QUALITY IMPROVEMENT PLAN

2016
# Service details

<table>
<thead>
<tr>
<th>Service name:</th>
<th>Service approval number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARGARET LOHMEYER KINDERGARTEN</td>
<td>SE-000-10608</td>
</tr>
</tbody>
</table>

## Primary contact at service

<table>
<thead>
<tr>
<th>Name:</th>
<th>Telephone:</th>
<th>Mobile:</th>
<th>Fax:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WENDY FARLEY</td>
<td>(08) 8276 2033</td>
<td></td>
<td>(08) 8276 8102</td>
<td><a href="mailto:Wendy.Farley663@schools.sa.edu.au">Wendy.Farley663@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

## Physical location of service

<table>
<thead>
<tr>
<th>Street:</th>
<th>Suburb:</th>
<th>State/ territory:</th>
<th>Postcode:</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 CROZIER AVE</td>
<td>DAW PARK</td>
<td>SOUTH AUSTRALIA</td>
<td>5041</td>
</tr>
</tbody>
</table>

## Physical location contact details

<table>
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## Approved Provider

<table>
<thead>
<tr>
<th>Name:</th>
<th>Telephone:</th>
<th>Mobile:</th>
<th>Fax:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT for EDUCATION and CHILD DEVELOPMENT</td>
<td>(08) 82779697</td>
<td>0418 833 616</td>
<td>(08) 8276 8102</td>
<td><a href="mailto:Wendy.Farley663@schools.sa.edu.au">Wendy.Farley663@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

## Nominated Supervisor

<table>
<thead>
<tr>
<th>Name:</th>
<th>Telephone:</th>
<th>Mobile:</th>
<th>Fax:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WENDY FARLEY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Postal address (if different to physical location of service)

<table>
<thead>
<tr>
<th>Street:</th>
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<tbody>
<tr>
<td></td>
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</table>
## Operating hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening time</strong></td>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
<td>8.45</td>
<td>11.45</td>
<td></td>
</tr>
<tr>
<td><strong>Closing time</strong></td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>12.00</td>
<td>15.00</td>
<td></td>
</tr>
</tbody>
</table>
The Margaret Lohmeyer Kindergarten is located in a quiet suburban area. Parking takes place on the street. During “drop off” and “pick up” times parking may be more difficult directly outside the kindergarten gates.

Flags are erected each weekday at 8.30am to notify motorists of the kindergarten’s location and reduced speed conditions and the flags are taken down at 3.45pm.

During 2016 the kindergarten will hold 2 Closure Days during which staff will undertake Professional Development sessions. The dates have not yet been finalized. The kindergarten Community will be notified 4 weeks in advance of a Closure Day.

The Margaret Lohmeyer Kindergarten operates on dates specified by the Department of Education and Child Development.

Term dates 2016 are as follows:

- Term 1 01.02.2016 - 15.04.2016
- Term 2 02.04.2016 - 08.06.2016

There are 2 distinct groups of children allocated according to parents/caregivers requests:

1. **MONDAY** (9.00am-3.00pm), **WEDNESDAY** (9.00am-3.00pm), **FRIDAY** (8.45am-11.45am)
2. **TUESDAY** (9.00am-3.00pm), **THURSDAY** (9.00am-3.00pm), **FRIDAY** (12.00-3.00pm)

The same staff work with their group to maintain consistency of relationships and programming.
**STATEMENT of PHILOSOPHY**

**Vision Statement**

To be an inclusive community in which children and their families come together to learn, have fun, form lasting relationships and be celebrated for their uniqueness.

