



Bute & District Kindergarten and Rural Care



**Quality Improvement Plan
2017/2018**

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Operating Days/Times: term 1 and 2 2018

	Monday	Tuesday	Wednesday	Thursday	Friday
Rural Care	8am-6pm	8am-6pm	8am-6pm	8am-6pm	8am-6pm
Kindergarten			8.40-3.15pm Every week	8.40-3.15pm Every week	
Playgroup					9.30-11am fortnightly

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

Parking is provided in car park adjacent to the kindergarten.

Bute & District Kindergarten & Rural Care has the same public holiday dates as SA Government schools.

Building is located next to Bute Primary School. The site is now a School based Preschool as of January 2018

Closure Days: 4 per year

Educators work closely with the Junior Primary educator at the Primary School. We are able to access some resources including the library and finance officer, garden and playground. We liaise with DECD services, Healthy families, CAFHS and Families SA in regards to children who may need assistance during their time a kindy.

We are part of the Northern Yorke Partnership group. This group meets twice a term with the children and young people from our area being our core business. This group consists of Bute & District Kindergarten and Primary School, Moonta kindergarten and Area School, Wallaroo mines Primary School, Kadina Kindergarten and Memorial School and Wallaroo Kindergarten and Primary School.

How are the children grouped at your service?

We are a part-time Kindergarten service all Kindergarten children are integrated with Rural care children which is a full time service on site

Person responsible for submitting this Quality Improvement Plan

Richard Hall and Julie McInnis

Bute & District Kindergarten & Rural Care Philosophy



We believe to build a strong foundation that fosters dispositions for lifelong learning the above key words underpin and guide our practices, values and processes.

What this means for us....

	Diverse	Belonging	Learning through Play
As Educators	<ul style="list-style-type: none"> *Through our curriculum valuing and reflecting the practices, values and beliefs of families *Acknowledge and make curriculum decisions that uphold all children's rights to have their culture, identities abilities and strengths acknowledged and valued. *Provide opportunities to learn about similarities and differences and how we can learn to live together 	<ul style="list-style-type: none"> *Build real secure relationships with families and children *Provide experiences for children to connect with each other *Work in partnerships with families in the care and education of their child *create an environment that makes visible who belongs in this space *collaborate regularly with each other for better outcomes for children *provide predictable routines * Viewing children as capable and competent 	<ul style="list-style-type: none"> *Provide a challenging flexible inspiring space that promotes curiosity and wonder *Provide opportunities for children to explore, create, problem solve and construct. *Listen and build upon through sustained shared conversations children's ideas, interests, thinking, theories and curiosities *Provide a balance between child led and child initiated and educator supported learning *Being deliberate, purposeful and thoughtful in our decisions and actions (intentional Teaching) * Value and promote the outside environment as an important learning space * The curriculum has a strong focus on oral language

This was created in consultation with staff and families of

Bute & District Kindergarten and Rural Care 2017 and revised at the beginning of 2018.

Strengths

Strengths have been developed collaboratively with all staff, families and Governing Council. The sites self-review process includes providing families with information through the newsletter, meetings and conversations. The process of self-review included a strengths based approach. Our strengths were gathered through auditing each standard as an educators team. A survey was conducted with educators about what they thought were our strengths. Interviews were conducted with children asking “what they like about their kindy.” Verbal feedback was recorded throughout the year. These results appear in our strengths indicating that Quality Area (QA) QA5 Relationships with children and QA6 Collaborative partnership with families and communities are strength which impacts all other quality areas.

Quality Area 1: Educational program and practice

1.1 Curriculum decision making maximises each child’s learning and development opportunities. By designing individual and group learning experiences built on children’s prior knowledge, experiences and interests. The program integrated to include all children both Kindergarten and Rural Care. The Director is consulted for more difficult curriculum decision making. The program evaluations are linked to the EYLF outcomes, Principles and Practice and the NQS. Educators constantly evaluate and reflect on what children are learning and record daily on children’s individual documentation sheets which are held in the curriculum basket and stored termly in the office. Rural Care educators document learning and relevant information on the children’s individual outcome sheet and the day sheet. Reflection on the program is recorded on the program sheet with big ideas recorded in the sites learning journal.

1.2 Each child’s learning and development is assessed as an ongoing cycle of planning, documenting and evaluating. This is an interactive process involving all educators that drives development of the program. Educators consistently respond to children’s ideas and play and intentional teaching is embedded within the program to scaffold and extend each child’s learning. Critical reflection on children’s learning and development both as individuals and in groups is consistently used to implement, review and revise the program.

