

2025

# Quality Improvement Plan for Goolwa Children's Centre

Site number:

3635



## Service name

Goolwa Children's Centre

## Service address

42 Brooking Street Goolwa 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 both 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 in the education precinct adjacent to Goolwa Primary School and near 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 speech pathologist and occupational therapist are both on site 1 ½ days per week. Community and Family Health Service CAFHS operate at the centre 5 days per week.

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: Mulga 0-3 years and Ngawandi 3-6 years. Children with additional needs are supported through the Southern Fleurieu Health Service and the Department for Education Preschool Support Program. The curriculum is play-based, and children are formally divided into smaller groups for developmentally appropriate experiences for short periods of time.

The preschool operates Monday – Tuesday 8.30am - 3.00pm and alternate Fridays 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 three full day closures for staff training and development per year.

In 2025 our improvement goals and priorities are related to continuing our work with supporting the development of children's emotional regulation strategies. At the beginning of each year, we meet as a whole staff team to analyse the needs of children and families as well as analyse our ways of working as educators. At our whole site closure in January the staff team agreed to continue to work together to improve children's social and oral language skills while focusing on teaching skills for resilience.

## 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. Our philosophy statement is represented by this illustration of a tree and has an accompanying statement.

We strongly believe a play-based curriculum is best. Through play children explore, question, are creative, problem solve and make sense of their world in ways that are meaningful to them. We believe the environment is 'the third teacher', so we provide long periods of uninterrupted play in an environment purposely created by our educators and guided by children's inquiries.

We believe in a whole child approach, that supports and nurtures the individual child's needs, interests, and wellbeing. We develop strong and respectful relationships with children, which allows us to support 'the whole child' to strive to reach their full potential.

We believe all children have the right to belong. We create a sense of belonging through building strong relationships with families and the broader community.

We believe the child's family are their first and most important educators, so we strive to build honest and respectful relationships, creating opportunities to connect, listen and communicate. We build strong connections with First Nations communities and work together to promote reconciliation and celebrate difference.

We are all life-long learners, who continually strive for improvement. Our staff work together towards shared goals and visions for all children at Goolwa Children's Centre.

# 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. 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 **folders**. Educators read children's **folders** 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 are 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 2025 our team will continue their work in ensuring common approaches **including continuing** training with our onsite occupational therapist in developing responsive relationships.

# Strengths

## Quality Area 1: Educational Program 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 folders 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 consistently continue to develop it.

We meet with parents formally twice a year to determine what we can include in the curriculum for each child, for example families have asked for support with fine motor, social skills, speech and language and all 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 to collaboratively develop 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 children's voice is a big 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.

There are systems in place to ensure regular maintenance of equipment, such as annual playground checks provided by Kidsafe.

### Theme 2: Practice is informed by critical reflection

During staff team reflection sessions, experiences at other centres and different ways of operating are often discussed. A robust discussion around our daily communication book led to an agreed trial of an online communication platform. OneNote has now replaced the two hard copies of the room communication books. OneNote provides the flexibility to add and access information from across the whole site

### 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 2024 part of the staff team engaged in Responsive Relationships training, and this year the rest of the team will also complete this training.

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 all 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. For example, 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 the train goes past regularly, 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, an extension of the bike track is the likely outcome for 2024.

### 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.

The mural for our building was completed last year. We worked with First Nations artists to design the mural. Artists worked with the children on what they would like to see in their mural, and this was included in the final painting. This year we will develop some signs for our centre in Ngarrindjeri language in collaboration with elders and have a parent create the signage.

# 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 2025 we have employed an additional educator 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 for each team member 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 a school-based traineeship currently underway at our centre and a connection with the children's studies class at another school is also developing.

# 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 bag and 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 and communication 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.

### 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.

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. 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 starts in term 2 and 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 2024 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 all completed cultural awareness training. We continue to learn about our First Nations people and reflect on how little we still know. We have also started to reflect on ways to broaden our cultural awareness to include perspectives of the ever-growing range of cultures coming to our centre in our curriculum.**

Our annual parent survey information is always reflected 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. 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, for example 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.

# 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. Similarly, the rosters for non-instructional time are developed collaboratively.

### 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 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 annually 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 at a site and system level, the Director has been mentoring educators in leadership. One educator moved into a team leadership position in 2024, and another educator is taking on one day per week in a leadership role at the centre.

# Strengths

## Quality Area 7: Governance and Leadership

### 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 Ngawandi 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 resilience.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If educators research Growth Mindset and intentionally implement recommended pedagogies that support children to develop this disposition, then children's ability to demonstrate resilience will improve.

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

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


- persist when they encounter a problem
- talk about how they are feeling to problem solve
- bounce back quickly from negative emotions
- demonstrate resilience using growth mindset strategies






## STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Staff to research growth mindset and include strategies in curriculum planning and performance development plans (staff PDPs).	1.2.2 1.2.3 1.3.1 1.3.2 4.2.1 5.2.1 5.2.2 7.1.1 7.2.2 7.2.3	Ongoing	All staff to complete PDP's by week 2, term 2 with educator's individual goals set relating to Challenge of Practice.  All educators to engage with and implement PDP goals using growth mindset strategies.  Educators to formally share research with colleagues at staff meetings.	Time for all educators to meet with Director and Assistant Director to complete PDPs  Provision of environments where children must solve tricky problems.

<p><b>All educators to intentionally implement appropriate growth mindset strategies during daily interactions with children</b></p>	<p>1.2.1 1.2.2 1.3.1 1.3.2 5.2</p>	<p>Ongoing</p>	<p>All educators to document their growth mindset strategy practice and outcomes for children to discuss during PDP meetings, staff trainings, staff meetings.</p>	<p>Data collection and analysis term 2 and 4.</p>
<p><b>Professional development and training around resilience and growth mindset practices.</b></p>	<p>4.2.1 4.2.2</p>	<p>Ongoing</p>	<p>Director to provide T&amp;D on resilience and growth mindset at staff meetings, closure days.</p>	<p>Budget for attendance of all educators at out of hours staff meetings.</p>
<p><b>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.</b></p>	<p>1.3.1 1.3.2 7.1.1</p>	<p>Data analysis term 2 and 4  Ongoing documentation of children's growth with a focus on resilience</p>	<p>Educators to complete baseline data collection by middle of term 2 and end of term 4 around: •resilience (all children RRR Wellbeing Scale Domain 3 Dispositions –persistence/robustness indicator x 3 signals)</p>	<p>Time at team meetings to discuss findings.  Extra non-contact to be provided as needed – supported by Director/assistant director with backfilling time off floor.</p>
<p><b>Share our pedagogical practices around Growth Mindset (and continue with Zones of Regulation) with parents and caregivers.</b></p>	<p>1.3.3 6.1.2 6.1.3 6.2.3 7.1.1</p>	<p>Ongoing</p>	<p>Educators and Director to provide parents with information about Growth Mindset and Zones of Regulation, gather parent feedback about Growth Mindset and Zones, include parent/caregiver engagement with Growth Mindset and Zones in home environments in children's journals, engage in reciprocal conversations with parents and caregivers around Growth Mindset and Zones. Document suggestions/practices from home.</p>	<p>Seesaw Portfolios</p>

**Goal 1: To improve children's resilience.**

**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?

Actions	 On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan		
Staff to research growth mindset and include strategies in curriculum planning.	14/03/25	Closure Day Provided the educators in kindy with an opportunity to focus on what is a growth mindset and how do we support children to develop a growth mindset	Extend this training to the child care educators through the reflection session
All educators to intentionally implement appropriate growth mindset strategies during daily interactions with children.			
Professional development and training around resilience and growth mindset practices.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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.			
Share our pedagogical practices around Growth Mindset (and continue with Zones of Regulation) with parents and caregivers.			

**Goal 1: To improve children's resilience.**

 **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?**

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**Recommendations: What are the next steps to take?**

DRAFT




## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>Deepen and extend our site focus and work on cultural inclusivity</b>	4.2.1 4.2.2 6.1.1 6.1.2 6.1.3 6.2.3 Exceeding themes 2 and 3	Continue to develop our RAP.  Continue to work with families to share cultural celebrations, languages with the site.	ongoing	Time for meeting to discuss RAP progress and action plan.  Payment for time of elders to share language and teach children. Provision of interactive face to face professional development and training	Director to collaborate with primary and secondary schools.  Director and CDC to source potential training.  Budget provisions for resources and training

## 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				

<b>Deepen and extend our site focus and work on cultural inclusivity</b>	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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**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.

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# Endorsements

Endorsed by director/principal

<b>Name</b> Lara Dempster
<b>Date</b> Monday, 15 April 2024

Signature:

Endorsed by governing council chairperson

<b>Name</b> Jess Overall
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Ann Prime
<b>Date</b> Click or tap to enter a date.

Signature: