

2023

Quality Improvement Plan for Goolwa Children's Centre

Site number:

3635



Service name

Goolwa Children's Centre

Service address

42 Brooking Street, Goolwa, SA 5214

Service approval number

KINDERGARTEN SE 00010436 CHILDCARE SE 00012143

Acknowledgment of Country

We acknowledge the Ngarrindjeri 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

Goolwa Children's Centre is an integrated early childhood service in which early childhood educators, allied health, community development professionals, families, and the local community work together to meet the needs of families and children. We are part of the Fleurieu Partnership of schools and preschools and offer a State funded preschool program integrated with a Commonwealth funded long day care for children from birth to school entry.

Our centre is situated in the town of Goolwa, 80kms from Adelaide. Goolwa is on the Murray River close to the Coorong and the coast in the Southern Fleurieu District. Small business, tourism and farming are the community's main economic drivers. Goolwa Children's Centre is adjacent to Goolwa Primary School and near the new Goolwa Secondary College. Most children attending the centre live in the Goolwa township and surrounding areas including Middleton, Port Elliot, Hindmarsh Island and Currency Creek.

The team at Goolwa Children's Centre includes both experienced and early career educators, a long-term assistant director and constant reception staff. All staff have qualifications in Early Childhood Education including Certificate III, Diploma, Bachelor's degree and post graduate qualifications. The centre has a Community Development Coordinator who facilitates programs with partner agencies including Goolwa Primary school and other local Fleurieu schools, Department of Child Protection, Southern Fleurieu Health Service, Relationships Australia, Aboriginal Health, Housing SA. The centre has a full time Family Practitioner who supports at risk families. The Centre speech pathologist and occupational therapist are both on site 1 ½ days per week. CAFHS services operate at the centre 5 days per week. This year the staff team will continue to work together to improve children's social and oral language skills.

Goolwa Children's Centre has 87 licensed places, with children's ages ranging from 6 weeks to 6 years old. Developing and maintaining relationships between children, staff and parents is a centre priority and a big part of the centre philosophy. The centre operates with two classes/rooms: the Mulga room 0-3 years and the Hive 3-5 years. Children with additional needs are supported through the Southern Fleurieu Health Service and the Department for Education Preschool Support Program. Children are formally divided into smaller groups for developmentally appropriate experiences for short periods of time.

The preschool operates Monday - Thursday 8.30am - 3.00pm and Friday 8.30 - 12.30 during South Australian school term times. Long day care operates Monday - Friday, 7.30am-6.00pm and is closed for two weeks over the Christmas and New Year period. The childcare and preschool programs close together for two full days each year for whole staff training and development. The preschool program has an additional two full day closures for staff training and development per year.

Statement of Philosophy

Our philosophy statement is reviewed every year. Children, families, Governing Council, and the entire staff team are an integral part of the ongoing development of this important document.



At Goolwa Children's Centre we believe that:

- a play-based curriculum that follows children's interests is the most effective means for children to develop a strong foundation of skills, knowledge and understanding to learn, grow and develop.
- high educational expectations for every child based on equity and an understanding that each child is an individual, results in excellent outcomes for children.
- strong relationships between colleagues, children, families, and the broader community are the foundation of high-quality teaching and learning.
- cultural awareness promotes a sense of belonging and wellbeing.

Therefore, we strive to:

- provide children with the opportunity for long periods of uninterrupted play in safe environments, with educators abreast of the latest research to ensure appropriate resources are available and combined with high quality evidence-based teaching practice.
- ensure every child is supported to progress in their individual learning and development by collaboratively critically reflecting on our practice to ensure each child's needs, sense of agency and interests are met.
- foster reciprocal, nurturing, genuine, honest, respectful, and responsive relationships by providing regular opportunities to connect, listen and communicate safely, positively, and constructively.
- promote reconciliation, belonging, the celebration of difference, acceptance, and we actively seek to incorporate others' perspectives in our environment including First Nations perspectives.

Strengths

Quality Area 1: Educational Program and Practice

Theme 1: Practice is embedded in service operations

Educators collaborate to provide an educational program that is planned, implemented, and reviewed in a regular cycle. Our curriculum is informed by our site philosophy, Early Years Learning Framework, Respect Reflect Relate, Keeping Safe: Child Protection Curriculum, emergent curriculum, and Departmental priorities of Literacy and Numeracy. Educators contribute to curriculum decisions for children and systems are embedded to support regular collaborative critical reflection, and the development of intentional and responsive teaching opportunities. The curriculum focusses on children leading their own learning through exploration and problem solving, and educators are responsive to all children's strengths, abilities, and interests. As an example, educators have a deep understanding of and are all competent in the use of Zones of Regulation approaches and associated language. Children use the same 'Zone' language to support themselves and peers to regulate emotions, as well as using 'Zone' language at home with their families. The children access our visual displays of the Zones of Regulation to identify how they are feeling as well as accessing the lanyards worn by educators. When we read stories to the children, we use the Zones language and sustained shared thinking strategies to support the children to understand how the characters are feeling, how their bodies may be feeling and relate this to children's own experiences. As a result of this practice, we have documented improvement in children being able to articulate their feelings and responding appropriately to others.

Theme 2: Practice is informed by critical reflection

Children's voices are valued and recorded in their individual learning journals. Educators read children's journals with them to reflect on their learning and decide where to go next on their learning journey. There is an embedded culture of reflective practice where educators collaboratively engage in an ongoing cycle of review through which current practices are examined, outcomes for children reviewed and new ideas generated. For example, educators now use consistent language and responses related to children's wellbeing after critical reflection identified the need for a common approach. Agreed ways of working have also been developed through critical reflection, such as "stay low and go slow". Staff are engaged in team critical reflection sessions resourced in the budget with a mentor leader to dig deeper and always critically reflect on pedagogy (2x1 hour sessions per term). We have a strong commitment to high quality practice. In 2022 an 18-month professional development program in Marte Meo practices was commenced by team leaders and will continue into 2023. Team leaders share their new knowledge through role modelling and will begin training staff in 2023 to ensure ongoing consistency of language and practice.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

We believe educators' practices and relationships with families significantly affect children's involvement and success in learning. Partnerships between educators and families bring diverse experiences, perspectives, expectations, knowledge, and skills to children's learning. To support connectedness with families, we invite contributions to their child's learning through learning journals which are sent home with children during the holidays for families to read and discuss with their children and add experiences from home. We also communicate regularly with parents and caregivers via Seesaw, and other forms of communication. We use the contributions of parents and families to enrich and tailor the curriculum for each child. For example we have visited several family's workplaces (Alexandrina Council Arts in the Town Hall, Grilled burgers and a local residence to view a koala in a tree) as part of our local walking excursions.

We are committed to community engagement and this is embedded through our many community programs and connections including our local schools. For example, we provide regular Circle of Security programs; engage with a range of agencies to ensure a regular supply of fresh fruit, vegetables, and bread for families in need. We are continually building relationships with our local Ngarrindjeri community and this is constantly evolving through the development of our Reconciliation Action Plan. In 2022 we published our Reconciliation Action Plan on the Narragunnawali Reconciliation SA website and will continue to develop it. In 2023 we will have a Nunga Playgroup in our community space.

We meet with parents twice a term formally to determine what we can include in the curriculum for each child, for example one family asked for support with fine motor and commented on how much their child had improved over the year. Having two meetings per year enables us to update children's goals with parents – whether we plan to stay with the same goal, refine it or change it.

