

Barmera Kindergarten

Quality Improvement Plan

2018

Service Details

Service name	Service approval number
BARMERA KINDERGARTEN	SE-00010158
Primary contact at service	
Amy Hunt	
Physical location of service	Physical location contact details
Street: Amy Street Suburb: Barmera State/territory: South Australia Postcode: 5345	Telephone: 0885 882210 Mobile: Fax: 0885 881313 Email: Amy.Hunt210@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Amy Hunt Telephone: 85882210 Mobile: Fax: 85881313 Email:
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.45 Kindy	08.45 kindy	08.45 Kindy	08.45 Kindy	08:45 Kindy		
Closing time	3:00	3:00	3:00	3:00	1:45		

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.

Ample parking is available on the street. Staff use private car park

Holidays are in line with South Australian Public Schools

Four pupil free days are arranged each year on a needs basis, at this stage 2018 we have only booked one for the 9th of March

How are the children grouped at your service?

Attendance options starting 2018 are:-

2 Options: Full day Monday, Wednesday and alternating Fridays

Or Full day Tuesday, Thursday and alternating Fridays

Our 3 year old Aboriginal children attend only 2 full days a week either Monday, Wednesday or Tuesday, Thursday.

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

Nominated Supervisor : Amy Hunt

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:

Service statement of philosophy

At Barmera Kindergarten we aim to instil a passion for learning and life, based on positive relationships and learning dispositions. We value each child as a unique individual and provide an environment that is welcoming, exciting, engaging, spontaneous, fun and safe using natural materials and spaces.

We strive to achieve this by valuing individuals and acknowledge families are the children's initial educators with significant ongoing influence in their lives and are an integral part of our kindy. Building strong relationships with families and the community by:

- Collaborating and being responsive to families and the community
- Encouraging and celebrating diversity
- Keeping open minded and adaptable
- Reflecting on our practice
- Encouraging and initiating open ended discussions
- Showing empathy
- Being nurturing and compassionate
- Working as a team
- Building confidence in ourselves and others
- Maintaining the children as our number one focus
- Providing a play based child initiated curriculum
- Planning for children's learning and reflect on their progress with families
- Respect families culture and identity

We hope that by providing the above our children will:

- Be collaborative
- Be enthusiastic learners
- Be authentically engaged
- Show resilience
- Be risk takers
- Be confident
- Be creative and imaginative
- Be problem solvers
- Be curious and inquisitive
- Be self-regulated
- Show respect
- Act independently

Quality Area 1: Educational Program and Practice

SUMMARY OF STRENGTHS

The centre uses EYLF Principles, Practices and Learning Outcomes as the foundation to support ideas and approaches to guide everyday practices. The learning outcomes are incorporated in all our documentation of children's learning including learning stories, individual learning plans, floor books and weekly evaluations. In late 2013 we introduced floor books as a means to capture and maximise children's learning, achievements and interest. These include photos of children and documented children's individual 'voices.' We continue to develop our floor books to find the best method of recording and capturing child initiated learning and recording the days learning. The Kindy actively incorporates the 'Respect, Reflect, Relate' (RRR) document when recording each child's involvement and wellbeing. This is rated for each child and the Kindy uses a spreadsheet to show outcomes for children. All educators wear bum bags which allow them to jot down observations of children whether inside or outside. The Kindy has a visual display in the educators office where all children's names are displayed and observations are placed on their name, to later be collated in an observation folder. The Kindy has an expectation that all children receive one personal learning story a term. Children's learning is displayed throughout the Kindy recording children's ideas, voices and involvement. The centre has an Occasional Care program that operates on Monday and Tuesday mornings, Occasional Care the educators ensure pedagogy reflects Kindy's with observing and recording.

Gathering information about children is embedded in the program. Information is sought initially on enrolment with a child profile that families fill in. Children's voices as described above are recorded throughout the day and children's ideas are discussed at the end of day or week when planning. Weekly reflections include information on ideas and needs of children. Educators have regular discussions with families around children's needs.

The Kindy has a formalised routine each day which is displayed. Children are familiar with the program and changes throughout the day. Throughout the day children have group times promoting open ended experiences.

Documentation about children's progress in the program is readily accessible to families in a range of formats. Parents are asked to comment on children's learning stories. Individual Learning Plans or reports are sent home each term and families are asked to provide feedback with an interview is arranged with each family early Term 2 and during other terms if requested. Each child has a 'learning journal' these are colour coded for the days that they attend. Included in these are children's learning stories, Individual learning plans and documented work such as drawing and individual information recording children's literacy and numeracy skills. Parents are encouraged to read their child's profile and make comments, which are then included in their book. The Kindy has a mobile phone which is used to send 'sms' messages to families about children's learning during the day. The kindy also has a communication app where highlights of learning experiences are shared with families.

Educators actively engage all children in the program and respond to children's ideas and play and are regular co-players.

The kindy provides an interactive process that drives the development of the program. The service provides a range of strategies to collect, document, organise and interpret the information that is gathered. The information depicts children's learning in context, describing their strengths, skills and understandings. Assessments occur throughout the year.

Through our strong partnerships within the community we are able to offer a variety of programs off site, (including local library for reciprocal visits, local Catholic School for a writing and sensory processing program) which support children in many areas of development. We also run our much loved Nature Kindy program which was developed in 2014 (initially bush kindy) in 2017 the program was extended to a second location on Lake Bonney to enable children an opportunity to experience and learn in a completely different environment and hence learn about a second ecosystem. Both these locations are locally significant and incorporate Aboriginal perspective and individual family identities contributing to not only children's but community wellbeing through locally connecting to significant sites.

Staff are employed to support identified children through our Bilingual Support Program. This includes supporting children from Greek, Punjabi, Philipino and Aboriginal Cultures.

The centre accommodates children with significant needs who are supported through adapting the environment as required.

Staff regularly talk with parents at drop off and pick up times about their children and also meet more formally to review and plan for their child's progress.

Children are identified as early as possible with additional needs and referred to the appropriate support services. In most cases the support agencies come to the centre and work with the children, provide information to staff on commencing and ongoing programs that they implement to support the children. The agency staff also meet with the parents for consistency of information and support their implementation of the program at home.

Children may request resources and equipment and staff comply if possible (taking into account weather, time, group, mix etc). Resources are openly and attractively displayed for self selection as much as possible.

In 2016 we started using book based learning to support children's language and vocabulary development, in 2017 this work continued with some Training and Development sessions with our DECD speech pathologist.

In 2017 learning dispositions were introduced to the children as part of the Berri Barmera Partnership Visible Learning priority. Staff developed 5 learning dispositions that we would focus on and taught the children about what each one meant, if staff observed children using one of the dispositions they would give the child a rock to put in the coloured jar and give the child the associated sticker (so parents were informed) and record the achievement with an observation. Families were also informed about the language of learning.

During 2018 staff undertook an inquiry around the mathematical language used with children, Professional Development was undertaken and staff become very aware of the mathematical language they were using with the children. A family information session was held to inform families about the language that we were using and work was done within the Partnership Early Years Transition PLC so Junior Primary teachers continue using the same language.

Staff spend time as co-players interacting with children and thereby learn more about each child – gaining insight into each child's interests and skill development. Written observation about each child is examined when planning and programming and it is through these and information gathered from parents that staff are able to build an accurate picture of each child's development and their needs and interests.

KEY IMPROVEMENTS:

1.1.1: Dispositions to be the learning intentions

1.1.2: Families to set learning intentions for 2018

1.1.3: Time allocated each morning and end of day session to reflect on learning intentions and learning achievements

1.2.1: Further embed and deepen the book base learning

1.2.1: Further embed the focus of mathematical language staff use with the children

1.2.3: Children deepen their understandings and knowledge through research

1.3.2: Deepen educator's knowledge and awareness about learning intentions and children reflecting on their own learning through an inquiry question

1.3.3: Develop a daily reflection book showing children achieving learning intentions

Standard 1.1 Program – The educational program enhances each child's learning and development

ELEMENT	GOAL / PRIORITY	STRATEGY	EVIDENCE	TARGET DATE	PROGRESS
1.1.1	Disposition to be the learning intentions	<ul style="list-style-type: none"> Learning dispositions to underpin learning intentions Intentional teaching for children and families to explain learning dispositions Develop a visual display Children's achievement of learning dispositions to be recorded visually, daily reflection book and children's observations. Staff to use language with children 	<ul style="list-style-type: none"> Learning intentions developed after new parent meeting Visual display developed highlighting Learning Intentions for 2018 and explaining each of the dispositions Daily reflection book clearly shows the learning that has occurred relating to the learning intentions 	Term 1 2018 Ongoing	

1.1.1	Families to set learning intentions for 2018	<ul style="list-style-type: none"> • During new parent meeting, parents select 3 learning dispositions they believe are important. • Learning dispositions selected from families are collated and 5 learning disposition are selected to become the Learning Intentions for Barmera Kindergarten 2018. • Learning dispositions selected by families inform the direction of ILP's. 	<ul style="list-style-type: none"> • Children have a dream catcher displayed with the learning dispositions chosen by their family • Learning Intentions developed and displayed for the site • Learning Dispositions selected by families inform children's ILP's 	Term 1 2018	22/11/17 42 families attended new parent meeting. Families selected aspirations for their child for 2018
1.1.3	Time allocated each morning and end of day session to reflect on learning intentions and learning achievements	<ul style="list-style-type: none"> • Discussion of Learning Intentions to be discussed each morning and end of day group. • During end of day group children reflect and share on their achievements 	<ul style="list-style-type: none"> • Embedded in practice • Children can explain learning dispositions • Children are able to reflect on their learning 	Start Term 1	
Standard 1.2 Practice – Educators facilitate and extend each child's learning and development					
1.2.1	Further embed and deepen the book base learning	<ul style="list-style-type: none"> • Site to employ a 0.1 Speech Pathologist Term 2-4. • Speech pathologist to work with staff to upskill knowledge and practice in developing children's phonological development. 	<ul style="list-style-type: none"> • By the end of the year staff feel confident planning and implementing a variety of strategies that support children's phonological development using book based learning. 	Term 2 2018	
1.2.1	Further embed the focus of mathematical language staff use with the children	<ul style="list-style-type: none"> • Continue to support and encourage staff to use correct mathematical language • During 2018 staff will focus on the correct mathematical language around shape 	<ul style="list-style-type: none"> • Have practices in place across the site that support children's development in speech and language. • Staff more accurately identify children who require intervention • Staff feel confident in intervention approaches 	Term 2 2018	
1.2.3	Children deepen their understandings and knowledge	<ul style="list-style-type: none"> • Research from children's interest underpins children's learning experiences. • Learning experiences are provided throughout the day so children can continue their research. 	<ul style="list-style-type: none"> • Children and staff are active researchers • Children's interests direct learning 	Term 1 2018	

	through research	<ul style="list-style-type: none"> One group time is designated to research project each day. 			
Standard 1.3 The program for each child takes into account their strengths, capabilities, culture, interests and experiences					
1.3.2	Deepen educator's knowledge and awareness about learning intentions and children reflecting on their own learning through an inquiry question	<ul style="list-style-type: none"> Site inquiry for 2018 <i>"Does sharing the learning intentions and providing regular feedback improve learning outcomes?"</i> Data collection around children learning dispositions. Time allocated each day during group times, morning and end of day. Daily reflection book used with children to reflect on learning. Parents informed and aware of learning question 	<ul style="list-style-type: none"> Documented regular robust conversations as a staff team Dispositions included in ILP's Daily reflection book Children able to reflect on their learning 	Term 1 2018	
1.3.2	Develop a daily reflection book showing children achieving learning intentions	<ul style="list-style-type: none"> Staff with children to record learning experiences that highlight Learning Intentions in the daily reflection book using photos and comments. Daily reflection book to be available to families daily to inform families about the learning. 	<ul style="list-style-type: none"> Using daily reflection book is embedded in staff practice Families use book to share children's learning 	Term 1 2018	

Quality Area 2: Children's Health and Safety.

STRENGTHS IDENTIFIED

The kindy consistently supports children's health needs. Health information is discussed with families during the induction process. Medication is only administered if dispensed from a pharmacy and recorded on a permission sheet with the correct method of delivery. All local doctors within the region have been supplied with the appropriate documentation required by the Kindy. Health care action plans and medication forms are supplied by a health professional. This information is stored in the first aid book photos of children are kept in the kitchen area with a sheet covering them which informs all educators of children's health issues and allergies. First aid kits are available in the kindy and taken on excursions and to Nature Kindy. A folder is available when going off site with emergency numbers and medical conditions. Regular newsletters remind families of medication policy and when Child and Family Health Services (CAFHS) will attend the service to provide children with Health checks. All children attending Kindy are eligible to be enrolled at the dental clinic.

Children are encouraged to be responsible for their own health care needs and this is embedded in children's practice to wash hands after toileting and before eating food. Families are encouraged to bring a spare set of clothes for children, although the kindy does supply spare clothes when required. When children need to be changed, a procedure in the bathroom outlines two educators being present, information to be recorded and parents informed. Educators ensure that they wear gloves while changing a child.

Staff have first aid training and their qualification are recorded. Staff received specialised training to meet individual children's needs as required eg Diabetes nurse. The kindy has an infectious disease policy and if an outbreak occurs families are notified. Children's immunisation records are recorded upon enrolment and this information is used as required throughout the child's time at kindy as outbreaks occur.

Healthy eating is consistently promoted within the service. On enrolment new families are given brochures on healthy eating, healthy food choices for morning snack, lunch and the healthy eating policy. Nutrition is discussed at the new parent meeting and is included in the 'Parent Information Booklet.' Posters of healthy lunch boxes are displayed next to

the fridge where children put their lunch boxes. A large sign at the entrance to the kindergarten notifies families that the kindy is a nut free zone. Families are encouraged to supply at least one piece of fruit or vegetable for fruit time. During which time staff sit and eat with the children and chat in small groups. At lunch children sit inside at tables, once they have packed away and wiped their table they move onto the mat for relaxation time.

Physical activity is embedded in the program, throughout the day children chose learning experiences whether it be playing with puzzles, construction or organised mat times. The large natural outdoor environment provides a range of physical activities for children including climbing, running, pumping, balancing and Nature Kindy provides more opportunities for children to further develop their gross motor and coordination skills.

Our daily timetable is shared with families, this includes rest and quiet times. Children are encouraged to rest each day and relax for short periods of time. Children access the toilets independently and all toilets have doors for privacy. Children are able to leave group times to access the toilet, blow their nose etc. without having to ask.

Staff eat with the children and encourage hygienic eating and drinking. Discussion of how to stay safe is programmed for group times and staff discuss how to stay safe with children on an individual basis as well.

Staff sit with the children at meal times and promote healthy food choices. Children's lunch boxes are kept in the fridge. Extra bread is kept in the freezer for children who are hungry.

The program and set up of the environment promotes active physical play and includes indigenous and other culturally relevant music and story telling.

Staff supervise each area of the centre and work collaboratively to provide the optimum supervision required for each area and the spread of children across the site, both indoors and outside. Staff keep each other informed if they need to leave an area still requiring supervision. Children are introduced to areas that are out of bounds except when accompanying an educator through small group walk-throughs, individually and by reading the 'Red Line' book. Excursions are a regular part of the program, risk assessments are conducted for each type or destination of excursion.

We follow our sun protection policy and provide information on sun protection to families. Each child has clothing and a hat to minimise exposure to the sun. Children reapply sunscreen (families are encouraged to apply sunscreen prior to children arriving on site) at lunch time. Signs are in place to identify dangerous/hazardous substances. There are hazard identification sheets for staff to complete ready for a quick resolution. Climbing and the swings are sited on soft fall which is regularly topped up. For bus travel children wear seat belts. Daily yard checks are conducted prior to children arriving on site. Children are farewelled individually once staff have recognised their parent/designated carer. Emergency procedures and plans are displayed at each door and emergency drills practiced regularly. Information about emergencies is in the staff induction folder. The centre has both landline and mobile phones for emergencies and excursions. Emergency phone numbers are kept near the phone and taken on excursions. Departmental procedures for emergencies are displayed by the phone. Fire extinguisher and fire blanket are on site and checked for compliance by outside contractors. Electrical equipment is tested and tagged annually.

Risk assessments are completed before any off site activity and children are involved in completing risk assessments to develop safety agreements.

Staff follow our Child Protection Policy and are aware of their responsibilities regarding child protection (this is included in the induction folder). All staff are trained in child protection and all staff have current approval following criminal history checks. Child Protection Curriculum is covered in the program and parents are informed about topics covered and encouraged to support these discussions at home. Staff respond to comments/discussions with children confidentially and gently and discuss with the director as appropriate.

We are a Sun Smart Centre and ensure our SunSmart policy supports the Cancer Council recommendations, during terms 1 and 3, 4 children and adults wear hats whenever they are outside, in term 2 staff and children check UV levels each morning to see if hats are required.

We program for fine and gross motor activities both during child initiated activities and teacher initiated. Children's fine and gross motor skills are observed and assessed and are referred to the appropriate services as required or catered for in planning. Staff are always available to children and we ensure staff are indoors and outdoors and extra staff move to where they are required.

At the beginning of each year children and staff work collaboratively to develop site agreements.

The kindy has a work Safe officer, who meets with the Director on a termly basis to discuss Site Issues. Procedures are in place for staff to report any safety concerns observed so they can be seen to promptly. All safety tasks and maintenance tasks are kept up to date on a regular basis using STAR. During 2016 our site had a WHS Audit where we received 98%. After completing our new climbing structure in 2016 we organised Kidsafe SA to complete an audit of our yard.

KEY IMPROVEMENTS					
2.1.2: Review current procedures to ensure they meet changed requirements					
2.1.3: Healthy eating is promoted through a research inquiry with the children.					
2.2.3: Governing Council members are trained in Mandatory notification					

Standard 2.1: Children's health and safety					
2.1.2	Review current procedures to ensure they meet changed requirements	<ul style="list-style-type: none"> Staff to review changed requirements. Review and develop procedures as necessary. Any new procedures shared with Governing Council. New procedures implemented. 	<ul style="list-style-type: none"> All staff awareness of changes in requirements Staff aware and implement new procedures. 	Term 1	
2.1.3.	Healthy eating is promoted through a research inquiry with the children.	<ul style="list-style-type: none"> Children and staff to have a research inquiry around the benefits of healthy eating through child initiated inquiries. Children's learning and inquiries to be shared with families. Families to be encouraged to participate in children's research inquiry. 	<ul style="list-style-type: none"> Children are actively participating in conversations around keeping healthy Children are actively researching aspects of their own choice about keeping healthy Children's learning is shared with families The content of children's lunchboxes shows healthier food choices 	Start Term 1	

Standard 2.2: Safety					
2.2.3	All Governing Council members will be trained as mandated notifiers.	<ul style="list-style-type: none"> During first Governing Council meeting with the 2018 council Director to run training sessions. 	<ul style="list-style-type: none"> All Governing council members trained 	Term 1	

Quality Area 3: Physical Environment.

SUMMARY OF STRENGTHS.

Resources are changed based on observations of children. Open ended tasks are provided so children can enter at own level. Program based on children's voice. Intentional teaching topics: conserving water, recycling and sustainability, caring for our chooks and garden. We provide children with opportunities to work on own, with others, small groups and large groups daily. Staff arrange equipment that provides acceptable risks when used. Successful introduction of natural equipment into the environment. Children have observed changes to plants, vegies, flowers, chooks, insects, fruit trees and vines.

Regular rearrangement of the learning spaces to provide children with an engaging, interesting, variable and challenging learning environments. These are changed depending on observations. Sufficient equipment is available to children. Outdoors children can climb on rocks, climb, use shovels and real life tools, help with gardening and chooks, balance and climb on structural obstacles. Children participate in W.A.S.P. (Writing and Sensory Processing Program) and Bush Kindy. Children walk to the local library regularly where in addition to participating in an activity learn about road safety. Inquiry based experiences are provided for children- we follow children's lead, look up, research, ask open-ended questions.

Growing food, preparing food, caring for the environment, waste management, Wipe Out Waste Audit results very positive, 'Nude Food' encouraged, children wash out containers and take lunch box rubbish home. Children and staff visit recyclers together.

Staff are always vigilant in ensuring equipment and resources are safe for children: equipment that is broken or damaged is promptly removed for repair or discarded. Any hazards are reported to staff in charge and where possible added to the maintenance list or else substituted or engineered to eliminate or bypass the hazard. Safety checks are part of the Work Health Safety Officers duty, the officer then meets with the Director to discuss any repair, replacement or hazard substitutions required. These are budgeted for as part of our site budget.

As much as possible equipment is stored in open shelving providing instant and easy access for children. Dependent on the children's interests these are changed / varied over time.

Not only do we have a 'sustainable focus' at our centre, as much as possible is recycled and staff attend training in using recycled materials in innovative ways (saving money too) to develop the children's environmental awareness and hope this will flow on to families. Due to this focus we have been able to significantly reduce the amount of rubbish we are sending to landfill from 3 bins a week to now just one red bin. Staff are represented on the local environmental group which promotes caring for the environment and working towards young people being the custodians of their future environment in a sustainable way. Since starting our Bush Kindy program in 2014, we have become increasingly more passionate about nature play and using natural or recycled resources. This has resulted in consultants from Adelaide being used in 2015 to develop a plan for our yard redevelopment, during 2016 we began the redevelopment process.

In 2014 reorganisation of spaces within the Kindy resulted in two usable offices, one for Director and the other for Educators and breaks. The removal of the 'Occasional Care' room also led to an increase in learning areas inside the kindy.

The kindy is well maintained which enhances the learning environment. Both educators and children tidy the environment throughout the day, wiping down tables and helping to pack up. The kindy has checklists for daily and termly tasks to maintain up keep. Parents are rostered on gardening duty to help with tidying the outdoor learning space. Sustainable practices are embedded in our program and in 2015 the kindy won a KESAB award for sustainability in education for our Bush Kindy program, which enables children to develop an appreciation of nature. In 2017 our Bush Kindy program featured in Berri Barmera council's KESAB nomination for a national award which they successfully won.

KEY IMPROVEMENTS

3.2.2: Continue next stages of yard redevelopment

3.2.3: Through inquiry based learning children's awareness, knowledge and appreciation of the natural environment is increased.

3.2 The service environment is inclusive, promotes competence and support exploration and play based learning

3.2.2	Continue with yard redevelopment	<ul style="list-style-type: none"> 2018 Budget allocation for yard redevelopment Install new veranda to increase covered outdoor learning area Source and install natural cubbies Incorporate music into outdoor learning environment Paths as per concept plan are installed 	<ul style="list-style-type: none"> Next stages of yard redevelopment are completed 	Term 4	
3.2.3	Through inquiry based learning children's awareness, knowledge and	<ul style="list-style-type: none"> Staff to support children in inquiry based learning, focusing on aspects of interest related to the natural environment. 	<ul style="list-style-type: none"> Inquiry learning evident in planning Evidence of learning experiences 	Start term 1	

	appreciation of natural environment is increased.	<ul style="list-style-type: none"> Time allocated each day for inquiry based learning 			
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Quality Area 4: Staffing Arrangements

SUMMARY OF STRENGTHS

Staff back each other up, ensuring that staff don't put themselves in vulnerable positions (eg one staff member observes another when children are changed). All staff are acknowledged as important 'educators'. All staff are invited and encouraged to provide input into the program and these contributions are valued. Each staff members skills are welcomed and shared, with each person bringing their unique talents, culture and skills to the team.

Leadership staff encourage and promote the knowledge of other cultures brought to the team by staff members (eg Aboriginal and Greek Culture)

All staff are suitably qualified with ECW Staff all holding a Certificate III or Diploma. Staff team has remained mainly consistent since 2014, the staff team has a strong working relationship.

Training and development is encouraged for all staff either internally or externally, based on interests or needs discussed during performance meetings. Staff are always with the children and tag to go inside or out when necessary. Educators are focused, active and reflective throughout the day and make changes to the program or group times to meet the needs or interests within the group. Discussion with families is sought to ensure inclusivity and sensitivity to all and staff seek further knowledge when necessary to provide an environment that is diverse and differences are acknowledged, valued and respected. All interactions with or between children, families and other staff members are expected to be respectful and accepting at all times. Skills, contributions and achievements are acknowledged and celebrated through newsletters, personal letters, notice boards etc. New staff practices and ideas are accepted and discussed, ideas for training are shared and responded to.

Educator to child ratio is always maintained and usually above regulatory requirements (with at least 5 staff being rostered on each day) benefiting child initiated learning. Educator rosters are displayed and a whiteboard informs families when there is a change of educator. Staff meetings are held fortnightly with teaching staff meeting on the other week. Regular items on the agenda are areas such as 'Work Health and Safety', cultural competence and reflection on children's learning.

At the end of each year a Pupil Free day is priorities for reflecting and reviewing QIP and setting new priorities for the following year, we also use this time to reflect and modify our Statement of Philosophy.

KEY IMPROVEMENTS SOUGHT

- 4.1.1: Buy in of Speech Pathologist to build on staff knowledge and practices to improve and support children's language and phonological development
- 4.1.2: Employ an ECW who is able to TRT to provide consistency of staffing and reduce the issues of limited TRT's

Standard 4.1: Staffing arrangements enhance children's learning and development

4.1.1	Buy in of Speech Pathologist to build on staff knowledge and practices to improve and support children's language and phonological development	<ul style="list-style-type: none"> Allocation for speech pathologist to be included in 2018 budget Speech pathologist to be employed Speech pathologist to work collaboratively with educators to develop whole site practices and support with planning Speech pathologist to provide staff training 	<ul style="list-style-type: none"> Improved practice Staff feel more confident in supporting children's speech, language and phonological development Improved learning outcomes 	Start Term 2	
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4.2.2.	Employ an ECW who is able to TRT to provide consistency of staffing and reduce the issues of limited TRT's	<ul style="list-style-type: none"> Allocation for extra ECW time to be included in 2018 budget ECW to be employed 	<ul style="list-style-type: none"> Staff member who is available to backfill teachers when away employed on days when only 2 teachers are working Consistency of staff TRT available when required, who also knows staff, site, children and their families. 	Term 1	
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Quality Area 5: Relationships with children.

SUMMARY OF STRENGTHS

Staff strive to make early connections with families. Parents are also able to indicate how they can contribute to the site's programme. Our centre employs staff who live in the local community and this assists our connections with families and community organisations.

The kindy has several programs that include children who need additional support. Early Childhood Staff implement children's speech and language programs, which are developed in conjunction with the DECD speech pathologist. We also run a 'Writing and Sensory Processing Program' (WASP) this program is conducted in a small group off site at the local Catholic School, two educators support this program.

Educators use visual cues and sign language to assist communication with child (both those with language delay and children for whom English is a second or third language). Staff also support the inclusion of children with challenging and non-compliant behaviours through positive interactions and use of visual cues and sensory support equipment to join in group experiences. Staff are employed to provide additional support to children with identified needs and they follow a programme specific to that child, based on the advice of professionals (eg Speech Pathologist). DECD Support Services are contacted for support and advise when staff and families have concerns about children's development or behaviour.

Children are made welcome at the site, with a named locker and special place to keep their belongings (including Occasional Care) and a sign in sheet with their name (Kindy only). They each have a Learning Journal, which a collection of learning stories, learning experiences and ILP's. Their photo displayed and their name available for copying. Educators support children to interact positively with others providing gentle and repeated guidance for those who find interactions a challenge.

The kindy is supportive of maintaining the children's culture and home language and educators have supported each other and together have familiarised children with a range of languages of families in the service.

Children are included and supported to feel confident and secure and they are familiar with routines and processes. Educators ensure children are greeted in the morning and are farewelled before leaving.

KEY IMPROVEMENTS SOUGHT:

- 5.1.1: Ensure high quality interactions occur between staff and children
- 5.2.1: Children and staff to work collaboratively through inquiry learning approach

Standard 5.1: Respectful and equitable relationships are developed and maintained with each child

5.1.1	Ensure high quality interactions occur between staff and children	All staff interact with children in a warm and responsive manner which builds relationships Use RRR relationship scale	Evident in philosophy Evident in our practice All staff responsible for monitoring each other RRR results discussed at staff meeting	Term 2	
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Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships					
5.2.1	Children and staff to work collaboratively through inquiry learning approach	<ul style="list-style-type: none"> Support staff in learning about Reggio's research project approach Staff to listen to children's interests and knowledge to develop a research inquiry project Staff and children to work collaboratively during a research inquiry projects 	<ul style="list-style-type: none"> Collaborative research projects underpin children's learning 	Introduce in Term 1	

Quality Area 6: Collaborative partnerships with families and communities.

SUMMARY OF STRENGTHS

Families are invited to share their talents/time/ideas with our centre as part of their orientation. They are subsequently requested to come into the centre and work in collaboration with staff to enhance our programme (eg assisting with book and literacy pack borrowing) on a regular basis with the children. Other parents come to assist with the garden, cook with the children (particularly foods from their culture) read stories, dance and gym work. We always have many willing parent helpers for excursions and special days. Over 90% of our parents joined in our Mother's and Father's Day Breakfasts and our Family Day at Bush Kindy.

Barmera Kindergarten operates an Occasional Care program since 2014 the program has been run on a Friday morning as a stand-alone program enabling an opportunity for children prior to starting kindy a chance to become more familiar and comfortable in the kindergarten environment and develop relationships with staff. This is an extremely popular program with our families and is regularly booked by lunch time on Mondays.

Barmera Kindergarten has developed a long term relationship with a number of outside agencies which enables us to offer extra services to our children, including walking to the local library and the library visiting the kindy once a week and with the local Catholic School, through this partnership we are now able to offer a W.A.S.P program.

We hold a number of family events each year which are very well attended by the community these include Twilight Kindy, Family Night, Christmas BBQ Night, Fathers and Mother's Day Breakfast and Family day at Bush Kindy. At the end of 2013 we introduced a new family celebration, our very special Graduation, this is now an annual event that is extremely well attended with all families sharing in this special time reflecting on their child's learning journey and time at kindergarten and thanking them for letting us be a part of their child's education.

Our Kindergarten has strong relationships with our local CAFHS nurse who visits our site twice a term, an AEW from Barmera Primary School provides assistance to the kindergarten in support of our Aboriginal families, Relationships Australia have hosted a number of parenting support programs at the kindy, DECD Support Staff provide assistance such as speech pathology and physiology and Riverland Community Health and our feeder schools through work within the Berri Barmera Partnership. A stronger connection was developed with the speech pathologist in 2017 when they worked closely with our staff team improving strategies to develop children's phonological awareness, we will continue this connection in 2018 with a 0.1 position. In 2017 as part of the Berri Barmera Partnership wellbeing and engagement project which the Director was on the steering committee for a new relationship was developed with a private Occupational Therapist who was employed to work with early years staff within the partnership. Initially they conducted a needs analysis survey which resulted in a Professional Development session being developed and held on sensory processing and time was spent working 1:1 with staff on site. We hope to continue this partnership in 2018.

Since commencing Bush Kindy in 2014, we have had a number of feeder schools join us. St Joseph's has joined us both years attending one day a week during term 3. Cobby Primary school participated in this program fortnightly during term 3 in 2015, Barmera Primary School have joined us on a number of occasions, other schools have visited Bush Kindy as a support for them initiating a similar program.

Staff plan for children's individual needs (cultural, health, abilities etc) and training for staff is arranged to support staff as required eg diabetes nurse.

The site regularly raises a flag (Australian, Aboriginal or Torrens Straight Islander or Barmera Flag) on the flag pole. Children are included in the experience learning how to handle our national flags with respect. We hold ceremonies to acknowledge Aboriginal people as the first custodians of our land including the local Ngarrindjeri peoples. Before each nature kindy session we say an acknowledgement of country with the children.

The kindy provides a “New Parent Meeting Night” which has been successfully attended since it commenced in 2014. Aspects covered at this meeting include staffing, current enrolment and available kindy sessions, the curriculum, the process of assessment, behaviour management, routines, special programs, what to pack in their child’s bag. Families also receive a book to share with their child to prepare them for kindy, includes photos and names of staff, things that happen at kindy, words to our morning and end of day song.

The kindy has a website that provides families with up to date information such as newsletters, parent information, policies, occasional care, the current QIP and the last annual report.

Current information about community services are available to support family wellbeing in a number of different formats including a parent information area and pin up board.

During 2015 the kindy worked collaboratively with our feeder schools to coordinate and improve school transition, which meant the majority of our children have transition on the same day. This enables kindy staff to support children during their first couple of school visits and also enables kindy to offer pre-entry sessions.

During 2016 a Berri Barmera Partnership Early Years transition group was developed, which the Director led. This enabled kindy and school staff opportunities to discuss pedagogy, learn about EYLF and the Australian Curriculum, assessment processes at each sector and develop deeper more collaboratively working relationships across sites.

In 2016 Barmera Kindergarten began to use Konnective a communication app to help inform families about the learning program and keep families informed about kindy and community events.

KEY IMPROVEMENTS SOUGHT

- 6.1.1: Learning dispositions from families to underpin Learning intentions
- 6.2.2: Further strengthen partnership with Speech Pathologist
- 6.2.3: Further strengthen mutually beneficial partnerships within the Barmera community

Standard 6.1 Supportive relationship with families: Respectful supportive relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1	Learning dispositions from families to underpin Learning intentions	<ul style="list-style-type: none"> • During new parent meeting families to select learning dispositions they believe are a focus for their child, these will underpin each child’s ILP and Learning Intentions for the site. • Families will be invited to develop a dreamcatcher with their child highlighting their ‘dreams/goals’ while they are at kindy. 	<ul style="list-style-type: none"> • Family goals are visible around the kindy • Family goals are incorporated into children’s ILP’s 	Term 1	
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Standard 6.2 Collaborative partnerships: Collaborative partnership enhance children’s inclusion, learning and wellbeing

6.2.2	Further strengthen partnership	<ul style="list-style-type: none"> • Site to employ a speech pathologist term 2-4. • Speech Pathologist to work collaboratively with staff to upskill and 	<ul style="list-style-type: none"> • Staff are confidently programming and implementing book based learning • Children with speech and language difficulties identified, assessed and programs developed 	Term 2 2018	
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	with Speech Pathologist	<p>deepen knowledge around phonological development and book based learning.</p> <ul style="list-style-type: none"> • Speech Pathologist to work with staff to support children identified with speech and language delays 			
6.2.3	Further strengthen mutually beneficial partnerships within the Barmera community	<ul style="list-style-type: none"> • Contact local community groups about kindy group visiting on Fridays • Friday kindy to focus on community partnerships 	<ul style="list-style-type: none"> • Weekly visits to or by local community groups • Programming and reporting reflects links 	Term 1 2018	

Quality Area 7: Leadership and service management.

SUMMARY OF STRENGTHS

Barmera Kindergarten has a very strong and supportive Governing Council, who meet at least twice a term. This council is made up of parents, staff and a community rep (Principal from local Catholic School). The Governing Council actively supports events held at the kindy and supported the new Leaders in starting their new roles. The leader of this centre is enthusiastic and inspirational and brings a 'new' cutting edge outlook that she shares passionately with all staff and the Governing Council. The Director shares the task of administering the site with all staff, with staff openly nominating the duties they will undertake. The leader shows respect for and trust in staff that they will undertake their chosen task responsibly and timely.

The Director uses a range of programs that assist in effective administrative systems and operation of the kindy eg FABSNET, EYS, VSP, IRMS, STAR, SPERS, HR. New staff members are mentored to familiarise them to the site. All staff are open to new ideas/ways of doing.

In 2016 the kindy revised the staff induction process, including information books and WHS information which is available on the desk top. During induction the Director also goes through the DECD induction process on the website.

Effective processes are in place to ensure continuity with educators through effective training opportunities both externally and with professional readings. The kindy follows the DECD merit selection process when selecting new staff.

Processes are in place to provide continuity of staff with staff selection occurring in a timely way so that children have consistent permanent staff throughout their year at preschool.

All staff have appropriate 'working with children' checks and a register of expiry dates is maintained. All staff are trained in Reporting Abuse and Neglect. All governing council members, volunteers and practicum students have a current criminal history screening check (as currently determined by DECD).

All staff are committed to make improvements and regularly review progress and set further goals both individually and as a team and are involved in performance development meetings.

Parent complaints are handled confidentially and addressed promptly and fairly working towards an appropriate solution.

At the end of each year we hold a Pupil Free Day to reflect on the Sites Philosophy and the kindy year. As required changes are made to the philosophy, after critically reflecting on the year that's been we celebrate our successes and discuss areas for future improvement, these areas and strategies are then included in the following years QIP.

Worlds Teachers Day is celebrated each year to acknowledge and thank all educators at this site, children and families are involved in this celebration.

KEY IMPROVEMENTS SOUGHT					
7.2.2: Staff development plans to reflect site or partnership priorities					
7.2.3: Speech pathologist to be employed to support staff development					
Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community					
7.2.2	Deepen educator's knowledge and awareness about learning intentions and children reflecting on their own learning through an inquiry question	<ul style="list-style-type: none"> Develop summary of site priorities to become a focus during performance meetings During meetings ensure all educators have a goal that is in line with the site priorities. Australian Professional Standards for Teachers continuum is the basis for feedback and reflections 	<ul style="list-style-type: none"> Site inquiry for 2018 <i>"Does sharing the learning intentions and providing regular feedback improve learning outcomes?"</i> Data collection around children learning dispositions. Time allocated each day during group times, morning and end of day. Daily reflection book used with children to reflect on learning. Parents informed and aware of learning 	Term 4 2017	
7.2.3	Speech pathologist to be employed to support staff development and growing need for our children	<ul style="list-style-type: none"> 2018 budget allocation Site to be involved in DECD buy in program for a 0.1 speech path Pathologist to support staff in developing knowledge, skill and best practice in whole site approach for improving speech, language and early literacy Speech Pathologist to develop strategies to support speech, language and early literacy skills that support site pedagogical approaches 	<ul style="list-style-type: none"> Increased staff confidence in supporting children's speech and language development Consistent approaches with all staff Strong collaborative relationship with speech pathologist 	Term 4	