote problem solving. • The kindergarten has a Sustainability Strategy which we use to guide our practices and promote these to families. • In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA3

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NQS	
<p>Quality area 4: Staffing arrangements</p>	<ul style="list-style-type: none"> • The qualified and experienced educators at Roxby kindy work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning. This is achieved through the processes now in place which connect our observations, documentations, and reflections daily, weekly, and ongoing. • The required Educators to child ratios are maintained at all times and where possible, exceeded. • Performance Management systems are in place and Educators have regular performance reviews with the site leader which includes identifying areas for improvement, and setting goals for performance linked to the site priorities. • Educators planning and programming occurs weekly, with the kindy funding all Educators to meet together every Wednesday morning when no children are present. Educators meetings are used as a way to reflect upon best practice, our interactions, and relationships with the children and families as well as to work together with respect and collaboration, challenging and learning from each other and recognising each other's strengths and skills guided by professional standards informed by the ECA Code of Ethics. The daily reflection book is also a way to document the informal Educators team discussions held at the end of each day. • Children requiring additional support for speech and language have their programs delivered by their guardian educators. This ensures their speech/language needs are supported on an ongoing basis throughout the day, rather than delivered by a support ECW that is at the kindy for a short period of time. The support ECW now covers the guardian educators to deliver the program one on one and the guardian educator can keep families informed of progress. • We have lucky to have continuity of educators despite being a transient town. We have a new full time teacher this year replacing a teacher that was here for 4 years that has relocated. All of our other educators have been working here consistently over many years. • In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA4

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NQS	
<p>Quality area 5: Relationships with children</p>	<ul style="list-style-type: none"> • Relationships between staff, children and families are at the centre of everything we do. Prior to the year they start kindy, children are invited to spend some time at the kindy with preschool Educators over a period of 3 two hour orientation sessions. They are also invited to participate in our weekly Playgroup to orientate and transition into the kindy program. A planned dialogue between educators, parents and individual children is held in the first few weeks of the first term (3 way interviews). We have found this to be a most valuable opportunity to gather information from families, along with educator observations, helps to form the child's Individual Learning Plan (ILP) for the year. The focus on Identity and Wellbeing (EYLF, Outcome 1 and 3) in term 1 further builds on our knowledge of the individual child's strengths and interests, and goes a long way in ensuring that children feel safe, respected, valued, and thus encouraging a sense of belonging. Ongoing open dialogue and follow up 3 way meetings early in Term 3 with parents, educators and individual children builds upon the relationships, with the ILP's updated to show the development of their child over the past two terms, and the learning goals set earlier in the year reviewed, or new learning goals added. • All educators at Roxby Kindy have a guardian group of children they are connected with over the course of the year. This includes observations, learning stories, portfolios, intentional teaching times in smaller groups, and being the main person to speak with parents about their individual child. During small group times children are supported to collaborate, learn from and help each other. • Interactions with children are respectful and ensure the dignity and rights of every child maintained. Educators identify with the Reggio Emilia image of the child as strong, capable, and competent and are constantly reflecting upon practices to ensure our image of the child is reflected. • We use the 'You can do it' social/emotional skills program to support children to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. • The site works closely with local schools and childcare services to develop meaningful and supportive orientation opportunities. • In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA5

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NQS	
<p>Quality area 6: Collaborative partnerships with families and communities</p>	<ul style="list-style-type: none"> • During Term 3 the year prior to their child/ren commencing kindy new families are invited to an enrolment session where information is shared about the process of enrolment, the kindy program, the Philosophy Statement that underpins and guides our practice, the ELYF and the developmental outcomes for children, and is an opportunity for parents to ask any relevant questions. A parent information pack is handed out at the session and is also available for parents unable to attend. Parents are invited to contribute their hopes for their children for their kindy year and these form part of the new Philosophy statement. Important cultural celebrations are gathered from "All About Me" forms in the enrolment packs which are then used to inform programming. There are many ways for parents to be involved in the kindy, including being on Governing Council – a list of ideas is located in our Parent handbook. • The 3 way meetings between educators and families in Terms 1 and 3 are a valuable way of sharing information, and building a collaborative partnership for improved learner outcomes of individual children. • Curriculum updates and other relevant information are provided regularly through emails, newsletters, notes in pockets, displays, children's portfolios and both formal and informal conversations with Educators. The Website is up to date as a first point of contact for new families with relevant details and information being updated regularly. A Facebook Page was created in September 2016 (as well as a Social Media Policy) as a way of interacting, building relationships, and improving communication with the families of the Roxby community. A Parent Information Area is in the foyer which has information about the local community, schools, parenting supports, and Roxby Downs Kindergarten information such as newsletters, policies and the educational program. • Our facilitated Playgroup program is offered on a Wednesday each and is often used by families as a way to introduce their child to the kindy if they going to start their kindy sessions the following year. From 2018 our Community Development Coordinator will facilitate the playgroup session assisted by an educator on a rostered basis so all educators become known to families utilising the playgroup • We have developed strong relationships with local health professionals and when the Children's Centre building is completed they will utilise consulting rooms on-site. • Where support is required for children with special rights or needs, the kindy works closely with local health professionals, families and DECD support services to ensure these needs are met. Additional staffing is provided for children with additional learning needs,

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children from language backgrounds other than English and Aboriginal and Torres Strait Island children.

- In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA6

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NQS	
<p>Quality area 7: Governance and leadership</p>	<ul style="list-style-type: none"> • To ensure consistency of practice, and continuity of teaching provision we try to use regular relief Educators wherever possible. When relievers are used in the kindy a comprehensive induction folder is accessible for new Educators that includes relevant policies, benefit risk assessments, the Philosophy and Context statement, the previous year's annual report, the codes of ethics, and an outline of expected roles and responsibilities. • The Director initiates regular Performance and Development meetings with all educators which focus on areas of strengths, areas of improvement, and goal setting in the short and long term, linked to the site priorities • The continuity of educators has been beneficial for consolidation of practices, a clear vision within the Philosophy Statement (established through collaboration with educators, children and families), common values held by the educator team, and a culture of self-review and reflection embedded into our daily interactions. Our daily reflection book, weekly Educator planning, programming and reflection meetings and general dialogue enable us to continuously question how to improve our teaching methods to achieve the desired learner outcomes. • We have an active Governing Council comprising parents and educators. • Risk assessments are performed as required and children are involved in risk/benefit assessments of equipment they will be using. • In 2014 we were assessed under the National Quality Standard and received an exceeding rating in QA7