SALISBURY KINDERGARTEN

QUALITY IMPROVEMENT PLAN

2016
## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salisbury Kindergarten</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Primary contact at service</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Marshman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical location of service</strong></th>
<th><strong>Physical location contact details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Street: 12 Ann Street</td>
<td>Telephone: 82582114</td>
</tr>
<tr>
<td>Suburb: Salisbury</td>
<td>Mobile:</td>
</tr>
<tr>
<td>State/territory: S.A.</td>
<td>Fax: 82859019</td>
</tr>
<tr>
<td>Postcode: 5108</td>
<td>Email: <a href="mailto:dl.2667.leaders@schools.sa.edu.au">dl.2667.leaders@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Approved Provider</strong></th>
<th><strong>Nominated Supervisor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary contact: Trish Strachan</td>
<td>Name: Rebecca Marshman</td>
</tr>
<tr>
<td>Telephone: 82261000</td>
<td>Telephone: 82582114</td>
</tr>
<tr>
<td>Mobile:</td>
<td>Mobile:</td>
</tr>
<tr>
<td>Fax:</td>
<td>Fax: 82859019</td>
</tr>
<tr>
<td>Email: <a href="mailto:Trish.Strachan@sa.gov.au">Trish.Strachan@sa.gov.au</a></td>
<td>Email: <a href="mailto:Rebecca.marshman816@schools.sa.edu.au">Rebecca.marshman816@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Postal address (if different to physical location of service)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
</tr>
<tr>
<td>Suburb:</td>
</tr>
<tr>
<td>State/territory:</td>
</tr>
<tr>
<td>Postcode:</td>
</tr>
</tbody>
</table>
Operating hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening time</td>
<td>8:30am</td>
<td>8.30am</td>
<td>8.30am</td>
<td>8.30am</td>
<td>8.30am</td>
</tr>
<tr>
<td>Closing time</td>
<td>15:00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>12.30pm</td>
</tr>
</tbody>
</table>

Additional information about your service

The centre has no parking available onsite. There is 2 hr parking out the front of the centre. There is also longer parking available further down Ann Street. Staff park their cars across the road in the TAFE car park. The centre does not operate during school holiday periods.

The children are grouped into two groups and provided with 30 hours per fortnight of session time. The purple group attend full days Monday and Wednesday with a half day Friday session on the odd weeks of term. The yellow group attends full days on Tuesday and Thursday and then a half day Friday session on the even weeks of term.

Approved provider: Trish Strachan
Nominated Supervisor: Rebecca Marshman
Teacher: Sue Cox
Universal Access Teacher: Miriam Solano
E.C.W.'s: Margaret Fleming and Linda Burgess
Service statement of philosophy

At Salisbury Kindergarten we provide an environment which is fun, warm, welcoming and supportive of all families and fosters a sense of wellbeing.

We believe that each child who enters our care is a unique individual, who is confident and capable, bringing with them a range of skills, knowledge, beliefs, values and experiences.

We respect and acknowledge the diversity of our families and community and celebrate the opportunities this provides for us.

We strive to provide an environment which reflects our belief of learning through play. Our environment is carefully planned with a strong focus on nature, which promotes the child’s development of dispositions such as risk-taking, creativity, collaboration and persistence.

Educators spend time with children listening to, talking with and observing through play to provide a quality learning program based on the needs and interests of our community of children. Educators work closely with families – who we recognise as the primary educators of their children to promote a collaborative approach to children’s learning and engagement.
SITE PRIORITY 1
For all educators to develop their capacity to observe, question, document, plan and reflect on each child's learning, using EYLF and the numeracy and literacy indicators as their framework.

- Educators will continue to improve their observation skills, their sustained conversations with children and their documentation.
- Educators will engage in conversations with other educators to reflect on the opportunities provided to the children.

1.1.5, 1.2.1, 1.2.2, 1.2.3

- Educators will incorporate greater opportunities for children to develop risk taking, persistence, creativity, collaboration and relaxation when planning the environment.

2.1.2, 2.2.2

- Educators will provide an environment which supports children's dispositional learning and incorporates elements of nature play.
- The environment will show a seamless transition from indoor to outdoor.

3.1.3, 3.2.1

- Educators will engage in dialogue with other educators to discuss and plan for each child's learning.
- Educators will have an understanding of the literacy and numeracy indicators and identify learning opportunities during play.

4.2.1, 4.2.2, 4.2.3

- Educators will be able to identify and articulate their knowledge of the indicators in their documentation and discussions with families.

6.1.3, 6.2.1

- The site philosophy statement and QIP accurately reflects and guides our pedagogical practice.

7.2.1, 7.2.3

- All educators will engage in sustained conversations with children to gain an understanding of their knowledge and interests and to build relationships.

5.1.1, 5.1.2, 5.1.3
SITE PRIORITY 2

Educators will build their capacity to understand and support the cultural diversity within our site.

- All children from culturally diverse backgrounds will be supported through a program which is based on open ended play enabling optimum learning and engagement.
  1.1.2, 1.1.3, 1.1.5

- Each child’s cultural needs are met within the healthy food guidelines of the centre.
  2.2.1

- Educators are aware of and are respectful of cultural diversity.
  4.2.1, 4.2.3

- Educators will work closely with children to develop strong relationships regardless of language barriers.
  5.1.1, 5.2.1, 5.2.3

- Educators from diverse cultures will support other educators to build relationships with families and break through the language barriers.
  6.1, 6.2

- Leadership will support the professional learning of all educators.
  7.1
SITE PRIORITY 3
Sustainability and care for the environment will be embedded in our program, principles and practices

QA 1 - Educational Program and Practice
- Every child will be supported to participate in the program
- Each child will be equipped with the knowledge to make choices which influence their world
1.1.5, 1.1.6

QA 2 - Children’s Health and Safety
- Healthy foods choices and the need for a healthy lifestyle are identified by the children
2.1.2, 2.2.2

QA 3 - Physical Environment
- The learning environment will support children to engage, explore and learn about the natural environment and how to be sustainable
3.1.3, 3.2.1

QA 4 - Staffing Arrangements
- Educators will work collaboratively to gain a better understanding of how to create an environment which supports children’s learning
4.2.2, 4.2.3

QA 5 - Relationships
- Educators will work closely with children to support them to work collaboratively on shared goals
5.2.1

QA 6 - Collaborative Partnerships
- Educators will build relationships with families, involve families and share knowledge of sustainable practices to ensure the learning is embedded in the home environment
6.1, 6.2

QA 7 - Leadership and Service Management
- Leadership will support the professional learning of all educators and the skills of educators are utilized to lead the curriculum in this priority
7.1.4
Educators from both the Salisbury Kindergarten and Salisbury Primary school will share a common understanding and language around the area of numeracy 1.1, 1.2

Educators will reach out to the local community for support in nutrition and physical activity 2.2

Local community organisations will be identified who can support the reinvigoration of the outdoor learning environment 3.1, 3.2

Educators will work side by side with the community to support children’s wellbeing 4.2

Collaborative relationships will be created with the local community

The children will be involved in interacting with the local community to build relationships, support collaborative learning and engage in meaningful discussions 5.1, 5.2

The centre will collaborate with other organisations and service providers to enhance children’s learning and wellbeing 6.3

Leadership will support the professional learning and engagement of all educators 7.1
QA 1 - Educational Program and Practice
- continuous cycle of reviewing the program
- all educators willing to question and reflect on the current practices of the site and their pedagogy
- robust discussions about observations of children engaged in play and the planning of learning opportunities to maximise learning
- shared vision by all staff about what is good practice
- all educators engage in documenting learning and sharing these with other educators
- focus by all staff on listening to children’s voice
- flexibility to adapt the environment and routines to cater for individual children’s learning needs

QA 2 - Children’s Health and Safety
- health needs of children recorded in several locations for all educators to see
- structured routine for handwashing
- prompt visual displays to alert families to contagious outbreaks at the site
- yearly engagement in the eat a rainbow healthy eating program
- fruit/veg only snack time policy. Notes sent home with families to remind them when other foods are brought in
- UV rating checked with children each day

QA 3 - Physical Environment
- strong focus on the purchase of natural resources
- regular inspection of resources carried out
- children are involved in rebuilding the garden each year and then maintaining for their year of kindy
- outdoor environment conducive of nature play
- materials are purchased which are open ended not fixed learning

QA 4 - Staffing Arrangements
- educators have a shared focus on providing a quality program for children
- strong diversity amongst educators which is celebrated and utilised to support children’s learning as well as their own knowledge
- mutual respect has been created as a result of working together for a long period of time
- as educators have worked together for a long period of time, they are able to “read” when to give each other support

QA 5 - Relationships
- educators support children when needed during transition points during the day
- all educators greet children in the morning
- each child is placed in a small group with the same educator for the whole term to enable the creation of secure relationships (particularly in the first term of kindergarten)
- educators respond to and acknowledge that children build different relationships with different educators
- staff value the effort and the attempt to have a go and will verbalise this with the child
- through observations of a core group, educators gain a great deal of knowledge about the child which is shared with other staff and forms the basis for the program.

QA 6 - Collaborative Partnerships
- communication with families is individualised as many families at the centre speak little or no English
- all educators have informal discussions with families regularly
- families are always invited to events, to attend governing council meetings, come on excursions or to be informally involved in other activities
- community information is made available to families
- invite parents each year to transition meeting and a meet and greet bbq
- established links with our local feeder school, including termly visits
- families are supported to access support services

QA 7 - Leadership and Service Management
- where the budget allows, additional educators employed to support children’s learning
- employment of staff, where possible to support non-English speaking families
- continuity of educators is a high priority from core staff to support staff to bilingual staff through to regular relief staff wherever possible
- each educator feels valued, supported and part of the team

Strengths
**Priority 1 Improvement Strategies**

- All educators will have the opportunity to be involved in PD with our DECD speech pathologist in the area of questioning and sustained conversations.
- Additional time will be allocated on a weekly basis for educators to share their observations and reflect on the opportunities they can provide for the learning.
- All educators will have the opportunity to engage in numeracy PD training through the Orion Results + director group line of inquiry.
- More time will be offered to newly appointed educators to develop their understanding of the literacy and numeracy indicators.
- Educators will plan and evaluate with children experiences that stretch risk-taking in nature play but maintain safety standards.
- Educators who attend PD during the year on centre priorities will be expected to report back and share strategies with all staff.
- Educators will utilize the language of the indicators with children during play as a result of engagement in PD.
- Educators will continue to use the language of the indicators in their documentation, displays, and discussions with families.
- Allocate resources to enable increased participation and engagement, with a focus on ICT, furniture, and natural resources.
- Improved reflective templates utilised.
- Use RRR to support our reflective practice.
- Allocate money in the budget for this priority area.

**Success Measures – data and evidence**

- Documentation of Observations and analysis demonstrate evidence of conversations and extended learning.
- Preschool Indicators language is visible in learning documentation.
- Staff PD records.
- Reflective practice will lead to improvement.
- Richer learning opportunities provided as educators have time to discuss, reflect, and analyse their observations.
- Additional ICT will enable educators to document and share learning with children and families faster.
Excel spreadsheet will be created and shared with all educators to gain a better understanding of the cultural diversity of the families attending the site.

Questionnaires will be created for our bilingual families to gain a better understanding (where possible) of their backgrounds and levels of English (both receptive and expressive). This will enable us to apply for preschool bilingual funding.

Continue to have a strong focus on play.

Educators will engage in cultural competence PD.

A range of visual strategies will be used – particularly photos - as a way of sharing information about children’s learning and engagement.

When the opportunity arises for additional educators to be employed at the site, priority will be given to educators who speak the language of the children attending the site.

Educators will include songs, stories in children’s home language.

Continuity of bilingual educators will be supported.

Educators will include traditions and celebrations from a variety of cultures but with a focus on the cultures attending the site.

---

**Success Measures – data and evidence**

- Setting inclusive of all families
- Educators will be able to better support families
- Staff PD records
- Educators who speak languages of the children at our site will be able to share information with families and create supportive relationships
- More targeted funding for preschool support for children who are first generation Australians
- Educators have a greater understanding of cultural practices, beliefs, traditions
- Increased involvement and engagement by our EALD families
Priority 3 Improvement Strategies

- Educators will sit with children while eating their lunch and discuss food choices and the value of eating healthy food
- Continue to include the EAT A RAINBOW program and provide parents with the opportunity to be involved in cooking or sharing in the meals we cook
- Intentional teaching strategies will be used to enable children to see the links between sustainable practices and protecting the environment
- Invite NAWMA to discuss recycling with the children
- Encourage children to be involved in re-invigorating our compost area using their “rubbish” collected into our green bins at fruit time
- Re-establish the vegetable garden as it died off during the Christmas holidays
- Involve children in redesigning specific areas within our outdoor environment
- Purchase of additional loose parts as part of our nature play focus
- Invite families to bring in their 10c recyclable materials so that we can reuse or take to the depot and purchase new resources
- Use visual displays to demonstrate to families how to embed sustainable practices at home
- Allocate money in the budget for this priority area

Success Measures – data and evidence

- Children take responsibility for caring for our natural environment
- Families share with educators the sustainable practices they are engaging with at home
- Children are able to articulate to each other when they see unhealthy food options at lunch time
- Increased engagement in the outdoor learning environment by the children as they were involved in the planning
regular meetings will be held with educators from Salisbury Kindergarten and Salisbury Primary School to discuss school transition
PD will be generated between Salisbury Kindergarten and Salisbury Primary School in relation to the numeracy indicators
The kindy will work with the OPAL program in the area of healthy eating
The kindy will invite little athletics to be involved in the centre again this year
The kindy will be involved in the little sprouts program at the botanical gardens
The kindy have reached out to Bunnings for resources and to find out about being involved in their DIY for preschools program with the aim of the children building something for the outdoor environment
Inviting Playgroup SA to be more involved with the centre’s playgroup
Investigate visits to the Salisbury Library this year
Director is involved in the New Arrivals Orion Partnership portfolio which is involved in the creation of a toolkit of services for newly arrived families
Investigating the possibilities of visiting a local nursing home to work with the residents
The director will ensure that all relevant screenings have been completed before working with any outside community organisations
We are currently receiving wooden offcuts from the mens shed but this year we will look at working collaboratively on some group projects
Gaining a better understanding of the expertise of our families to support our links with the community
The centre displays local community information for families and includes programs offered by the Lake Windermere Community Hub

Success Measures – data and evidence
- Continued increase in the numbers of children transitioning to Salisbury Primary School
- Increased numbers of families utilising services within the local community
- Increased participation of local services at the site
- Successful transition process documented
- Documentation from shared PLC with Salisbury Primary School
- Common language around maths/numeracy used across sites