

Moonta Kindergarten 2017



Quality Improvement Plan



**Moonta Kindergarten
2017 Quality Improvement Plan**

Moonta Kindergarten						
Primary contact at service						
Anna Daly – Director						
Physical location of service			Physical location contact details			
Street: Blanche Terrace Suburb: Moonta State/territory: SA Postcode: 5558			Telephone: 08 88252403 Mobile: Fax: 0888251894 Email: dl.6625.mooontakindergarten@schools.sa.edu.au			
Approved Provider			Nominated Supervisor			
Primary contact: Trish Strachan, c/o Department for Education and Child Development. Telephone: 08 8226 1000 Mobile: 0437719134 Fax: 08 82260159 Email: trish.strachan2@sa.gov.au:			Name: Anna Daly Telephone: 88252403 Mobile: 0428710910 Fax: 08 88251894 Email: Anna,Daly770@schools.sa.edu.au			
Postal address			(if different to physical location of service)			
Street: Blanche Terrace Suburb: Moonta State/territory: SA Postcode: 5558						
Operating Hours (session times)						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Opening time	8.30am	8.30am	8.30am	8.30am	8.30am	<u>Occ Care</u> 12.30pm
Closing time	3pm	3pm	3pm	3pm	12.30pm	3.30pm



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Additional information about your service

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

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

- Parking is provided in car park adjacent to the kindergarten.
- Moonta Kindergarten has the same public holiday dates as SA Government schools.
- Located next to Moonta Area School.
- Land owned by Copper Coast Council, DECD building on Council Land.
- Closure Days: 4 per year

Educators work closely with the Junior Primary educators and the leadership group at Moonta Area School. We are able to access some resources including the library and finance officer, agricultural area and oval.

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 Moonta kindergarten and Area School, Bute Kindergarten and Primary School, Wallaroo mines Primary School, Kadina Kindergarten and Memorial School and Wallaroo Kindergarten and Primary School.

How are the children grouped at your service?

At present there are two groups attending different days and sessions.

The children attend on Mondays and Wednesdays and every other Friday until 12.30 or Tuesday and Thursday and every other Friday until 12.30.

Where numbers permit we are able to accommodate children for their half day on another day of choice. This is of most use to working parents.

Person responsible for submitting this Quality Improvement Plan

Anna Daly- Director.



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Service statement of philosophy

Our Philosophy contains words and statements that staff have discussed, questioned and agreed upon. Our families have also been involved in conversations and opportunities to have their thoughts recorded with in our philosophy.

- Participation for all.
- Welcoming all differences that come from the uniqueness of each child and family.
- Competent children, competent educators, competent parents.
- Children are capable and rich in potential
- We all belong to the broader community.
- Educators will be researchers of learning.
- Listening between adults, children and the environment
- Learning is be a practice of individual and group collaboration
- Our job is also to learn, because we are teachers.
- Creating a space of being for now and the future.
- Learning groups share a focus on learning how to learn from others within the group.
- For children to be themselves, to find their own strengths and perfect them.
- All children have the right to learn.

It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests.

This is the image of the child we need to hold.

Loris Malaguzzi

Our family hopes for their children... *(Information gained by families voluntarily writing thoughts onto some small rocks and placing into a basket at our entrance.)*





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Improvement Priorities Summary

Improvement Priority 1: Critical reflection		
Observing and documenting children’s learning in a meaningful way. Extending thinking and learning. Ensuring all children are involved, and active in the learning environment.		
Goals or Outcomes Sought	Strategies/Success measures How will we get this outcome	Quality Areas /Elements that will improve
<p>Implementation of opportunities for collaboration among Partnerships in which teachers from various preschools can meet, observe each other’s practice and documentation and critically reflect on their pedagogy and children’s progress.</p> <p>Critical reflection will be part of an ongoing cycle of review, where <i>- educators are able to examine all aspects of learning experiences from different perspectives.</i> <i>- continually seek ways to build upon their professional knowledge.</i></p> <p>Children are being challenged and extended with their thinking. Educators are gaining increased child’s voice in observations and less of our own judgement.</p>	<ul style="list-style-type: none"> • 2 student free days to collaborate with Partnership Kindy’s. • Planning meeting with staff- 24th March to refine-Cycle of planning. How are we ensuring all children are being planned for? • Introduce sticky note observations to show us who are not regularly being observed/Having interactions with educators. Raising the question...Where are they and what is happening for them throughout the day. • Use of documentation to focus on expanding on the children’s learning particularly in relation to Literacy and Numeracy. Expanding on what the children are thinking about and not only what the children are doing. • Discussion relating to observations taken for the week at staff meeting. • Time to reflect at the end of the day. • An ongoing cycle of improvement, what is working, what is not. Reflection at each staff meeting. <p>Reflection in action occurs within an event. Reflection on action which occurs after the event. Reflection for action utilises the consideration from the first two in order to prepare for future action</p>	<p>Element 1.2.1 <i>Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</i></p> <p>Element 1.2.3 <i>Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</i></p> <p>Element 7.2.3 <i>An effective self-assessment and quality improvement process is in place.</i></p>



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Improvement Priority 2: Environments for learning

Team planning to create an environment that is pleasant to be in, that can be explored and experienced with all the senses and inspires further advancements in learning.

Goals or Outcomes Sought	Strategies/Success measures How will we get this outcome	Quality Areas /Elements that will improve
<p>An opportunity for the children in our community to develop risk taking skills and improve their confidence, health and well-being.</p> <p>An environment that will instil a sense of wonder, generate curiosity and spark imagination with our children.</p>	<p>Commencement of our outdoor learning upgrade journey...</p> <ul style="list-style-type: none"> • RRR pre scaling in areas of Active Learning and Involvement. • Preschool Outdoor Learning Area Project Round 4 (2017/18) PLANNING DAY When February 24 2016. Anna and Cindy to attend. • Site meeting Monday 10th April- Meet with Catherine Hunt, Amanda Narrowway, Jo Kelley(CDC), NRM and our staff team. Develop an action plan of key tasks and responsibilities for the next 18 months i.e. who is doing what, when. Why? • Collaboration with children and, families, community to develop a plan of our ideas. • Discussion of placement of static play as well as removal of certain play equipment. 	<p>Element 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p> <p>Element 3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</p> <p>Element 3.3.1 Sustainable practices are embedded in service operations.</p> <p>Element 6.3.4 The service builds relationships and engages with the local community.</p>