

# Naracoorte North Kindergarten Quality Improvement Plan - 2019



**Government of South Australia**  
Department for Education



Approved by Site Leader:	Kara Lang	Date: 8/2/19
Approved by Education Director:	Adam Box	Date: 21/2/19
Approved by Governing Council Chairperson:	Helen Inverarity	Date: 8/2/19

## About us

<b>Service Name</b>	Naracoorte North Kindergarten	<b>Service Approval Number</b>	SE - 00010701
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The Naracoorte North Kindergarten is co-located in the Childhood Services building with the Naracoorte Day Child Care Centre, with whom we work very closely with. The Kindergarten is a full time centre, offering Universal Access hours to all the children enrolled. These hours can be accessed using either a 5-day fortnight or a 2½-day week. We currently have five educators and offer a range of programs, including Bus Programs, Lunch Programs and daily Playgroup sessions. The Kindergarten has a large outdoor natural learning area, which enables the children to engage in imaginative and creative play. The Centre is surrounded by natural Parklands, with the habiting wildlife can often be seen grazing nearby. Although the Naracoorte Primary School [adjacent to the Centre], is our main feeder school, children also transition to the Naracoorte South Primary School, Lucindale Area School, Frances, Sunrise Christian School and Apsley.

# Our Educators



**Kara Lang**  
**Director**  
Bachelor of Early Childhood Education



**Sandra Williamson**  
**Teacher**  
Diploma of Teaching  
(Early Childhood Education)



**Meg Thomson**  
**Early Childhood Educator**  
Certificate 3 in Children's Services



**Deb Krieger**  
**Early Childhood Worker**  
Diploma in Children's Services



**Bethany Collins**  
**Early Childhood Worker**  
Diploma in Children's Services

## Our Philosophy

The Naracoorte North Kindergarten and Naracoorte Child Day Care Centre have undertaken a collaborative approach in developing a shared Philosophy Statement that outlines our beliefs and values in relation to curriculum and learning, partnerships and wellbeing of all children, families, staff/educators and visitors within our Centres.

We work in partnership with families to care for and educate their children by providing a safe, nurturing and enriching environment that promotes learning for life. Through our commitment to the community we will assist children to reach their optimum potential and prepare for the future with confidence, independence and optimism.

### **Curriculum and Learning**

We believe learning is a lifelong journey and it is important to provide opportunities for all community members (staff/educators, children and families, students and visitors) to engage in active and collaborative learning. Children learn through play and are offered a diverse program based on current curriculum and research.

We believe:

- Children have the right to play and learn in a respectful, caring and inclusive learning environment.
- Children have the right to engage in, and enjoy a variety of experiences to foster lifelong learning.
- Families have a right to be involved in their children's ongoing learning and development.
- Staff/educators have the right to be supported in their ongoing professional development and learning.
- In empowering children for a successful and sustainable future by encouraging respect for our natural and constructed learning environments and an understanding of the interdependence between people, plants, animals and the land.

Therefore, we will strive to:

- Provide challenging learning experiences giving children opportunities to discover, create, improvise, imagine, problem solve, experiment, challenge thinking and engage in meaningful interactions and communications.
- Create an environment that enables and enhances children's learning and connectedness with the world around them.
- Provide a structured daily routine, which is flexible to meet individual needs.
- Provide an educational program that promotes sustainable practices within our Centres. We will encourage and work with all children and their families to take an active role in caring for the environment and contributing to a sustainable future.
- Document and share children's ongoing learning and development.
- Encourage the development of independence, resilience and positive self-esteem
- Support opportunities for staff to access ongoing professional development.
- Professionally engage in a cycle of continuous reflection and improvement.

## **Partnerships**

We recognize and value the role of families as primary care givers and educators, and the importance of relationships in children's learning and development. We aim to foster a connected environment where families and staff value each other's perspectives, and where skills and experiences can be brought together to ensure a high standard of care, learning and development. We value the partnership between our Centres and the wider community.

We believe:

- Children benefit from families and staff working in partnership.
- Children, families and staff/educators have the right to be acknowledged, consulted, informed and involved in decision making.
- In the importance of developing nurturing secure relationships that foster confidence, mutual respect and values individuality.
- In being open and transparent.

Therefore, we will strive to:

- Ensure children, families and staff/educators are consulted, where appropriate, and that their perspectives, feedback and ideas inform our decision-making.
- Foster a culture of open and positive communications.
- Promote a positive team environment.
- Encourage the involvement of the wider community where appropriate.
- Develop strong connections with other organisations and service providers and assist families to access these when needed.

## **Wellbeing**

We recognize, respect and value the uniqueness of individual children, families and staff/educators. We understand the importance of providing a safe and secure environment that is inclusive and responsive to the physical and emotional wellbeing of children, families and staff/educators.

We believe:

- That everyone has the right to a sense of belonging and connectedness within the Centre.
- Children, families and staff/educators have the right to feel welcome and accepted in a safe environment, which recognizes and respects individual and family cultural values and diversities.

Therefore, we will strive to:

- Encourage respect for individuals.
- Listen to and respond sensitively to all.
- Provide an environment that is safe, secure and responsive and inclusive of individual needs.
- Build secure, respectful and trusting relationships.

- The Early Years Learning Framework is used by Staff for Curriculum planning and programming practices and reporting
- The program is displayed at the Centre as well as disseminated to Families.
- Displays used to report to families using EYLF Learning Outcomes and Dispositions
- A Curriculum Package has been redeveloped and given to Families. This includes information on the Early Years Learning Framework, which has been devised by Staff to demonstrate the linking of the Centre Program, ILP'S, Children's Portfolio's and the Statement of Learning – demonstration a cyclic approach to reporting and Children's Learning.
- A flexible program to meet the needs of Children's, interests, learning and time for extended play.
- Recognition of the importance of Learning through Play
- A positive working relationship with the Childcare Centre
- Understanding of children, family and cultural background is evident through planning, displays and ongoing relationships with families

- Staff reflection and monitoring has led to altered routines, catering for children's increased wellbeing.
- Monitor Health information and updates from families recording information in a Pink Folder
- Aware of Children's individual eating needs – (Children who arrive at Kindergarten by school buses have often had breakfast very early and at times need something to eat when they arrive )
- Staff maintain and Update First Aid and Reporting Abuse and Neglect when/as required
- Children are able to rest as/when required – cushions, rugs, mats available in a quieter areas.
- Routines established, promoted and implemented – by Staff –for Children – ie hand washing, toileting –gloves, tissues, paper towels, wipes provided and accessible in different areas.
- Hygienic practices are promoted – bathrooms – toilets cleaned as/if necessary and at lunch times.
- Parents[or emergency contact] are contacted if their Child is not well – appropriate first aid / care given and the injuries are documented — and signed by Parents
- Appropriate information is sent home to Parents re infectious diseases'
- Staff awareness and monitoring of Children's wellbeing, with Children being encouraged to engage to participate in all areas of the learning environment.
- Lunches are stored appropriately
- Children are supervised at all times.
- WHS Checks and maintenance completed
- Complex Health Care Plans for individual children with needs are completed by medical professionals and



The Kindergarten has a large outdoor learning area which is;

- Fenced well
- Well shaded
- Well maintained
- Has a disabled access for families including for prams and strollers
- The environment is regularly changed, according to the curriculum and program needs and children's interests.

The Indoor area is bright and well light.

- The original brown brick walls have been covered with gyprock and painted a light colour.
- The brown straw ceiling has been painted white
- There is a disabled access into the Kindergarten, for families, including prams and strollers
- The building is heated and cooled appropriately

The indoor environment is regularly changed, according to the curriculum and program needs

- The Kindergarten is staffed by 2 full time Staff [Director and a Teacher] 0.8 Early Childhood Worker, 2 x 0.4 Early Childhood Workers and a 1 x 0.2 Early Childhood Worker.
- Staffing levels are always maintained
- Child ratios are maintained
- 2, Early Childhood Worker are currently working towards a Diploma.
- Staff work with Disabilities Coordinator, Speech Pathologists, Occupational Therapists, Physiotherapists and Psychologists, as and when required to provide targeted programs for identified Children. (DECD, Community Health)
- Staff participate in relevant Professional Learning opportunities related to their own Professional Learning needs, interests and the site priorities.
- Staff participate in mandatory Professional Learning opportunities.
- Staff work across services (from the Naracoorte Child Day Care Centre, Out of School Hour Care, Early Learning Centre & Michelle De Garis Kindergarten)