**Statement of Philosophy**

At Margaret Lohmeyer Kindergarten, we believe that our role as early childhood educators is to:

- support each child and give them opportunities through play, to explore and celebrate his/her individuality
- work with the family and broader community to promote the physical, social, intellectual and emotional wellbeing of each child
- develop self-motivation, resilience and adaptive skills so that each child will learn to manage themselves effectively in an increasingly fast-changing society
- encourage in children a sense of care and concern for others, as well as care for self and the environment
- offer a gender and culturally inclusive program that avoids stereotyping
- instil in each child a love of learning, self-confidence and high expectations of themselves
- provide opportunities for educators and children to reflect on teaching and learning processes to improve outcomes.
QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

STRENGTHS
At the Margaret Lohmeyer Kindergarten each child is:
- Accepted as an individual, with their own needs, skills and personality.
- Given the opportunity to participate in the wide variety of learning opportunities without prejudice or assumptions.
- Supported by staff to achieve higher levels of understanding, engagement and participation.
- Given the opportunity to contribute to the program.
- At the centre of all that takes place, both planned and spontaneous.

The program and practice is:
- Based on the importance of learning through play.
- Focused on improved learning outcomes for each child by implementing a rigorous, linked planning cycle.
- Encompasses all of the Early Years Framework learning areas.
- Modified according to children’s needs, experiences, abilities and knowledge.
- Established with systems in place to record each child’s progress, assess their understanding and develop their skills.
- Always placing each individual child at the centre of decision making and planning.

AREAS IDENTIFIED FOR IMPROVEMENT:
**Improve Literacy and Numeracy Outcomes:**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Goal Or Outcome</th>
<th>Priority</th>
<th>How Will We Get There? Strategies and Actions</th>
<th>Success Measure</th>
<th>Responsible persons and By When?</th>
</tr>
</thead>
</table>
| To Improve literacy and numeracy outcomes for each child. | H | The Preschool literacy and Numeracy Indicators will become embedded in the kindergarten curriculum by:  
- Using the N and L Indicators to guide planning for groups and individuals. (Individual learning Plans)  
- Using a variety of data methods, such as photographs, anecdotes and work samples will be used to determine “next steps” in individual and group planning.  
- Staff will continue to attend PD during 2016 to develop their deeper understanding of the N and L Indicators.  
Other strategies may include: Closure Day including other staff teams from the Mitcham Plains Partnerships. Allocate time during staff meetings to enable discussions and familiarization of the Indicators. | Planning meetings will include reviews of children’s engagement and understandings in Literacy and numeracy using the Indicator as a planning tool.  
Data systems will be in place, including individual files, providing evidence of learning outcomes and understanding.  
The fortnightly program will reflect direct links between children’s N and L understandings and the learning opportunities provided each day.  
Staff will be able to discuss their understandings of the Indicators during meetings and informal discussions.  
Information around the Indicators will be used in planning sessions and this will inform Individual Learning Plans, which in turn will inform the fortnightly curriculum program. | That each member of the staff team will be committed to collecting data from the beginning of term 1. Learning opportunities will be based on their findings. |
Seek information from other sources (e.g., other Preschools and Early Childhood Leaders) to determine the most suitable format for the new Statement of Learning.

A new Statement of Learning will be created for use during 2016. It will be used to inform parents and “transition schools” of children’s level of understanding of numeracy and literacy.

A new Statement of Learning will be created in Term 1, after consultation with the staff team.

| H | Improving the levels of engagement and resilience to develop powerful learners in both literacy and numeracy. Current information surrounding Results Plus gathered during Partnership meetings and other pedagogical research will be passed on to all staff members. Findings and relevance will then be discussed during staff meetings. A review of current teaching practices will take place using the RRR relationships scale, to evaluate areas for improvement. Then action taken.
We will: Track and monitor each child’s progress
Involve parents in the process and seek their feedback
Provide intervention support for children with any additional needs.
Provide an exciting, challenging, relevant play based program catering for each child’s learning style.
A wide variety of data methods will be used to ensure that each child’s learning is progressing and strengthening. These forms of data include:
   - Anecdotes, photographs, observations, parent feedback and the Literacy and Numeracy Indicators. Profile books and other samples of their work are also collected.
   - Children’s records are collated and reviewed and used to inform future planning.
   - Teaching practice may alter depending on information gathered.
   - Additional resources may be purchased to enhance and extend children’s interest due to greater levels of engagement and learning.

The entire staff team will be involved in the process of implementing our understanding the importance of the Plus. During term 1 research information will be circulated to staff. All aspects will be ongoing throughout 2016.

| H | Staff will document and measure the levels of improvement of children’s involvement.
Staff will undertake professional learning including reading current information surrounding involvement.
Reflect on their own pedagogy, how does it support the level of involvement of children at the kindergarten?
Use the RRR document to support planning for learning.
Data will be collected through observations, photographs and video that will aid in the understanding of the level of involvement.
ILPs will reflect children’s general level of involvement and be reviewed during term 3. Results from the involvement scale will show growth in the levels of involvement.
The RRT Involvement scale will reflect improvement in the level of involvement.

Each child will have a selection of 3 observations targeting levels of involvement and these will inform the individual learning plans.

| PROGRESS NOTES: Term 1 2016: The implementation of the Preschool Literacy and Numeracy Indicators has begun. Familiarization began during 2015 with the focus this year to fully incorporate all learning processes, indicators and elements into the kindergarten program. |
QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY

STRENGTHS:
At the Margaret Lohmeyer Kindergarten:
- Each child’s safety and wellbeing are paramount.
- All facilities provided both indoors and outdoors are selected to enhance children’s learning in a safe manner.
- Healthy eating and good nutrition are encouraged: (Participation in nutrition programs such as “Vegie Fun for Everyone” takes place annually)
- Families are notified of “Healthy Food” policy prior to attending kindergarten and are invited to give feedback
- The outdoor learning area is utilized to encourage physical activity on a daily basis (except in extreme heat)
- Staff and pupils engage in effective hygiene practices
- Children are able to choose between quiet solitary play or more boisterous physical activities.
- Children are given the opportunity to rest and relax during the day.
- Systems are in place to notify parents/carer of incidents.
- Specific dietary requirements are adhered to and respected, including cultural or health needs.

QUALITY AREA 3: PHYSICAL ENVIRONMENT

STRENGTHS:
At the Margaret Lohmeyer Kindergarten:
- The outdoor learning area has been evolving for many years. It enables children to interact with the natural environment along with manmade structures.
- The external area allows for flexible planning options in accordance with children’s needs.
- The internal space, although restricted is utilized to its best capacity and has a degree of adaptability.
- Additional, updated resources are purchased regularly to enable children to participate with a wide variety of learning materials.
- Children are encouraged to be aware and respect their environment and to be responsible for the resources at the kindergarten.
- Children’s understanding of the importance of sustainability is imbedded into the kindergarten program

Areas Identified for improvement
The environment is incusive, promotes competence, independent exploration and learning through play
Continue to improve natural aspects of outdoor play experiences.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Goal Or Outcome</th>
<th>Priority L, M, H</th>
<th>How Will We Get There? Strategies and Actions</th>
<th>Success Measure Our evidence and data</th>
<th>Responsible persons and By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Improve the natural aspects of outdoor play experiences</td>
<td>H</td>
<td>Develop a plan in collaboration with the Management Committee to determine a timeline for action. Develop the outdoor playspace so that children will feel the “joy” of being outside. Reorganize the outdoor area particularly near the sandpit and “digging patch”. Provide a wide variety of natural objects for children to “use, create, imagine.”</td>
<td>Use the RRR Involvement Scale in term 1 and again in term 4 to determine the improvement in participation and involvement in the outdoor area. Time sampling will take place in term 1 and term 4. With the hope that there will be a higher proportion of children choosing to play in the corner outdoor area, and for sustained periods of time.</td>
<td>Staff and Management Committee will be involved in term 1 creating an Action Plan. This will be reflected in “The Minutes”.</td>
</tr>
</tbody>
</table>
Learning Stories will reflect the focus on play taking place in the outdoor playspace. Parents will be encouraged to give written responses to the play they have witnessed in the Learning Stories.

Play is both solitary and collaborative and that the children communicate their enjoyment and learning that is taking place. Staff are engaging in conversations with the children as they play. Extending their understandings and providing additional resources as requested by the children.

PROGRESS NOTES:
Term 1 2016: The kindergarten has a wonderful outdoor area but this focus on the specific location near the rear of the kindy will enhance the learning opportunities for the children.

QUALITY AREA 4: STAFFING ARRANGEMENTS

STRENGTHS:
The Staffing Arrangements at Margaret Lohmeyer Kindergarten are:

- Established to maximise continuity of relationships and the learning program.
- Create the best possible learning outcomes for all children including support for children with additional needs
- Cohesive and respectful. With staff complimenting teaching styles and underlying philosophy.
- Supportive of improvement through Professional Development, discussions with colleagues and sharing of knowledge and skills.

AREAS IDENTIFIED FOR IMPROVEMENT:
Professional standards guide practice, interaction and relationships.
Improve understanding of the role and responsibilities of our teachers

<table>
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</thead>
<tbody>
<tr>
<td>4.2.1</td>
<td>Use professional Standards to improve understanding of the role and responsibilities of our teachers.</td>
<td>H</td>
<td>Time will be allocated during staff meetings once a month to discuss topics raised after reading the AITSL document. Professional Development sessions are planned through the Mitcham Plains Partnership to discuss the ever changing roles and responsibilities of teachers. Performance Reviews held 3 times per year will allow communication between the site leader and staff regarding their roles and how they “feel”</td>
<td>That staff will have improved understanding of their role, its importance and how it directly impacts on children’s learning. Staff will become familiar with the AITSL document and use it to inform current practice. Staff will be familiar with the document, highlighted areas for discussion and incorporate their understanding into daily practice. Staff may refer to the AITSL document during staff meetings in relation to its detail and how it has impacted on their day to day teaching. This will be minuted in Staff Meeting records.</td>
<td>All staff have read the AITSL document by the completion of term 1. Bring questions for staff discussion at the beginning of term 2. These will be used as a basis for reflection and lead to further reading related to teaching practice.</td>
</tr>
</tbody>
</table>
Discussions and records kept when undertaking staff Performance Reviews will reflect an understanding of teacher’s roles and responsibilities.

Performance Reviews take place during Term 1 and Term 3.

**PROGRESS NOTES:**
Term 1 2016: Introductory discussions were held in 2015 but need to take place at a deeper level this term.

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**QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN**

**STRENGTHS:**
At the Margaret Lohmeyer Kindergarten Relationships:
- Are at the core of our vision and the basis for the successful learning outcomes for each child.
- Are respectful of each child’s cultural heritage, beliefs and experiences.
- Support the need for each child to feel a sense of safety, belonging and trust
- Develop within each child the ability to feel important, respected and heard.
- Encourage positive interactions along with skills to deal with conflict in appropriate ways.
- Staff, Families and the wider community all play an integral part in providing the best possible learning opportunities for each child.
- Support each child’s ability to feel a sense of identity, independence and to cope with new situations

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**QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES**

**STRENGTHS:**
At the Margaret Lohmeyer Kindergarten families and the wider community are involved:
- From the initial contact at the enrolment of their child through information passed on and received all information is valuable and leads to the establishment of understanding and respect.
- Through community events such as Harmony Day, End of term Celebrations, Special Friends Day etc.
- Invitations for parents/carers to come to kindergarten at any time to help with learning opportunities such as cooking, teaching a language other than English, community services such as police/paramedic etc. or any other skill/talent that will enhance the program.
- Staff attending Transition visits with the main feeder school is successful in supporting both students and parents with the next stage of the learning journey. (Sincerely appreciated by parents according to verbal feedback.)

**AREAS IDENTIFIED FOR IMPROVEMENT:**
*Parent/families are encouraged to contribute to the program*
*Continue to develop strategies that will encourage and build collaboration*
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<tr>
<td>6.1.2</td>
<td>Develop strategies that will encourage and build collaboration between parent/families and the kindergarten.</td>
<td>H</td>
<td>Use a variety of mediums including: Newsletters, Great Start website and reminders around the kindergarten about our hope for their participation. Establish the importance of parent input during the initial enrolment conversations and during the Information Evenings. Seek feedback throughout the year via surveys and conversations. Staff will “target” 2 parents each fortnight to speak with about the kindergarten program. We will seek their opinion about communication and how they feel they may like to contribute or give suggestions how we can develop collaboration with parents. (An information/questionnaire will be given to the selected parents and their responses collected) Open communication with all members of the kindergarten community about the value of widening the experiences available for each child. A “Suggestion Box” will be available for all families to pass on ideas.</td>
<td>Parents will interact with staff offering to participate in the program eg. sharing expertise in cooking, languages, skills etc Feedback from Learning Stories will be regular and positive. Children and parents will talk with staff about events, outings or experiences that are taking place at home that relate to the current kindergarten program Parent Opinion Survey results will reflect an improvement in this response category. Parents will speak to staff about the program and this will be documented and discussed during fortnightly staff meetings,</td>
<td>Regularly remind families of their opportunities to contribute via Newsletters and notice boards. Parent Survey to be completed in term 3.</td>
</tr>
</tbody>
</table>

**Term 1 2016:** This is a recurring priority and focus, following on from 2015 as we seek to continue improvement in this area. New strategies and insights have been integrated into the plan for 2016.

**QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT**

**STRENGTHS:**

At the Margaret Lohmeyer Kindergarten Leadership and Service Management:

- Standards are maintained through the implementation of systems such as EYS, Financial Audits, HR etc.
- Policy reviews take place annually and are ratified by the Management Committee.
- The skills and expertise of others is used and respected when seeking advice for service management such as facilities management, IT support and routine maintenance.
- The Statement of Philosophy has been written in collaboration with community feedback and will be reviewed to ensure relevance.
- Staff are involved in a variety of systems to aid in continuous improvement. eg. DIAF level 2 scan, Performance Reviews and participation in Professional
• Staff are encouraged to voice opinions regarding job satisfaction or frustration. The WH&S Psychological Hazard checklist is completed on a six monthly basis and used to inform discussion, reflection and change.

• Staff are adaptable and understanding of change, willing to listen to new ideas and evolve both their teaching styles and the kindergarten program to ensure the best learning outcomes for the children.

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<tr>
<td>7.2.3</td>
<td>Improve site practices through linking Self Review practices.</td>
<td>H</td>
<td>Provide staff with all relevant information (review tools). By combining both the NQS and DIAF processes staff will gain greater understanding of current site practices. Create an environment where staff are comfortable to share information about areas requiring improvement. How will this be undertaken in the future? Involve Management Committee in reviewing each of the NQS Quality Areas and give feedback. Allocate time in each staff meeting to discuss particular focus. Allocate certain areas of the review to a particular staff member. Encourage them to feedback to others.</td>
<td>Both NQS and DIAF self review methods will be familiar to all staff members Collaboration between the staff and Management Committee will take place to determine to priorities for 2016 Open discussion will occur regarding areas for improvement and accountability practices. This will be documented during staff meetings. Collect data through the DECD “Improvement and Accountability Framework, A guide to using DIAF in preschools” along with the NQS review tools . Reviews will lead to action and future priorities. Future QIPs will reflect findings.</td>
<td>Review and update NQS self-evaluation tool (initially undertaken during 2013). Record findings with staff during term 1 2016. Term 4- determine new priorities for 2017 and beyond.</td>
</tr>
</tbody>
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**PROGRESS NOTES:**

Term 1 2016- Site reviews have taken place regularly in past years but the data has not been clearly linked together. By using the two data sets the improvement areas will be defined and action taken.