Strengths

Quality Area 2: Children's Health and Safety

Theme 1: Practice is embedded in service operations

Children engage with educators daily in the development of challenging climbing, balancing and other physical activities in the outdoor learning area. These activities change throughout the day as each child's input is included. Children regularly approach educators when they recognise that something is not safe as they are part of our OHS risk assessment process every year. Children have agency in their own safety and educators engage in discussion with children throughout the year to develop safety/risk assessments. This collaborative process with the children supports them to take ownership of their environment. Parents report that children discuss the risk assessment process with them at home.

Theme 2: Practice is informed by critical reflection

As a "lunch box" centre, parents and children are involved in supplying food that meets our nutrition policy. Our nutrition policy focuses on research that outlines what children "should" eat during the day and this information is shared with parents at enrolment, regular conversations and by Seesaw updates. Educators talk with children about healthy eating and the importance of physical activity in both spontaneous and planned experiences. The children are involved in caring for the centre's fruit and vegetable gardens and involved in eating and cooking experiences that utilise the produce from these gardens demonstrating healthy eating from garden bed to plate.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Professional training for educators around regular authentic communication assists the development of strong relationships with families. In 2023 our staff team engaged in training to support us identify personal bias that may interfere with communication and understanding of parents and caregivers.

All new families accessing childcare have three visits where parents stay with their child to promote transitions into the centre, supporting identification of individual health and safety requirements. Opportunities for relaxed, clear communication shapes and supports educator understanding of each child's individual health and safety needs. For example, we ask families about routines at home and follow these as closely as possible during the day. We also develop wellbeing plans in collaboration with families to identify children's strengths and needs and all staff follow these plans. Families planning to access preschool often attend playgroup sessions at the centre to familiarise their child with the new environment as well as attending open days where families meet the preschool educators.

Strengths

Quality Area 3: Physical Environment

Theme 1: Practice is embedded in service operations

Our environment is inclusive, promotes competence, independent exploration, and learning. Both open ended and structured play resources are available for children to explore and learn. To ensure consistently high levels of engagement educators collaboratively reflect, plan, and develop the environment so that children who prefer to play outside can access traditionally indoors experiences such as puzzles, craft table, writing table, a gazebo with cushions and a comfortable reading space. Children who prefer to play in the inside learning environment are provided with active gross motor activities such as beanbag throwing activity and soft climbing experiences. In this way children can access the entire curriculum. The environment is flexible and is rearranged to stimulate new and exciting spaces for learning based on educators' deep knowledge and understanding of the needs of each child. For example, our playdough space and small world spaces are set up intentionally to promote turn taking and sharing, setting clear expectations for children's engagement.

Theme 2: Practice is informed by critical reflection

Results of regular safety and suitability checks are discussed by staff and any necessary action taken. All educators confidently articulate the need to balance safety and risk. In 2022, as a consequence of our ongoing systematic reflection processes, a new fence was installed around the perimeter. An outcome of our collaborative design process ensured that children could still see the train track, as every Wednesday the train goes past, and for the children maintenance of this connection to community was important. The whole staff have been engaged in robust discussion around what to do with the extra space created by the new fence line. While educators engaged in authentic discussions with the children about what they would like, a yarnning circle evolved in the space. This yarnning circle is being developed into something more permanent and discussions with families and children will continue for further innovative ideas.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

All educators at Goolwa Children's Centre have a deep understanding of the importance of developing authentic relationships with families and the broader community. We have engaged in professional development around strategies to support our families with respect and a high level of self-awareness. Our Centre garden is maintained by community volunteers who interact with children and staff to share their knowledge and skills. The produce from our garden is placed on our sharing shelves at reception for our community to use. In 2022 our Centre garden was extended to include a garden that can be accessed by all members of the local community.

This year we are working with First Nations artists to design a mural for our building. Artists have worked with the children on what they would like to see in their mural, and this will be included in the final painting. The first layers of paint are in place and causing much excitement and discussion amongst children, families and staff.