- The Staff provide a safe, happy, inviting and nurturing environment where Children their Families and Staff are valued and respected.
- Children are greeted and farewelled
- Staff develop positive and meaningful interactions with Children.
- Staff ensures time is available to talk to Families. A variety of forms of communication are used ie Communication books for Bus and Child care Children. Families are actively kept informed of kindergarten activities through Newsletter, Facebook, Notice board displays and verbal interactions (Including telephone conversations.) The kindergarten also has an active playgroup program in which families integrate with sessional kindergarten.
- The Centre Program is linked to Individual Learning Plans
- A change to the afternoon routine has enabled the Children to experience extended passages of uninterrupted play, which in turn has created more opportunities for Children to engage in extended social play situations.
- The kindergarten is co-located with the Naracoorte Child care centre – Common policies and practices allow for smooth transitions between services for children and families and staff.
- The staff team are responsive to the children’s needs and interests. Incidental and through programming.



- Families are made to feel welcome and valued.
- Communication Books for Children who travel on the bus or attend Childcare.
- Information for Parents and from Parents is followed up on eg. Hearing assessments CYH Check information.
- Parents are given information about the Governing Council and encouraged to be involved and contribute to decision making
- Strong links with the Childcare Centre in relation to Children attending and shared Staffing.
- Parent are welcome to stay and participate and engage in the program.
- Visual displays of performances, Children's work displayed.
- Cooperative and collaborative Transition Programs to all schools
- Busy Play group sessions, work in conjunction with the Kindergarten sessions, although the numbers of families do vary from term to term.
- Information Sessions are held as needed, with a very well attended session held in November 2014 for families with children commencing Kindergarten 2015.
- Our community involvement activities, include the Christmas Float in the Parade, an Activity Tent in conjunction with Childcare Centre at the Taste Festival with the Naracoorte Lion's Club, Displays at the at the Naracoorte Show, Harmony Day.(See Family and Community Involvement Folder)

- The Kindergarten has a positive atmosphere and a 'good feel'
- Training & Development for all Staff is promoted and supported by the Site Leader and the Governing Council
- Staff team has a strong working relationship.
- The Staff Team is relatively stable
- There is continual reflection on what we do and how we can improve.
- The Governing Council is supported by the Director and have opportunities to work together and offer their ideas and points of view.
- Finance Structure is very effective. The Finance Officer, Treasurer and Director work together to ensure transparency.
- All facilities are constantly maintained – through Site Leaders support and Governing Council
- WHS procedures are monitored and actioned by the WHS Representative and supported by the Site Leader and Governing Council.
- 16th & 17th June positive comments – re Centre and Pre School Support from Disability Staff

# Improvement Plan

Goal/Priority	Challenge of Practice
Improved partnerships between parents, educators and sites to support continuity of learning and wellbeing.	If our educators foster positive, trusting relationships between parents, children and educators, then we will see an increase in parental engagement, collaboration with us in supporting their child's development and connectedness with their child's wellbeing and learning.
Children demonstrate increased learning progress in literacy and numeracy.	If educators increase understandings of the numeracy and literacy indicators, and develop the cycle of planning by strengthening the effectiveness of the analysis of learning and intentionality of learning experiences, then we will see children demonstrate increased learning progress in literacy and numeracy.

# Improvement Plan Goal 1: To improve partnerships between parents, educators and sites to support continuity of learning and wellbeing.

Challenge of Practice Key Priority Areas	NQS	Actions/Steps to achieve	Resourcing	Responsibility and Timeline who/when	Evidence of success
Fostering positive, trusting relationships with parents and children with the aim to increase engagement and connectedness with their child's wellbeing and learning	1.2, 1.2 2.2.1, 3.2.1 4.1 QA5 QA6	<ul style="list-style-type: none"> <li>- Supported Playgroup on Monday mornings                             <ul style="list-style-type: none"> <li>o Advertise Mondays as supported Playgroup</li> <li>o Priority for children with additional needs or parents who require additional support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 2019 bookings under 23 on Mondays to allow 1 educator free to run playgroup session</li> </ul>	Advertise Supported Playgroup Term 2  Continue to manage over year - KARA	All children in Supported Playgroup will display increased self-regulation and engagement within the learning environment.  Parents will display increased engagement with and responsiveness to their child.
	QA1 2.1.1 4.2.1 QA5 QA6 7.1.3, 7.2.3	<ul style="list-style-type: none"> <li>- Circle of Security Parenting                             <ul style="list-style-type: none"> <li>o Educators (own, then wider)                                     <ul style="list-style-type: none"> <li>▪ Naracoorte North Educators to complete throughout Term 1</li> <li>▪ Advertise and implement for other site teams with support of ECL</li> </ul> </li> <li>o Families                                     <ul style="list-style-type: none"> <li>▪ Advertise and implement from Term 2</li> </ul> </li> <li>o Naracoorte and Surrounding Community                                     <ul style="list-style-type: none"> <li>▪ Discuss needs with local trained CoSP facilitators and offer to community</li> <li>▪ Share names of trainers with referring professionals</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Time allocated during planning on Fridays</li> <li>- After hours PD for other sites</li> <li>- Consider minimal cost to cover resources and preparation time</li> </ul>	Term 2 Week 1 – KARA  Term 3 Week 1 – KARA  Term 3 Week 1 – KARA  Term 3 Week 5 - KARA	All Educators follow and administer the principles of CoSP, improving the intentionality of their daily interactions with children.  Children will display increased self-regulation, responsiveness to their bodies cues and interest in seeking adult and peer support when needed.
	QA1 QA5 QA6 7.1.3, 7.2.2	<ul style="list-style-type: none"> <li>- Increased volume of and intentionality of parent engagement, feedback and sharing of child's learning                             <ul style="list-style-type: none"> <li>o Increased sharing of teaching and learning processes and outcomes to build parent/caregiver understandings and abilities                                     <ul style="list-style-type: none"> <li>▪ Newsletter articles</li> <li>▪ Visual cues in the learning environment</li> <li>▪ Conversations</li> </ul> </li> <li>o Parent information sessions on curriculum, child development and support services, including Jane Lemon PD</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Allocate time for collating and sharing feedback</li> <li>- Funding for support services time</li> </ul>	Term 1 Week 0 – NNK Team  Term 1 Week 1 – KARA  Term 1 Week 0 – NNK TEAM  Term 1 Week 5 – KARA/SANDRA	At least 60% of families engaged in their child's learning at Kindergarten. Measured through discussions, notes, emails, calls etc. with direct relation to their child's goals learning directions and achievements.

<p>Fostering positive, trusting relationships with colleagues in Partnership sites with the aim to increase engagement and collaboration towards children's wellbeing and learning (Continuity of Learning)</p>	<p>QA1 QA4 QA5 6.2 7.2.1</p>	<ul style="list-style-type: none"> <li>- Links to schools <ul style="list-style-type: none"> <li>o Increased intentionality towards outcomes for children in shared learning experiences</li> <li>o Shared Professional Development fostering connections between curriculum and continuity of learning</li> <li>o Re-establish Early Years Hub in Wratttonbully Partnership (Child Care, Kindergarten, Junior Primary) <ul style="list-style-type: none"> <li>▪ Allowing co-construction of programs including transition</li> <li>▪ Increasing shared knowledge of pedagogy and practices</li> <li>▪ Continuity of learning embedded in all sites practices</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Shared PD funded by Partnership</li> <li>- NNK PD budget increased</li> </ul>	<p>As needed – KARA (EY Exec Rep)</p> <p>Term 1 Week 3 - KARA</p>	<p>All relationships will reflect increased intentionality towards children's positive outcomes.</p> <p>All educators will feel valued, supported and heard in Network/Partnerships.</p>
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## Improvement Plan Goal 2: Children demonstrate increased learning progress in literacy and numeracy.

Challenge of Practice Key Priority Areas	NQS	Actions/Steps to achieve	Resourcing	Responsibility and Timeline who/when	Evidence of success
Educators to increase utilisation of the Numeracy and Literacy Indicators to support analysis of children's literacy and numeracy progression, increasing the intentionality of learning experiences for individuals	QA1 QA4 7.1.3, 7.2	<ul style="list-style-type: none"> <li>- Educators to increase working knowledge of Indicators and confidence in using them                             <ul style="list-style-type: none"> <li>o Jane Lemon Numeracy PD</li> <li>o Knowledge of children – shared discussions on children's learning in weekly educator meetings</li> <li>o Preschool Pathway: planning for progress with the Indicators of Preschool Numeracy and Literacy as weekly Professional Development</li> <li>o Reflection within PDP's</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- PD budget allowing cover</li> <li>- Time allocated in educator meetings</li> </ul>	Term 1 Week 0 onwards - KARA	The language of the indicators will be visible in documentation, recording and planning of educators by the end of the year.
		<ul style="list-style-type: none"> <li>- Consistently and collaboratively using NLI for analysis and reflection of learning and documentation                             <ul style="list-style-type: none"> <li>o Trial new processes, reflecting and reviewing</li> <li>o Collaborative documentation of observations and analysis of these at weekly educator meetings</li> <li>o Learning Design and Reflection PD attended by Sandra and shared with educators</li> <li>o Learning Stories and Reporting to reflect understandings and language of the indicators</li> <li>o Learning Stories shared with and proofed by other educators</li> <li>o Focus on holistic view of the child's learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Time allocated in planning</li> <li>- Sandra's release claimed back</li> <li>- Time for educators to document</li> </ul>	Term 1 Week 0 – NNK Team  2019 – SANDRA  -Term 1 Week 0 – KARA/TEAM	All children will demonstrate increased learning progress in literacy and numeracy observed and documented through learning stories and observations.  Numeracy and Literacy indicators used to track all children's learning using different coloured dots each term with dates for when observations were made in each learning area.
		<ul style="list-style-type: none"> <li>- Increased intentionality of planning for individuals                             <ul style="list-style-type: none"> <li>o ATSI Children are supported to be proud and confident learners</li> <li>o Oral Language focus to continue in large groups and small targeted intervention groups</li> <li>o Utilise a wider variety of learning resources to promote challenge and perseverance</li> <li>o Offer a higher proportion of open ended opportunities</li> <li>o Speech Interventions based on Speech Screens and Programs</li> <li>o Educators use the NLI language in daily interactions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Increased planning time</li> </ul>	Term 1 Week 0 – KARA/TEAM	



<p>Goal 2</p> <p>Children demonstrate increased learning progress in literacy and numeracy.</p>	<p>Weekly educator meetings – reflection, discussion and forward planning using the Learning Sprints process.</p> <p>Governing Council – reflection, feedback, discussion and forward planning</p>	<p>Educators are showing increasing confidence using and knowledge of the indicators. It is beginning to become visible in their learning stories and observations. Educators have chosen to focus on implementation and use of the indicators in the Learning Sprints processes.</p> <p>Educators are collaborating to document observations and record learning against the indicators using dots with dates of observations. Educators are reflecting upon teaching and learning as a team and the outcomes are evident in the collaborative evidence based planning.</p> <p>Children are showing increasing abilities in the area of numeracy, which has been the key focus area so far.</p> <p>Parent understanding of NLI is yet to be established.</p>	<p><b>Educator confidence with NLI</b></p> <p><b>Educator use of NLI</b></p> <p><b>Children increasing skills and abilities due to uptake and use of NLI</b></p> <p><b>Parent understanding of NLI</b></p>	<p>Continue attending PD based on NLI. Particularly Jane Lemon PD.</p> <p>Continue professional reading and reflection of practices to drive changes and improvement.</p> <p>Continue refining documentation processes and begin sharing changes and positive outcomes with families.</p> <p>Seek feedback from families on changed processes and adjust accordingly.</p>
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## Track and monitor improvement progress and impact: Term 3 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1		<p>Play group, over 20 families</p> <p>Parent directed information – independence, risk taking</p> <p>Transition aligned across Partnership.</p> <p>Transition agreement being established including children, families and educators responsibilities.</p> <p>Contacted SCS and APS to provide information, SCS very keen to be involved.</p>		
Goal 2		<p>Site visits – program, active learning environments.</p> <p>Reflection and changes taking place</p>	<p>CIRCLE OF SECURITY</p>	Establish session in Term 4

## Track and monitor improvement progress and impact: Term 4 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1				
Goal 2				