Quality Area 2: Children’s health and safety

2.1 The centres nappy change area is designed for the comfort of both educators and children. Educators ensure this is a relaxed and positive time. Educators conduct nappy change audits termly. The sleep room while located in a central area to allow sleeping children to be within hearing range and be closely monitored is away from the busy play area. Hygiene practices are embedded in everyday routines. All staff maintains high standards of hygiene and follow procedures to reduce the risk of spreading infectious diseases. All educators follow guidelines in the management of illness and injuries. These are documented and families are informed

2.2. Healthy eating is promoted throughout the service. Information is provided to families through enrolment pack, handouts, newsletters and conversations. The kindergarten visits the local kinderym each term as part of our curriculum to promote strong physical wellbeing. A balance of indoor and outdoor experiences are planned to provide children with the opportunity to develop their fine and gross motor skills

2.3 Due to being an integrated service we have a higher number of educators at any given time. This enables us to have a greater level of supervision. All educators are familiar with each child’s needs and work together to provide the best outcome for the child. All educators conduct regular safety checks on the indoor and outdoor area and invacuation /evacuation drills are conducted each term.

Quality Area 3: Physical environment

3.2 The outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences in both the built and natural environments to develop positive and effective Learning Dispositions. The space provides flexibility to respond to children’s individual needs, development, self-initiated play and exploration. For example the gated wet area allows Kindergarten and older Rural Care

children to still access materials and engage in more complex experiences whilst the younger children are in attendance.

3.3 Sustainable practices are embedded in the services operation and are consistently promoted in the everyday program Children are spontaneously exposed to concepts associated with sustainability during the delivery of the program. . For example we have implemented a rainwater tank for watering, compost/worm farm for food waste and recycling bins indoors to teach children the importance of suitability. The centre has a Sustainability and environmental purpose statement.

Quality Area 4: Staffing arrangements

4.1 Educator to child ratio is maintained at all times. Educators use their crossover time to attend to administration tasks. Educators are qualified and regularly undertake training to maintain their qualifications. Educators participate in professional learning at our fortnightly staff meetings. Educators regularly attend Network Learning Groups.

4.2 Educators work collaboratively to provide the best outcome for the children. Educators are respectful and ethical to each other, children and families. Shared responsibility is a strength in our service with children taking on a leadership role through Team Leader. Distributed leadership is evident with each educator taking on greater responsibility with centre management.

Quality Area 5: Relationships with children

5.1 Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.

5.2 Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and work with others.

Quality Area 6: Collaborative partnerships with families and communities

6.1 There is an effective orientation and enrolment process for families. Families are given an information pack and have a meeting with the Director to ensure that all relevant information is shared.

6.2 Families are offered a range of opportunities to be actively involved and significantly contribute to service decisions. 70% of families are represented on the Governing Council. The service has a community member that regularly volunteers. Family involvement is noted in the newsletter.

Information and feedback is gathered throughout the year from surveys conducted with families and children.

What families and community like about our kindy - organised, the excursions children's attend, fantastic kindy, outdoor learning environment, the leadership roles that the kids have, educators working on continuous improvement, the cubby house made of pallets, smelly plant and vegetables, plenty of things to do, great equipment for the children, expanded garden, very natural, all the spare parts, lots of evidence of children's learning, natural resources, heaps of opportunity for creative play, love the lush green lawn

What children like about our kindy- being outside, our cubby house, the sandpit and home corner, lots of art and craft, drawing, doing books and puzzles, how we get new things out to play with

6.3 Continuity of learning and transitions are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with the adjoining Primary school. Children's dispositions documentation is shared at transition with the Primary School. X-age with the R/1 class occurs throughout the year prior to school.

Quality Area 7: Leadership and service management

7.1 The service has a comprehensive induction process for new educators and volunteers. This enables them to become familiar with the expectations for working with children and contribute to sustained quality relationships that facilitate children's learning and development.

7.2 The statement of philosophy is reviewed in consultation with educators, families and Governing Council on an annual basis and when there is educator change. The process involves providing information in the newsletter and face to face conversations.

Regular Performance Development occurs with educators on a termly basis. Individual development plans and are built collaboratively that provide for continuous improvement.

The quality improvement plan is reviewed annually in collaboration with educators, families and the Governing Council. The process occurs through the newsletter and face to face conversations.

7.3 Administrative systems including policies are maintained to ensure effective operation of the service. Regular staff meetings are held and include the review of policies and a communication book is actioned by educators daily. A policy review schedule is in place and families are included in the policy review process through the newsletter and direct conversations.

Improvement Priorities

Priority 1 – Children are capable



Reasoning & Strategies

Reasoning Why we have chosen this?	Strategies How will we get to this outcome?
<p>NY Partnerships Action 2 is to explore the principles of Reggio</p> <p>Carla Rinaldi's Re-imagining Childhood which outlines four recommendations for South Australia. Apart of recommendation 4, The director went on The South Australian Collaborative Childhood Project's January 2017 Study Group to Reggio Emilia. On tour was able to experience recommendation 1.1 "the competent child"</p>	Continue our inspiration of Reggio Emilia education principles through professional development in networked learning groups, partnership action groups & Yorke Early Childhood Group.
	Reflecting on Carla Rinaldi's Re-imagining Childhood.
	Research, develop and use common language to develop a change in thinking about the child. (Re-imagining Childhood)
	Use the RRR to support our reflective practice.
	Regular discussions and staff meetings with staff to evaluate and challenge our thinking.
	Regular Performance and Development meeting to evaluate self-progress.

Success measures - How will we know?

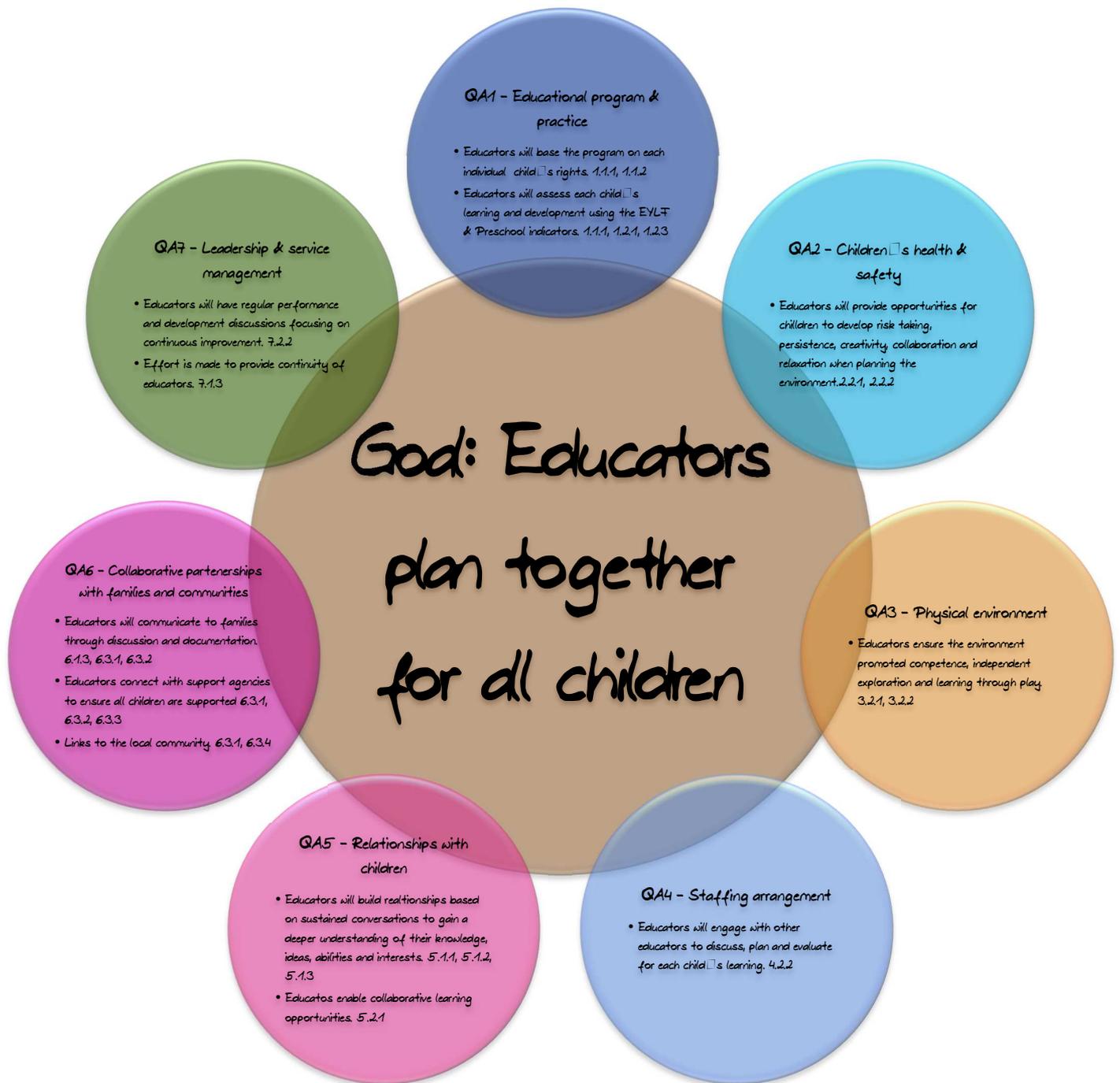
- **Improved educator conversations with children –**
 - RRR data – Active Learning Environment data taken early Term 2 and again in Term 4. Amanda (ECL) will conduct survey
- **Changes in language –**
 - "Growth Mindset" language explored and educators starting to use this language to discuss children during planning and evaluation
 - Educators focus on the rights of all children
 - Educators provide open ended play experiences to promote opportunities for rich language and positive sense of identity for all children.
- **Family feedback received**
 - Parent's starting to notice our change in thinking evident in parent surveys
 - Children will begin to view themselves as competent and capable and are involved in setting goals for their learning.

Progress notes

- RRR Data taken in Term 2 – Result 2.8
- RRR Strengths:
 - Choice of group time
 - Learning environments (intergraded program, open-ended, inviting, exploratory, sensory)
 - Cross-age interactions
 - Respectful and reciprocal relationships evident.
 - Children's independence encouraged
- RRR Wondering & Questions:
 - Educators are continually looking at levels of questioning to extended children's engagement and learning in play.
 - Discussions in Staff meeting to remind Educators about maintaining positive body language throughout the day.

- Introduced a tier chart to make all educators aware of children’s behavioural needs so Educators can be more knowledgeable when planning and responsive in interactions with individual children.
 - To be consistent, Educators have set group expectations for daily routines in regards to what group activities look like, sound like, feel like.
- Educators have attended;
 - 2017 International Association of Nature Pedagogy Conference – Nature Play SA
 - The environment as a Third Teacher – Moving beyond Light Boxes and Mirrors – Dannielle Gibson
 - Introduction to Book Making for 3-8 Year Olds for Preschools and Junior Primary Educators – Marilyn Hayward
 - Re-imagining Childhood Conference (Adelaide - November 2017)
 - **2018-**
 - Floor book training attended by educators, June 2018 at Kadina

Priority 2– Integrated Planning: Holistic approach to curriculum



Reasoning & Strategies

Reasoning Why we have chosen this?	Strategies How will we get to this outcome?
<p>Bute & District Kindergarten run both a Preschool program and Rural Care program.</p> <p>Sometimes Educators fill in for each other in either program. Having the same processes ensures continuity.</p> <p>Educators have interactions with children from both programs and need the ability to communicate what they have learnt about children.</p> <p>It ensures a program for each child and the same process for all children.</p>	Use the Early Years Learning Framework to inform the program
	Use the Early Years Learning Framework and Preschool indicators for Literacy and Numeracy to document and reflect on experiences.
	Staff to write learning stories regularly
	Every child to have learning stories and observations linked to EYLF and Preschool Indicators
	Reflection on practice is embedded and continuous
	Continue our Reggio Emilia Approach professional learning community aligning with DECD recommendations to improve outcomes for children, staff and families

Success measures - How will we know?

- **Improved educator practice –**
 - Educators can articulate the process.
 - Children’s ideas are found in the program.
 - Children’s portfolios will give a true indication of the child’s knowledge, ideas and abilities.
 - The learning will be visible in learning stories and other documentation.
 - Educators can articulate the cycle of programming
- **Family feedback received –**
 - Parent’s starting to comment on learning stories / parent board
 - Positive feedback in parent surveys
- **Improved collaboration when creating a rich program –**
 - Educators are confident to reflect and plan together
 - Children’s strength based goals are embedded in the program

Progress notes

- Educators have attended;
 - 2017 International Association of Nature Pedagogy Conference – Nature Play SA
 - The environment as a Third Teacher – Moving beyond Light Boxes and Mirrors – Dannielle Gibson
 - Introduction to Book Making for 3-8 Year Olds for Preschools and Junior Primary Educators – Marilyn Hayward
- Using Keptme for documentation (2017)
 - All educators are able to see what other educators are writing
 - Educators document observations on the learning environment
 - All educators can see changing in thinking about the environment
 - Parents can chose to have access so they are able to make comments to learning stories electronically
 - Educators share their learning stories and goals at regular planning meetings
- End of term statements of learning are given to parents and families are asked to provide feedback.