Strengths

Quality Area 4: Staffing Arrangements

Theme 1: Practice is embedded in service operations

Our play programme is well staffed with established experienced teams who have high expectations for children's learning. Staff programme and plan for small and large groups, as well as 1:1. We employ additional staff to cater for children's needs. In 2023 we have employed an additional teacher to work with children in small groups to develop confidence in a range of skills. For example, fine motor skills can be extremely challenging for some children, and this way of working ensures all children have access to parts of the curriculum they could potentially avoid due to lack of confidence. We have documented evidence of children making huge gains in writing when accessing smaller groups focussed on fine motor skills.

Theme 2: Practice is informed by critical reflection

Our staff work as a team, interchanging roles to support each other. We recognise and affirm each other's strengths and skills through regular reflection meetings and ongoing training and development, respecting different perspectives and interests.

Educators always have a strong commitment to high quality practice and have collaboratively developed agreed ways of working for consistency. The centre has been developing a strong respectful culture between staff and this is an ongoing process. Individual development plans are in place to support performance improvement with goals connected to the centre's quality improvement plan.

As part of our regular reflection processes, additional staff are employed when necessary to improve outcomes for children with additional needs. We strive to provide children with consistency of educators to support regulation, as changes to routine and consistency can impact wellbeing – if a staff member is unavailable, they are replaced with staff member children already know.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

We have a history of engaging in meaningful partnerships with families and communities to develop capacity. For example, we have supported several parents who have engaged with the centre through attending playgroups, to go on to commence children's studies. Some of these parents are now part of our staff team, working in creche, childcare and preschool. We also have a strong connection with our local TAFESA and often have students completing placement with us, with some going on to join our staff team. Our relationship with local high schools is strong with two school-based traineeships currently underway at our centre.

Strengths

Quality Area 5: Relationships with Children

Theme 1: Practice is embedded in service operations

Every child can engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Children's self-help skills and autonomy are intentionally supported every day through routines. For example, every morning children are encouraged to put their own lunchbox away and identify their name tags. We plan to engage so that interactions support children to develop knowledge and natural curiosity, providing multiple activities and items for children to express themselves through choice. We work through conflict resolution strategies with the children with discussions about respecting children's choices. All staff and children use 'Zones of Regulation' language to problem solve. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts. Staff use stories, set up environments and the Zones of Regulation to support children to self-regulate their emotions and manage big emotions and difficult transition periods. All staff support all children, for example a child in childcare will be supported by preschool educators and vice versa. It is a truly integrated site, and all educators have strong relationships based on consistent understanding of each child's needs.

Theme 2: Practice is informed by critical reflection

Staff spend initial weeks getting to know children's strengths and needs, then meet as a team to determine which focus group each child will be placed in based on the relationships that have developed. Individual learning maps are developed for each child. Daily schedule visuals are made early in the year and tailored to meet individual children's needs, for example, one child was provided with a clock to understand the passing of time as the existing schedule display was not adequate for them. This enabled the child to self-regulate when feeling overwhelmed or anxious as he could look at his clock and know what was happening next. The capacity to remain regulated enables children to access the curriculum at a high level.

We undertake regular professional development and critically reflect on our practice with our newfound knowledge and perspectives. For example, training around Zones of Regulation with the primary school counsellor led to adjustment of the visuals we had been using to be more consistent with the school and more explicit with the language used around the zones. This helped with continuity of learning for children moving from preschool to school.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Our staff team develop and maintain positive relationships with children, families and siblings and interactions are warm and responsive. We build authentic, trusting relationships through meaningful engagement. For example, we read a book called "Finding our Country" with the children and it mentioned the word 'culture'. One of the children asked, "what is culture?" This led to an exploration of 'culture' by looking at each other's families and noticing similarities and differences. A resource was developed that each family took home to share then they brought it back two weeks later. We recognised families' right to not engage if they so choose. We provided, craft resources and offered use of the centre's printer if needed so all could engage. This was a very successful inquiry research project engaging staff, families and children and strengthening relationships during the time of COVID restrictions. We are looking forward to a year of less restrictions and continued authentic meaningful on and off-site engagement with families.

Goolwa Children's Centre has strong ties with a range of agencies that we regularly refer families to and from who we receive referrals. We are in the privileged position of being an integrated centre with many agencies and services on site such as CAFHS, occupational therapy, psychology, speech pathology, community development programs. Through the development of trusting relationships, we can connect families with agencies to facilitate the best possible outcomes for children.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Theme 1: Practice is embedded in service operations

We have a strong belief that cultural awareness promotes a sense of belonging and wellbeing for all. We actively seek to incorporate others' perspectives in our environment. For example, one of our team members is working with children to share her own cultural background through song. We actively promote reconciliation and have developed a mission statement around this in collaboration with local Ngarrindjeri people. We have developed a Reconciliation Action Plan (RAP) that has been approved and published on the Nurragunnawali website. This document is discussed at our regular staff meeting with actions outlined and followed up systematically. Staff attend regular RAP meetings with primary and secondary school to collaboratively develop our RAPs.

Informal discussion with families about the learning and wellbeing of children is regularly shared amongst staff. Continuity of learning and transitions for each child are supported by sharing relevant information with schools and families. Our school transition process includes regular excursions to the school, end of year meetings with junior primary staff to share information and several end of year orientation visits. Family feedback was extremely positive at the beginning of 2022 as children had quickly settled into the already familiar environment of Goolwa Primary School and we are looking forward to feedback on this year's transition process.

Theme 2: Practice is informed by critical reflection

In 2021 we spent the year reflecting on cultural identity around our RAP. We all reflected on the draft of our Reconciliation Vision statement and included Governing Council in its development. We sought feedback from local Ngarrindjeri elders and Narragunnawali Reconciliation SA.

In 2022 we critically reflected on the need to make our morning greeting practices more streamlined due to COVID and regularly communicated the reasoning for our practices to families via Seesaw. This year, COVID restrictions have relaxed, and we have responded appropriately with families entering our outdoor learning space daily. Our morning arrival routines remain flexible, and staff undertake continuous reflection based on families' needs. We have provided the flexibility for families to continue to drop off at the gate as per COVID restriction times if this works for them – some families have different requirements, and we work with them to make their entry into the centre as smooth as possible. Our annual parent survey information is always acted upon and any issues are addressed.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

The centre's Community Development Coordinator supports parent groups and undertakes needs assessments to determine which groups are relevant for the community. Our Family Services Coordinator supports families at risk and links families with relevant community agencies. The centre's Occupational Therapist and Speech Pathologist engage with children, families, and staff to support strong outcomes for children.

Families have opportunities to be involved in the service and contribute to service decisions. They are made aware of and encouraged to attend Governing Council Meetings. Community services are available to families to support parenting, families at risk, child development and family wellbeing. Parenting courses held at the centre and in the wider community are regularly provided and advertised.

We regularly engage with respected Ngarrindjeri community members around language and are currently working on collaboratively developing a resource for children and families to strengthen Ngarrindjeri language awareness and phonological awareness.

Strengths

Quality Area 7: Governance and Leadership

Theme 1: Practice is embedded in service operations

Targeted training and development linked to QIP goals and staff needs is provided. All Performance Development Plans link at least one goal with the PQIP goals and challenge of practice. Evidence of growth and improved practice leading to strong outcomes for children is provided and discussed at 1:1 PDP meetings and reflection meetings.

Every effort is made to promote continuity of educators and co-ordinators at this service. We currently have an established, stable team who work well together.

Specialist staff are employed to support high functioning operations. All roles and responsibilities are clearly defined with job descriptions and regular performance development meetings provide opportunity for open discussions to ensure all staff have a voice.

An induction process has been developed to ensure all new staff have a clear understanding of roles and responsibilities. New staff are also provided with an induction buddy for day-to-day questions and guidance.

