

2024

Quality Improvement Plan for Coromandel Valley Kindergarten

Site number: 3622

[Click or tap here to enter text.](#)



Service name

Coromandel Valley Kindergarten

Service address

9 Sean Court Coromandel Valley SA 5051

Service approval number

00010276

Acknowledgment of Country

We acknowledge the Kurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Brief history

- Coromandel Valley Kindergarten (CVK) is over 50 years old.

Demographic information about your preschool

- Check AEDC data

Staffing profile

- Director 1.0FTE Mandy Dempsey
- 2 x 0.5FTE permanent teachers working 0.65FTE each across 3 days. Suzanne Harris on Monday/Tuesday/Wednesday and Michelle Sibbons on Wednesday/Thursday/Friday
- 0.5FTE ECW site funded for 2024 as permanent employee

Additional programs on offer

- Playgroup Wednesday during school terms 9-10.30am

Overview of your improvement goals and priorities and the process you used

- TBD

Ask staff

Statement of Philosophy

Enter your site philosophy below.

Include the date of your last philosophy review.

2018 Philosophy

OUR PHILOSOPHY: At Coromandel Valley Kindergarten the educators view all children as capable and competent. Education begins the moment we recognise each child as wise and capable, only then can we play along in their world. The wider the range of possibilities we accept as possible the more intense will be the child's motivations and the richer their experiences

OUR VISION: Our vision is to build on each child's individual experience and support them to develop their moral conscience and learn through dynamic, challenging play experiences and a rich learning environment that promotes independence and life-long learning.

OUR VALUES: At Coromandel Valley Kindergarten we do our utmost to promote, develop and maintain on a daily basis;

- Value and respect for all individuals.
- Co-operation & friendship between all our learners, families and educators.
- Respectful interactions and relationships between the entire kindergarten community which includes children, families, educators, local schools, playgroup and the broader community.
- A safe, inclusive environment that promotes the wellbeing of all participants through the development of executive functions and intellectual stretch.
- Sensitive, respectful and appropriate use of Kindergarten resources and increasing knowledge, respect and care for the Kindergartens natural and synthetic environments.
- Meaningful learning experiences that reflect the culture and interests of children, their families and the community.
- Children's exploration, experimentation and self-leadership to ensure success in learning.
- Reflective practice that ensures educators gather and analyse data to provide a flexible, play-based curriculum that is responsive to the needs of all learners through a regular planning cycle.

- Healthy eating and physical activity, policies and practices that educate and support the wellbeing of children and their families.

Currently in review – initial staff process is complete with children and family consultation to happen during term 1 2024 and maintain as an ongoing annual process of reflection and refreshing to suit current cohort of families, children, staff and community.

Discussion by staff led to **draft philosophy as below 2024**

Values: Curiosity, Collaboration and Competent learners

Vision: (what we strive for) Children reaching their potential

Mission (What staff do): Provide a safe and inclusive environment where children are empowered to learn through play

Strengths

Quality Area 1: Educational Program and Practice

- Working together with Coromandel Valley Primary School on RAP and sharing knowledge
- Families sharing knowledge and skills at kindy.

Quality Area 2: Children's Health and Safety

- Healthy eating routines in place
- Physical activity in encouraged at kindergarten

Quality Area 3: Physical Environment

- Set of sustainability bins for recycling and composting
- Beautiful yard, several spaces available for children to play as individuals or groups

Quality Area 4: Staffing Arrangements

- use of regular TRT and use of part time staff to work on days off in the other group supports continuity for children's learning.
- regular meetings and planning on alternate weeks support all staff to collaborate on decisions for the site

Quality Area 5: Relationships with Children

- families are commenting on positive relationships at kindy with staff

Quality Area 6: Collaborative Partnerships with Families and Communities

- family questionnaire to gather information at enrolment
- ILPs are in process for first term children
- information book

Quality Area 7: Governance and Leadership

- Philosophy discussions happening with staff, children and families.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise Site name: Coromandel Valley Kindergarten

Goal 1: To expand children’s ability to connect, listen and share ideas with peers

STEP 2 Determine challenge of practice

Challenge of Practice: [this is the adults role in improvement](#)

- If we provide a quality learning environment and scaffold children’s investigations and interactions through inquiry, then children will increase connection and communication with peers.

Success Criteria (what children know, do, and understand):


- Children engage in play and listen to each other’s ideas and build on these ideas by sharing their own knowledge and developing a shared understanding.
- Children will show greater confidence in sharing their thoughts with at least 1 other child and build up to a small group.
- Children will engage in inquiry learning in pairs or small groups, remaining engaged for extended periods of time and extending over days and weeks. This will be tracked through RRR scales collected on 6 children in each group in week 5 and week 10.
- Children will interact with peers using sustained shared thinking increasing to 5 or more interactions, tracking this through collection of interactions in week 5 and week 10 each term for a selected group of 6 children in each group.




STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
All staff involved in visits to sites to see quality environments and participate in training about quality environments effects on children’s learning.	3.2.1 3.2.2	27/03/2024	Mandy and Louise to organise visits and locations. Mandy to plan training session. Mandy to work with other sites to collaborate on learning opportunities.	Mandy and portfolio directors and participating sites.


Staff develop a planning cycle which incorporates all aspects of assessment cycle and provides information to consistently set up quality play spaces aligned with PQIP goal.	1.1.2 1.1.3 1.2.1 1.2.2 1.2.3	10/04/2024	Michelle and Suzanne and Mandy	Wednesday planning and meetings used to develop and revisit use of system over term 1.
Use of RRR scales and recording of children's interactions with peers to collect data and track any outcomes for children	5.1.1 5.2.1 5.2.2	Week 5 and week 9 of each term.	Mandy to collect RRR data Suzanne/Michelle to collect interaction data (conversations with peers)	2 x TRT days to cover for collection and collation of data for both groups/term.
Using family and community connections to foster curiosity and promote children's inquiry learning.	6.2.2 6.1.2	28/06/2024	Louise to liaise with families, or community and share at staff meeting to set dates and times for relevant experiences.	Cost of incursions or resources to ensure success and learning during and after event.

Goal 1: To expand children’s ability to connect, listen and share ideas with peers

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>All staff involved in visits to sites to see quality environments and participate in training about quality environments effects on children’s learning.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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Goal 1: To expand children’s ability to connect, listen and share ideas with peers

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

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Enablers: What factors have been critical for success?

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Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Individual plans are in place to support learning and development of all staff.	7.2.3	PDPs and relevant training is offered to align with PQIP	12/04/2024	Director, ECL, RRR	Click or tap here to enter text.
Parent views are respected, and families share in decision making about their child in formal governing council and as individual families.	6.1.2	Meetings are offered to all families to discuss their child and any ways we can work together. ILP 6 monthly and informal meetings available when needed.	12/04/2024	ILP templates sourced from other site leaders. Governing Council and family feedback.	All teachers meet with each family at least once every 6 months to undertake ILP discussions.
Self regulation	5.2.2	Children are supported to notice, understand and respond appropriately to the behaviour of others and communicate effectively.	28/06/2024	RRR, trauma informed practice information and articles.	All staff developing relationships, modelling this and scaffolding children in this learning space.
Incident and emergency management	2.2.2	Plans are in place, consultation has occurred and approval has been sought.	24/05/2024	SEM Portfolio leaders CFS ECL	Mandy to develop draft in consultation with families, experts and leaders. Governing Council to edit and approve
Assessment and Planning cycle	1.3.1	Individual children's learning and assessment is tracked as part of an ongoing cycle.	28/6/2024	EYLF NQS ECL RRR	Teachers to ensure all children are a part of this process. Focus children are tracked by each teacher.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Individual plans are in place to support learning and development of all staff.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Parent views are respected, and families share in decision making about their child in formal governing council and as individual families.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Self regulation	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Professional collaboration	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Incident and emergency management	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: