Pennington Kindergarten

Quality Improvement Plan 2015

Part 1

- Service Information
- Philosophy Statement
- Summary of strengths

Part 2 - separate document includes: ‘priorities for 2015 & related action plans’
# Service Information

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

## Primary contact at service

Miss Jessica Dubois

## Physical location of service

<table>
<thead>
<tr>
<th>Street:</th>
<th>15A Northgate Street</th>
<th>Telephone:</th>
<th>08 8268 1200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb: Pennington</td>
<td></td>
<td>Mobile:</td>
<td>0408 745 010</td>
</tr>
<tr>
<td>State/territory: SA</td>
<td></td>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Postcode: 5013</td>
<td></td>
<td>Email:</td>
<td><a href="mailto:dl.5640.leaders@schools.sa.edu.au">dl.5640.leaders@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

## Approved Provider

<table>
<thead>
<tr>
<th>Primary contact:Department for Education and Child Development</th>
<th>Name: Miss Jessica Dubois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Trish Strachan</td>
<td></td>
</tr>
<tr>
<td>Telephone: 08 8226 3463</td>
<td>Telephone: 08 8268 1200</td>
</tr>
<tr>
<td>Mobile: 0437 719 134</td>
<td>Mobile: 0408 745 010</td>
</tr>
<tr>
<td>Fax: 08 8226 0159</td>
<td>Fax:</td>
</tr>
<tr>
<td>Email: <a href="mailto:trish.strahan2@sa.gov.au">trish.strahan2@sa.gov.au</a></td>
<td>Email: <a href="mailto:Jessica.dubois772@schools.sa.edu.au">Jessica.dubois772@schools.sa.edu.au</a></td>
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</tbody>
</table>

## Centre Operating Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening time</td>
<td>08:30</td>
<td>08:30</td>
<td>08:30</td>
<td>08:30</td>
</tr>
<tr>
<td>Closing time</td>
<td>03:45</td>
<td>03:45</td>
<td>03:45</td>
<td>03:45</td>
</tr>
</tbody>
</table>
**Additional information about your service**

The following information will assist the Regulatory Authority to plan the assessment visit.

<table>
<thead>
<tr>
<th>Additional information about this service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking is available on the street of Northgate Street.</td>
</tr>
<tr>
<td>Centre operates as per South Australian School Term dates.</td>
</tr>
<tr>
<td>Pupil Free days for 2015 are scheduled for 27th May and to be advised.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How are the children grouped at your service?</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten aged children access up to 30 hours over a fortnight, Group A children attend Monday and Tuesday and every second Friday morning; Group B children attend Wednesday and Thursday and every other Friday morning.</td>
</tr>
<tr>
<td>Occasional Care is offered for 2 to 4 year old children and is integrated into the service. This service is offered on Tuesday, Wednesday &amp; Thursday, sessions from 8:45 – 11:45 and 12:30 – 3:30pm.</td>
</tr>
<tr>
<td>Early Entry for children with additional needs will be offered in Term 4 where possible. This will be dependent upon site capacity.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and position of person(s) responsible for submitting this Quality Improvement Plan</th>
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<tbody>
<tr>
<td>Nominated Supervisor – Miss Jessica Dubois (Director)</td>
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</table>
## Kindergarten Sessions

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
<th>Alternate groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>08:45</td>
<td>08:45</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>08:45</td>
<td>08:45</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>08:45</td>
<td>08:45</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>08:45</td>
<td>08:45</td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>08:45</td>
<td>08:45</td>
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</tr>
</tbody>
</table>

### Session ends
- Group A: 03:30
- Group B: 03:30

## Occasional Care Sessions

### Over 2’s

<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session begins</strong></td>
<td>08:45</td>
<td>08:45</td>
<td>08:45</td>
<td></td>
</tr>
<tr>
<td><strong>Session ends</strong></td>
<td>11:45</td>
<td>11:45</td>
<td>11:45</td>
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</tbody>
</table>

### Afternoon sessions

<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session begins</strong></td>
<td>12:30</td>
<td>12:30</td>
<td>12:30</td>
<td></td>
</tr>
<tr>
<td><strong>Session ends</strong></td>
<td>3:30</td>
<td>3:30</td>
<td>3:30</td>
<td></td>
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</table>
Service statement of philosophy

Pennington Kindergarten Philosophy Statement

Pennington Kindergarten is a place of learning where each child’s learning journey is recognised, respected and valued. We are committed to supporting each child to engage in a meaningful learning program that responds to their individual needs and builds upon each of their strengths. Here, each child is valued as a strong and competent researcher of the world and their place in it. We notice, listen and respond to each child’s pursuits, thinking, theories and questions as we support their learning discoveries and successes over the year.

We know that learning success is built upon strong and positive relationships. We believe that children, families and educators are co-constructors of knowledge and we aim to do this together from a place of authentic curiosity about the mysteries of life. All relationships with children and families at Pennington Kindergarten are built on a foundation of respect for and celebration of their rights, their identity, their uniqueness and their differences. Reconciliation and respect for diversity is a proud part of our everyday practice as we support children to learn about and make a positive contribution to their world. We recognise the contribution families make to their child’s learning and development and we support these partnerships through respectful, trusting relationships with families and our community.

At Pennington Kindergarten, learning is a joyful experience as children explore, discover, create and learn together through play. We support children to dream big dreams and develop a love for learning by providing an inviting learning environment that encourages imagination, possibility and challenge.

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

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

All staff are committed to enabling success for every child and we are dedicated to ensuring our everyday practice reflects this educational philosophy.
## Strengths Summary (Describe self-review processes and evidence collected)

<table>
<thead>
<tr>
<th>NQS</th>
<th>Strengths</th>
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| QA 1 - Educational program & practice | 1.1 An Approved Learning Framework informs the development of a curriculum that enhances each child’s learning and development.  
1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.  
Feedback from our recent re-assessment in 2014 has supported the implementation of a clearer system for all staff to observe, gather evidence, evaluate and reflect on children’s learning on a daily basis. Staff use ipads to capture children’s learning daily and use these photos, videos and notes to develop learning stories which make learning visible for children and families in each child’s learning journal. Since January 2015, all staff (Qualified teachers and Early Childhood Workers) have engaged in multiple professional learning opportunities to develop our understanding of the ongoing planning and assessment cycle with learning stories as key to this process. We have engaged with Wendy Lee, Ann Pelo and our Early Childhood Leader Kerryn Jones to support this process of building our capacity to enhance each child’s learning outcomes at Pennington Kindergarten. Staff intentionally plan the learning environment and the educators role in developing our curriculum in this environment every fortnight, drawing on written learning stories and daily reflections that have captured children’s interests, pursuits and theories over the past two weeks. We use a daily reflection process to note learning and planning that has emerged spontaneously each day in response to children and family voice.  
During Term 1 this year, staff spent time at our fortnightly reflection meetings discussing the purpose of and engagement of every child in daily group learning times. As a result of this inquiry, we have modified our daily routine to include ‘workshops’ that children ‘sign up’ to each day depending on their interest. These workshops provide opportunities for sustained conversations and intentional learning opportunities in smaller groups and have received positive feedback from children, Governing Council and family members. Each teacher plans one workshop a day and this planning, which outlines our learning intentions, possible lines of inquiry and documentation and curriculum links to the Early Years Learning Framework, is displayed for families to read each day alongside our fortnightly plan.  
Individual learning journals for each child have been developed and are readily available in our reading area for children and families to access each day. These learning journals include individual learning stories and act as cumulative evidence of each child’s learning and development progress throughout their year at Kindergarten. Our Occasional Care educator also reflects on children’s learning by writing individual learning stories which are given to each family as well as kept in a folder for children to look at whilst learning with us each week.  
Our staff team include three regular Early Childhood Workers who provide ‘preschool support’ hours to children identified with special rights. Using site funds as support when needed, the consistent employment of these educators across the year is highly
valued as providing the necessary support to enable success for each child through strong, consistent relationships with children and families built on respect and trust. Every staff member works closely together to plan for and support each child’s access to the curriculum through scaffolded learning opportunities that draw from their strengths, interests and learning areas in need of development (both 1:1, small group, large group and integrated through play in our outdoor and indoor learning environment).

**QA 2 - Children’s health and safety**

### 2.1 Each child’s health is promoted.

All relevant health information for each child is recorded, with medications and health care plans readily available for staff using an allergy buddy storage system.

Staff support all children to practice effective hygiene measures such as washing hands before eating and using our ‘tissue station’ and bin.

Children are supported to rest and relax throughout the day with a range of comfortable and inviting spaces provided in both the indoor and outdoor learning environment. These spaces include a ‘quiet’ area for rest and reflection with calming, sensory toys, books and cushions. Similarly, opportunities for quiet reading and reflection are provided with a reading area outside every day with cushions and two couches inside that provide this space to quietly sit and rest.

### 2.2 Healthy eating and physical activity are embedded in the program for children.

Staff plan and set up spaces in our indoor and outdoor learning environment that provide children (occasional care and kindergarten) with opportunities for both planned and spontaneous physical activity that support their fine and gross motor skills. For example, our obstacle course is a popular space outside every day that promotes both complex movement skills and team work as children join in and encourage each other’s efforts and persistence at attempting and overcoming challenges as they move through this space.

A Healthy Eating Policy is shared with families upon enrolment and at parent-information sessions to support the choices they provide for their children each day.

### 2.3 Each child is protected.

Staff recognise that our site can present supervision challenges and so all staff are aware of processes for careful monitoring, implementation of effective supervision and emergency procedures and consistent communication between staff.

Support is provided by the Director and clear procedures for staff exist to fulfil their responsibilities to respond appropriately to every child at risk of abuse and neglect. These procedures are revisited regularly and upon induction of any new staff members.
3.1 The design and location of the premises is appropriate for the operation of a service. 

The environment is set up in a way that allows for flexible and free movement for staff and all children in and out of the indoor and outdoor learning environment. Occasional care is fully integrated in the learning environment so staff are intentional about ensuring that all play spaces are inclusive and accessible.

3.2 The environment is inclusive, promotes competence, independent exploration and learning through play. 

Our indoor and outdoor learning environment provides multiple and varied spaces for children's engagement in learning both individually, in small groups and in larger groups. On reflection at the end of 2014, time and effort has been directed to ensuring all furniture and resources are well cared for, clean and organised well to maximise learning opportunities. This process is ongoing as the centre is well stocked with a wide range of resources.

3.3 The service takes an active role in caring for its environment and contributes to a sustainable future. 

Gardening is an important feature of our learning program with children regularly involved in composting, planting and up keeping a vegetable patch and other areas of the garden through intentional teaching workshops and daily maintenance. A system of waste management is implemented by all and known by children where waste, paper, plastic and food scraps for our compost bin are separated at each meal time. Families and different community groups regularly contribute to our recycling efforts by donating reusable items for our construction and drawing areas. Research into native, sustainable and indigenous plants and gardens is currently underway with staff inviting our local council to support this process.

4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing. 

4.2 Educators, co-ordinators and staff members are respectful and ethical. 

The required educator: child ratios are maintained at all times and all staff. All efforts are made to ensure consistency of staff for children and families including drawing from a small bank of regular relief staff and using site funds to ensure continuity of staff across changing preschool support and bi-lingual short term contracts between each term.

As our staff team has been formed relatively recently (current Director began in July 2014, 1 new part-time teacher began with 2 new ECW's at the beginning of 2015), and with support from feedback in this area of our 2014 re-assessment, a range of structural changes have been implemented at Pennington Kindergarten to ensure that all staff have the opportunity and support necessary to work as reflective and collaborative professionals in our pursuit of success for every learner. For example, a welcoming ‘learning hub’ where staff, family and community can engage in learning opportunities and reflective practice has been created in a previously un-used space.
While this space is still developing, we now have the beginnings of a space that encourages shared learning experiences between adults.

The meeting agenda for our staff meetings include opportunities for staff to reflect on and share their positive ‘wins’ of the fortnight and their challenges. Similarly, reflective questions are regularly used in these meetings to facilitate collaborative and reflective practice by all educators.

**QA5 - Relationship with children**

5.1 Respectful and equitable relationships are developed and maintained with each child.

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

A focus of our new teams professional learning early this year has focused on relationships. Through reflective discussions and professional reading, we strongly support James Comer’s view that ‘no significant learning occurs without a significant relationship’. As such, educators have been intentional in thinking about and planning opportunities to support the development of strong relationships between educators and families, educators and children, and between children and children.

With support from our special services team, staff have developed their capacity to support each child to engage collaboratively with others as they manage their own behaviour in order to respectfully work with, learn from and communicate with others. The language of and use of Martine Agassi’s book ‘Hands are not for hitting’ with children has supported the development of common ‘safe hands’ language used by all staff and shared with families to support each child’s behaviour.

At our recent child-free day, staff spent time reflecting on the varied theoretical perspectives we use on a daily basis to interpret and gain insight into the range of situations we encounter with children every day. This reflective experience recognised our responsibility to ensure our own principles and practices are consistent with the principles and practices of the Early Years Learning Framework.

**QA6 - Collaborative partnerships with families and communities**

6.1 Respectful, supportive relationships with families are developed and maintained.

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Pennington Kindergarten has a strong Governing Council body made up of parents of both occasional care and kindergarten children. Through this process, families are encouraged to contribute to decision making processes. For example, a Reconciliation Action Plan (RAP) team has been created in order to work on a RAP for our service so that reconciliation and respect for diversity becomes a proud part of our everyday practice. This team includes parents, Governing Council members, the Director, staff members and the Aboriginal Community Engagement Officer from Pennington R-7 School.

A range of parent-information sessions have been offered for families prior to and
during the year their child is at kindergarten. Sessions have included information about a range of topics such as our healthy eating policy, our learning program and information about the Early Years Learning Framework. These information sessions have included support from interpreters to ensure all families are included in accessing this information in their home language, together with a range of policies and information brochures having been translated into Vietnamese and Arabic.

6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

A strong collaborative partnership exists between Pennington Kindergarten and Pennington R-7 school in order to support each child’s continuity of learning as they transition from kindergarten into school. Each term children walk to the Primary site to explore their new Discovery Centre (Library), helping to build their familiarity with this site and relationships with staff.

Staff work in close collaboration with professionals in our special services team including the speech pathologist, special educator and psychologist to develop and implement intervention programs that are consistent with children’s needs, strengths and interests.

7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.

7.2 There is a commitment to continuous improvement.

7.3 Administrative systems enable the effective management of a quality service.

The Director is part of the first intake of new leaders studying the advanced qualification in strategic leadership course run by the South Australian Institute for Educational Leadership in response to the State’s Building a Stronger South Australia – High Quality Education plan. This course is supported by Governing Council and staff and involves the Director engaging in study days during term and face to face days in school holidays in a contextualised learning program aimed at developing capacity and skills for continuous improvement of the site.

A collaborative and supportive relationship exists between the staff and their Education Director, Paul Newman and Early Years Leader, Kerryn Jones. Likewise, the Director attends Partnership meetings twice a term where collaborative work is undertaken towards improving the educational outcomes of children within the Inner West area in which Pennington Kindergarten is located. This professional learning community has been and continues to be a source of strength for all involved and helps to support and inspire all staff to make positive change for this community using data driven, research based self-assessment and accountability processes aimed at continuous improvement.