Leadership is collaborative and shared decision-making leads to a positive culture. For example, rather than imposing a roster on staff to ensure equity around shared tasks, discussions at staff, team leader, and reflection meetings resulted in the joint creation of a sign-off sheet. This enables all staff to demonstrate their input and is used in discussions around performance.

Theme 2: Practice is informed by critical reflection

The performance of educators, co-ordinators and staff members is evaluated, and individual development plans are in place to support performance improvement. Staff engage in critical reflection as part of normal regular practice when programming and planning for children, and also engage in team critical reflection sessions resourced in the budget with a mentor leader to dig deeper and critically reflect on pedagogy (2x1 hour sessions per term). We regularly engage in self-assessment as part of our quality improvement planning process.

Our philosophy statement underpins all aspects of our service operation and we review it twice a year at whole site closure days to ensure all staff are on the same page, and to ensure all staff have a deep understanding of the philosophy to embed it in their practice.

To further develop capacity of staff, the Director has been mentoring educators in leadership. One educator moved into a leadership position in 2022, and this year another educator is taking on one day per week in a leadership role at the centre.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Parent survey results indicate strong support for current centre operations and management. Appropriate governance is guaranteed through regular, well attended Governing Council Committee meetings. This year we already have six new families joining our Governing Council Committee. The Director is engaged in all aspects of the centre and develops strong relationships with families and other community members. For example, discussions are underway with our local community Cittaslow Committee to utilise some of the centre's land to develop a large community garden. Members of the community and families are regularly identified and supported to develop their capacity, often leading to engagement as volunteers and sometimes becoming members of the Centre's staff team. For example, one of our early childhood workers in the Hive first connected with the centre as a parent at one of our playgroups. Through the development of relationships with centre staff she was supported to commence study in early childhood and is now a respected member of our team. There is a strong connection with the Community Development Coordinator (Department for Human Resources) and Leadership at the site which facilitates strong positive outcomes for families. We work collaboratively on many programs and projects, for example, this year we are both working with Fleurieu Marine Education and Alexandrina Council to provide a Beach Playgroup and a Beach kindy session. Families, community members, children and staff will learn more about their local environment and how to protect it for future generations.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Goolwa Children's Centre

Goal 1: To improve children's expressive and receptive language skills to support positive social interactions with peers and adults.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators research the Zones of Regulation and intentionally implement recommended pedagogies that support children's expressive and receptive language skills, then children's ability to positively connect with peers and adults will improve.

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

Through ongoing analysis of our pedagogical documentation, we will see children:

- using increasingly sophisticated language to connect and communicate
- being clearly understood by their peers and adults
- managing their own self-regulation using Zones of Regulation strategies




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
All educators to intentionally implement Zones of Regulation strategies during daily interactions with children	1.2.1 1.2.2 1.2.3 1.3.1 1.3.2 4.2.1 5.1.2 5.2.1 5.2.2 7.1.1 7.2.3	Ongoing	Educators to complete PDP's by week 7, term 1 with individual goals set relating to Challenge of Practice. All educators to engage with and implement these goals using Zones strategies. All educators to document their Zones strategy practice and outcomes for children to discuss during PDP meetings	Time for all educators to meet with Director and Assistant Director to complete PDPs RRR data collection term 1 and 3.

All educators to intentionally implement strategies that support children's expressive and receptive language skills	4.2.1 7.1.1 7.2.3		All educators utilise 'Essential instructional practices' document to identify strategies All educators utilise SSTEWS subscale 5 Assessing learning and language to track their own and children's progress	
Professional development and training around Zones of Regulation and co-regulation practices	4.2.1 7.1.1 7.2.3	24/01/2023	Director to arrange PD on unconscious bias followed by co-regulation strategies for 2 x whole site closures. Team leaders to present Marte Meo strategy understanding from 2022 training during staff meetings	Budget provision for external presenters on unconscious bias Budget for attendance at out of hours staff meetings
Professional development and training around strategies for improving children's expressive and receptive language skills	4.2.1 7.1.1 7.2.3	ongoing	Director to arrange PD for preschool staff closure day with DfE music strategy Director to arrange for PD at staff meetings around Literacy Guidebook strategy 1.2 using shared reference materials "Essential instructional practices in early literacy" PRE-K and B-3	
All staff to collect baseline data for each of their focus children and to use the process of pedagogical documentation to track and monitor each child's progress and growth.	1.3.1 1.3.2 7.1.1	13/04/2023	Educators to complete baseline data collection by end of term 1 and end of term 3 around: <ul style="list-style-type: none"> Expressive language skills Receptive language skills Social skills 	Utilise success criteria and rating scale for baseline data collection. Develop template at staff meeting term 1, week 6
Share our pedagogical practices around Zones of Regulation with parents and caregivers.	1.3.3 6.1.2 6.1.3 6.2.3 7.1.1	Commence term 1 and ongoing throughout the year.	Educators and Director to provide parents with information about Zones of Regulation, gather parent feedback about Zones, include parent/caregiver engagement	Facebook Seesaw Time for information and communication to be prepared for parents.

			with Zones in home environments in children's journals, engage in reciprocal conversations with parents and caregivers around Zones. Document suggestions/practices from home	
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Goal 1: To improve children’s expressive and receptive language skills to support positive social interactions with peers and adults.

 **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		
<p>All educators to intentionally implement Zones of Regulation strategies during daily interactions with children</p>	<p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>		
<p>All educators to intentionally implement strategies that support children’s expressive and receptive language skills</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>
<p>Professional development and training around Zones of Regulation and co-regulation practices</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>
<p>Professional development and training around strategies for improving children’s expressive and receptive language skills</p>			
<p>All staff to collect baseline data for each of their focus children and to use the process of pedagogical documentation to track and monitor each child’s progress and growth.</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>

Share our pedagogical practices around Zones of Regulation with parents and caregivers.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 1: To improve children's expressive and receptive language skills to support positive social interactions with peers and adults.

 **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?

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.

National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Enhance educators understanding and use of pedagogical documentation as an authentic assessment and planning tool.	1.1 4.2 5.1 6.2 Exceeding theme 1, 2 and 3	Preschool staff to continue with Noarlunga 4 Ped Doc project online training and coach and support childcare staff. Share children's learning journals regularly with families to gather family voice.	Click or tap to enter a date.	Release time for reflection and training. Budget for journals. Budget to allow time for educators to meet with families	Director and Assistant Director to provide release time. Director to lead 'ped doc for assessment and planning' training. All educators to attend training and engage
Deepen and extend our site understanding and focus on sustainability	4.2.1 4.2.2 6.1.1 6.1.2 6.1.3 6.2.3 Exceeding themes 2 and 3	Appoint a sustainability lead teacher. Move away from paper-based sign in for staff and families Utilise our gardens to deepen and extend our site focus on healthy eating Engage community volunteers Engage with Cittaslow	30/01/2023	Budget time for extra responsibility of sustainability lead Budget software and training for electronic sign in Budget for garden, cooking supplies	Director to budget Educators to include sustainability in curriculum planning and reflection meetings
Deepen and extend our site focus and work on cultural inclusivity	4.2.1 4.2.2 6.1.1 6.1.2 6.1.3	Continue to develop our RAP Continue to work with families to share	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

	6.2.3 Exceeding themes 2 and 3	cultural celebrations with the site.			
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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			
Enhance educators understanding and use of pedagogical documentation as an authentic assessment and planning tool.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Deepen and extend our site understanding and focus on sustainability	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Deepen and extend our site focus and work on cultural inclusivity	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 Lara Dempster
Date Tuesday, 21 February 2023

Signature:

Endorsed by governing council chairperson

Name Emma Andrewartha
Date Tuesday, 21 February 2023

Signature:

Endorsed by education director

Name Ann Prime
Date Wednesday, 10 May 2023

Signature:

