



2017

Quality Improvement Plan



2017 Quality Improvement Plan

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Service details

Service name		Service approval No	Provider Approval No		
Two Wells Community Children's Centre (Preschool)		SE-00011074	PR-00006069 DECD		
Two Wells Community Children's Centre (Child Care)		SE_00012155	PR-00007086 Two Wells Community Children's centre Inc.		
Primary contact at service					
Narelle Palmer (Acting Director from 19/6/2017)					
Physical location of service			Physical location contact details		
Street:	27a Gawler Rd		Telephone:	8520 2358	
Suburb:	Two Wells		Mobile:	0447 002 928	
State:	SA		Fax:	85202387	
Postcode:	5501		Email:	dl.2676_leaders@schools.sa.edu.au Narelle.Palmer735@schools.sa.edu.au	
Approved Provider -Preschool			Nominated Supervisor -Preschool		
Primary contact:	DECD Anne-Marie Hayes		Name:	Narelle Palmer	
Telephone:	08 8226 3463		Telephone:	8520 2358	
Mobile:			Mobile:	0412 297 372	
Fax:			Fax:	85202387	
Email:	DECD.NQFEnquiries@sa.gov.au		Email:	dl.2676_leaders@schools.sa.edu.au Narelle.Palmer735@schools.sa.edu.au	
Approved Provider -Child Care			Nominated Supervisor -Child Care		
Primary contact:	Neralie Wearn		Name:	Narelle Palmer	
Telephone:			Telephone:	8520 2358	
Mobile:	0418 828 559		Mobile:	0412 297 372	
Fax:			Fax: 3	85202387	
Email:	neraliewearn@outlook.com		Email:	dl.2676_leaders@schools.sa.edu.au Narelle.Palmer735@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	27a Gawler Rd				
Suburb:	Two Wells				
State:	SA				
Postcode:	5501				
Operating Hours- Preschool					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.30am	8.30am	8.30am	8.30am	8.30am
Closing time	3pm	3pm	12.30pm	3pm	3pm
Operating Hours- Child care					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	7am	7am	7am	7am	7am
Closing time	6pm	6pm	6pm	6pm	6pm



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Additional information about your service

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

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

We are an integrated service with a DECD kindergarten and a community based childcare centre. We have parking onsite. We have over 100 families accessing the service in a variety of capacities. The centre is open 50 weeks a year. However the Kindy is closed for the normal termly school holiday breaks. We have 2 pupil free days a year for training, professional development opportunities (these are set within DECD guidelines and in conjunction with the Governing Council).

How are the children grouped at your service?

Our childcare is vertically grouped with children from 6 weeks - 6years in one room (however we also have school aged children accessing this service for before and after school they can be up to 12 years of age)

The kindergarten (DECD) is predominately for 4 year olds however we do have some children from 3 years of age up to 6 years of age accessing the kindy.

The childcare operates out of one end of the building and the kindy operates out of the other end of the building.

We have an integrated outdoor yard where children from both service provisions can access all areas of the yard.

We have a separate under 2 baby garden play space however children under 2 years of age are not limited to this space.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor, Narelle Palmer , Acting Director

Assistant Director Jacinta Leighton

All educators (16) across the service are involved in the development of this QIP



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Service statement of philosophy

Development of the Philosophy

When we developed the philosophy, children's voice was documented by educators by asking a series of questions about how they want to feel at the service, what they want educators to do at the service etc. Educators in particular wrote up their individual philosophy, we also referred to The Rights of the Child, EYLF, NQS, WHS, DECD and as a team we formulated what we valued to form the basis of the philosophy. The philosophy is reviewed at the beginning of each year. Educators work in small and whole groups to review the philosophy during our first whole staff meeting. The draft changes are then presented to families/ Governing Council to review and adapt at the first council meeting of the year. This is then finalised and printed to be given to families and staff upon induction, it is displayed in the foyer, staffroom, program boards, in the policy folder, on the website, staff handbooks etc. The service philosophy underpins our practice. Educators are held accountable for their practice and professional conduct against the philosophy amongst other standards.

Our QIP is a living document. It is developed directly and indirectly by children, educators, parents and DECD. Each year the QIP is reviewed and updated in an ongoing capacity with a more detailed review at the end of the year in preparation for the following year. Educators in particular use a process of review throughout the year. Each standard and element is reviewed across the site, educators provide written feedback, evidence, examples, ideas on each of these that is then shared in our whole staff team meetings, to form a collective view as to whether we are working towards, meeting or exceeding. At the end of the year all of this documentation is reviewed and we establish areas for improvement priorities. Consideration for improvement priorities is also taken from cohorts of children's needs, family and governing council feedback, connections and discussions with Two Wells Primary School as well as DECD partnership priorities. Data that is used can include Parent Opinion Survey, educator Psychological Health data, Preschool Support Funding, specific educator data, Preschool Numeracy Observation Tool, Educator Performance Management, AEDC data.

Once the new priorities or amended priorities are identified and documented this is then given out to families to review, make suggestions and give feedback.

Philosophy Statement

At the Two Wells Community Children's Centre we believe that children's rights are of the utmost importance, and we will ensure that their needs and interests are foremost in our minds.

We believe that children are competent and resourceful learners who are capable of constructing their own knowledge of the world around them.

We will facilitate this learning by building strong, respectful relationships with all children, families and the wider community.

We aim to provide a caring, safe, inclusive, play based environment in which families', children's and staff's cultural beliefs and practices are embedded.



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Our service will reflect the following:

In relation to children:

- We believe that children need a challenging, safe, friendly and secure environment in which to learn, creating a sense of belonging.
- Children will be valued, cared for, and respected as responsible capable learners.
- We will create opportunities for positive interactions, to encourage children to reach their full potential.
- Children's wellbeing and the rights of the child are paramount. They will be respected as individuals and treated fairly and equitably.
- We will provide children with the opportunity to have fun, have success with learning and be able to express themselves verbally, non-verbally, physically and creatively.
- We believe all children need to be supported in their emerging development and have trusting, meaningful relationships with their educators. We will assist in building independence, autonomy for learning and contributing members to the wider community, creating a sense of agency.
- We will provide children with the opportunity to engage in caring & respectful relationships with others.

In relation to families:

- We will have open and ongoing communication between parents/educators and children, based around strong trusting relationships.
- All families will be treated respectfully, inclusively and sensitively to meet their complex needs, and information will be kept confidential.
- We will ensure that families are made to feel welcome at all times, inclusive of cultural diversity, religion, appearance and beliefs.
- We will communicate with families on a regular basis, about their child's day, development and general wellbeing.
- We will encourage families to be involved in our centre in all aspects including curriculum programming, activities and experiences, governance and decision making, by asking for their participation and feedback.
- We will advocate and support parents/families in their parenting role where possible, by providing them with advice, information and general knowledge about children and their development.
- We will encourage the sharing of information, in a two way relationship/partnership to ensure we care for their child in a manner that suits their values, needs and expectations.



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In relation to the program- We will provide a program that:

- Is responsive to children/families/staff. It is evaluated, extended and is centred around the Early Years Learning Framework, My Time Our Place, principles, practices, themes and learning outcomes providing a holistic teaching and learning approach.
- Is engaging, educational, and play based. It will be reflective and responsive to individual children's needs and interests.
- We will display a documented room program and records are kept for each child in the form of observations, learning stories, photos, work samples etc.
- Will cater for developing skills, and challenge children to reach their full potential, through play, spontaneous interactions and intentional teaching, and dispositions for lifelong learning.
- Is parent friendly, and easy to interpret and regularly seeks parent/family/community input and participation.
- Will provide a variety of resources, activities, experiences and learning opportunities, that positively promotes children's choices, and creates a sense of exploration, curiosity, discovery, imagination and inquiry.
- Will promote peer and educator relationships through primary educator caregiving.
- Allows children to have quiet and active play times in an individual, small group and large group context.
- Provides opportunities for cultural competence through diversity, multiculturalism, inclusivity and appreciation of the Indigenous cultures of Australia.

In relation to the community:

We will

- Participate with other community groups and services to develop networks for families, and build that sense of community spirit and dignity for all.
- Provide support to the community and be responsive to local needs, where possible.
- Develop partnerships with the community.
- Network with other centres.

In relation to professional development:

We will commit to:

- Continually improve, learn and further develop and extend skills and knowledge both personally, professionally and as a staff team.
- Engage in professional training, learning, development and be open to changes required to strive for continuous improvement for the benefit of all.
- Keep up to date with all current Laws, regulations, standards, teaching and learning methodologies as set out by the Department of Education Child Development, ACECQA and current research.



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In relation to staff's role as caregivers/ educators:

We will

- Ensure that children at TWCCC are at the core in all that we do, and are made to feel safe, secure and valued for who they are.
- Endeavour to give the very best at all times and provide the highest quality education and care for the children of TWCCC.
- Believe in our staff as the most valuable resources in order to promote the highest quality care and education for our centre. We will value their individual skills and knowledge and maintain a safe and respectful working environment at all times.
- Ensure that children are supervised at all times.
- Develop relationships with families, to ensure open communication and the needs/interests of children are met.
- Be approachable to families at all times.
- Provide a nurturing, safe environment with lots of fun and positive learning experiences, where staff engage with children and have sustained conversations and follow children's play and interests with vigour and enthusiasm.

Help children and families to extend themselves in all areas of development.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: 15th Feb 2017

Next Review Due: March 2018

Sources:

Early Years Learning Framework, 2009

National Quality Regulations and Standards, 2012

Code of Ethics DECD

Rights of the Child

Re Imagining Childhood Carla Rinaldi



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Strengths

QA 1 Educational Program and Practice

Program is play based and child orientated, it is reflective and responsive to their individual children's needs and interests.

We use the Early Years Learning Framework and My Time Our Place, and draw on philosophies such as the Reggio Emilia approach.

Whole site constructed philosophy that all staff are familiar with and work by.

Variety of documentation methods and proformas used to capture children's learning as well as accommodate staff's needs, teaching and learning styles. It is open for individual educators to use what they feel comfortable in using to document their children's learning. These observations are used to inform curriculum planning.

We use a variety of observations methods including, individual observations, learning stories, children's work samples, photo stories, articulation screens, language screens etc.

We provide an oral language rich service that builds children's foundational communication competencies such as letter sounds, syllables, vocabulary, following instructions, expressive and receptive language, listening, speaking, rhyme, questioning etc.

We have primary educators for children to ensure every child is supported and their learning is documented and advocated for in the program and planning process. It also allows for a deeper understanding of individual children's needs as well as building family partnerships/ relationships and we believe this creates a greater sense of belonging.

Personalised portfolios for each child are critical in reporting to families about their child's progress, this is used as a main source for all children's reports from our educators but also external providers to capture the wrap around services involved for individual children, particularly those with additional needs.

Positive education has become embedded in our service culture, recognising the importance of focusing on children's wellbeing in order for them to learn.

Our parents contribute to the program, through regular program feedback, parents sharing a special skill, talent, children having the Me Box then sharing, we send our families program feedback notices intermittently.

Thorough assessments, documentation and feedback on children progress, with a focus on dispositions for learning, character strengths, literacy and numeracy are shared with families every 6 months, underpinning these reports are the 5 learning outcomes for EYLF.

Significant support for children with diagnosed disability, special needs, speech and language etc. We work very hard in providing an inclusive program and environment for all children. Staff undertaken a variety of training in the area of special needs, such as: Articulation screen testing, Language screens for Expressive and receptive language, Autism, 5 point scale, Kimochi, Positive Education, Inclusive Directions Training, Visual cues and use of social stories, oral language, toilet training, fundamental movement skills, multicultural competencies training, occupational therapy, cultural competency, primary maths association training, dyslexia etc

Sound yet flexible routines in both areas that create routine for children but plenty of uninterrupted play, opportunities for children's autonomy and choice, opportunities for large and small group time, children have significant time inside/outside play opportunities to cater for their learning and reflective of research around boys in particular needing opportunity to move, children in kindy can have their snack at times that suits their needs, childcare have an open afternoon snack, we have small group time, large group time and plenty of 1:1 time opportunities with children

We provide a play based environment where learning experiences are out for sustained periods of time to allow for children to first observe, try, practise and master new skills, however we are also very responsive to children's leads in play and are very flexible in making changes as they arise from children's interests.

We provide a diverse range of learning, that reflects a multicultural community, and the need for inclusive practises to ensure all children have equal opportunities to participate in our program. We are very good in engaging the rural town norms of the immediate community and family culture in everyday practices. We embrace the broader multicultural community by inviting local members, families, from the community and we seek deep engagement from families so we can explore the cultural groups we have within the service, it might be that we explore cuisines, traditional dress, animals, flags, languages, homes and how we live, what we play with etc.

Fantastic use of community people to contribute to program highlights, eg CFS, Police, vet, dentist, local nurse, local librarian, local bank teller, hairdresser, bakery, the Two Wells Primary school and Stepping Stones Childcare service etc.



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Educators use a variety of teaching methodologies and practices to meet the children's varying needs.

Have sufficient resources across the site, that enable children and staff an expansive choice.

We continue to have a strong focus on early years literacy and numeracy across the site, we use an action research based process to collect data and information on children's literacy or numeracy learning. Educators will then attend applicable training to ensure we have recent information, strategies, resources, methods etc of teaching and learning these areas.

A variety of expressive art media such as home corner, books, dress ups, collage construction, sand play, painting, blocks, dance, drama, drawing are available at all times. We have a variety of resources that children can engage with at leisure.

We have opened up our outdoor environment so we are integrated share the space with kindy and childcare allowing for mixed peer relationships, challenges and intellectual stretch and the need for children to be extended with play choices in the outside yard.

We display a documented room program and have individual records for each child's learning journey while at Two Wells CCC

QA2 Children's health and safety

The meals we provide for children from the kitchen follow the no longer funded Start Right Eat Right program which provides 50% of the recommended daily intake for all nutritional areas. Educators use both the Eat Right Start Right and the Rite Bite DECD strategy as a basis for teaching and learning about healthy eating.

Our kitchen is audited in line with the Gawler Council food safety audit requirements, annually.

Upon induction children's specific health needs are identified, documented and all staff informed of the child's requirements. We do this through meetings and child chat discussions and diary entries/communication book. We then send out refresher feedback information about children's dietary or allergy/ medical information and regularly ask families in particular those working through allergy identification for daily and weekly updates.

We work very closely with families around children's specific needs for health, rest/sleep, dietary, toileting etc this is not an exhausted list, this occurs daily for some children or periodically for others, this information is then shared with educators via the communication diary, meetings, child chats and daily conversations.

We notify families of an illness outbreak by displaying it on the white board with the documentation that identifies the treatment, symptoms, exclusion periods etc. This is then dated and stored on file to help recognise if a serious outbreak of an illness occurs. We have our own vegie patches and regularly talk with children about the benefits of fruit and vegetables and healthy eating, this produce when ready is used for children's food/meals when and for programmed activities.

We have good supervision practises and each room has a poster outlining the maximised supervision points of each learning area, both inside and out. Most staff are trained in child safe environment, Applied first aid, and asthma, anaphylaxis and criminal safety checks. All child care staff are trained in food safety and serving etc

We have an informative medication administration record, first aid recording system that is clearly documented and presented to families when first aid or medication needs to be administered, in line with the DECD policy and procedure

When an excursion is planned, staff conduct a thorough risk assessment. To ensure all requirements, avenues, risks are met, we apply to do the excursion then we seek parents' consent.

We have an extensive range of policies and procedures at the service kept in the foyer and they are also available on our website. All policies are reviewed, updated regularly. 3-4 policies are reviewed monthly or as the need arises the process of review starts with the educators, who advocate for children and educator/staff needs, the policy is then reviewed by the parents via the governing council and newsletters, the policy changes are then displayed for 1 month in the foyer with the changes highlighted and they are put into the policy folder.

We have a WHS board in the foyer with all of the information staff or families need to make notification of abuse, identify a potential hazard, safety audits for various areas of the service, incident notification forms, handbooks and induction checklists etc. this way the information is transparent for the large staff team but also families, students, council members etc

We conduct daily outdoor audits and keep a record of this as well as quarterly audits on various spaces such as sheds, foyer, office etc these are stored in the OHS folder in the office in line with DECD requirements



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QA3 Physical environment

We have a beautiful outdoor environment that has been evolving for the last 5 years and been a significant focal point for fundraising efforts and parent input and contribution. It is natural, offers a variety of levels, textures, spaces both active and quiet, plenty of shade and shade for the future with the planting of 7 trees, it has vegetable garden, fruit trees and incorporates a shared environment for the whole service. It includes a weather proof safe play space for children under 2 years of age however they have the opportunity to be in the larger space too. We have had chickens, rainwater tanks plumbed to toilets and a rainwater tank for the sandpit, an outside water trough for children, wooden decks and much more. In the last years we have spent over \$20,000 on developing this area as well as family and community donations of recycled materials.

We regularly stocktake and update resources termly to ensure our equipment is plentiful in variety for children, quantity and meets the needs of changing interests.

Furniture and spaces are cleaned daily. Resources and equipment are cleaned disinfected each Friday or as they are used and packed away. Other equipment such as home corner equipment, table legs, chairs are cleaned termly by staff or families or as the needs arises.

The environment is set up to allow for inside/outside play throughout the day, we share resources across the site, we have spaces for quiet and active play, we have spaces for children to be on their own or to work in small and large groups, children have a variety of resources they can help themselves to throughout the day.

Overall as a site we have some good sustainable practices such as, 90,000 litres of rainwater plumbed to the garden and children's toilets, we have previously had chickens and used our food scraps to feed our chickens. At the moment families from the centre and community take them home to their animals, we grow our own herbs and vegetables for use in our kitchen and the children's meals, we used 90% of recycled materials in the most recent outdoor upgrade, we have minimised grass in the garden areas at the front of the grounds to minimise water usage and maintenance and replaced it with native garden and mulch, we have planted 7 trees to provide shade in the future, we use recycled materials in the centre from families for children to use in craft or play.

QA4 Staffing Arrangements

Staff at Two Wells are the most valuable resource in order to promote the highest quality care and education for our children and families. We value their individual skills and knowledge and maintain a safe and respectful environment.

We meet all ratio requirements. Childcare children and educators have access to early childhood teachers every day.

All staff/educators undertake a performance appraisal process annually which includes a 6 month review. This is to ensure as individuals they are working towards their goals and goals outlined as service priorities.

We have regular staff meetings and team meetings to grow our learning and knowledge and encourage reflective practise. Not all educators can attend all training so we have opportunities to share this learning through our meetings.

The centre acts as a mentoring and training service for new teachers, childcare educators and students, aspiring leaders by sharing good practice and our wealth of knowledge.

The centre strongly encourages and pays for educators to attend training opportunities throughout the year, we believe this is crucial in keeping educators up to date with best practices.



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QA5 Relationships with children

All children and families are welcome at Two Wells CCC

We provide children with a safe friendly and secure environment. Interactions with children are caring, responsive, respectful, positive and sensitive to their needs. Children have the opportunity to work with educators 1;1, in small group or large group experiences and have access to educators across the site.

We have primary educators so that children have an invested educator whom gets to build a deeper relationship with them over their time at the centre. That's not to say that they don't build relationships with others, it's just that educator has the responsibility to know as much as possible about the child and the needs of the family. This encourages strong attachments and ensures someone is advocating for each child's needs.

We get to know children and families individually building respectful trusting relationships starting with the induction process.

We work hard to provide an individualised approach for everyone. We are inclusive of all children and families.

We are responsive to children's needs and learning and provide a holistic teaching and learning approach. We do this by responding and planning from children and families through observations, assessment reporting, the curriculum newsletter feedback, conversations, specialists reports and recommendations etc

We believe in early intervention and support children with special needs using specific support agencies, training for staff, and reflective practises to better support the child/ren. We use a variety of resources to assist children's inclusion and engagement with our service, such as social stories, visual routine displays, visual timers, picture communication cards, 5 point scale, Kimochis, sensory toys, legless chairs, weighted cushions and the general positive education initiative.

We use positive behaviour guidance techniques and recommendations from support professionals involved with individual children to guide children's behaviour. In extreme cases we meet with families and construct a plan jointly to ensure we create some consistency between the centre and home.

All children have individual documentation as part of a collection of observations, assessments, photos, work samples, learning stories, group experience stories etc covering their learning profile while at Two Wells CCC, this ensures each child's learning is individualised.

We provide a positive and nurturing environment where educators engage in sustained conversations and follow children's interests with vigour and enthusiasm, we often have deep conversations about differing practices, or reflections from newspaper articles, children's behaviour, themes of play (eg guns) or sharing ideas on children we share across the site etc although these conversations are often spontaneous and not always documented they are real, rich and reflective.

All children have to be signed in and out each day by parents or staff. All staff and visitors to the centre are required to sign in and out at all times

All persons at the centre have an opportunity to be involved in the program, children, families, educators, community members etc



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QA6 Collaborative partnerships with families and communities

We are in our second year of an ECHO project with our local primary school looking at deepening the play pedagogy and wellbeing for children through our transition inspired by the Reggio Emilia philosophy

Being a community based integrated centre we have an open door approach to our families, they are welcome at all times and can be as involved with the centre as they wish.

WE have an extensive induction process for visitors to the centre, including families, staff and volunteers to ensure a smooth transition for all and to make sure we have that opportunity to build strong relationships from the start and to make it as welcoming as possible. We will also tailor our induction to family's needs.

We have a facebook group for families to join where they are able to receive , current research articles around child development, pedagogy, localised events, reminders etc, it allows for back and forth communication

We are inclusive of all, gender, culture, religion, special needs and language ability, and work hard to ensure they have equal opportunities.

Information is available at our centre or via our website. The enrolment package can be collected from the centre, posted, emailed or over the phone. The website has, policies and information regarding the entire site and our services. We have a variety of ways to get to know about the service so that hopefully we meet all family's needs.

Being an integrated centre we liaise, establish and maintain relationships with a number of other educational, childcare, health, government professionals to ensure the highest quality care, education and training is occurring for the individuals, clusters, staff and site. This is to ensure we can provide a holistic and sometimes a wrap around service for children and families.

The centre is involved in a number of community events, we hold a twilight End of year concert, the Two Wells Street party, Woolworths Sausage Sizzle, Reconciliation week celebrations, visits to the school library, visits to the local supermarket, visits to and from the local reception class, use of the school oval and playground etc. We do this to ensure we have a presence in the community and the children have an active role/experience in their community in a variety of ways.

We seek the necessary permission, proof and prescribed information where possible and ensure they are stored correctly.

We encourage and value parent and community participation, we believe in strong partnerships and working together for the benefit of all. We have a number of ways parents can be involved, regular family contribution to program, decision making at council meetings, spontaneous visits or sharing of a skill or knowledge, bring in recycled materials, volunteering at local events, making donations to the centre to support initiatives, working bees etc

We adhere to all ACECQA, regulations and standards, the Department of Education and Child Development policies and practices, children's services awards and Acts and our sites policies, procedures and practices. This is how we ensure we are meeting the high needs and expectations of the NQS



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QA7 Leadership and service management

Strong parental representation on our Governing Council from both kindy and childcare, very proactive and involved in the strategic planning, financial management, policy, procedure review and development and all decisions and aspects of managing an integrated centre. A number of parents have been long term members often on for 2 – 3 years.

Good policy review cycle and accountability, parents review this and make the decisions for changes, 3-4 policies are reviewed monthly or as a need arises. (this is evident in our meeting minutes)

We give thorough inductions for parents, staff and volunteers prior to starting, the website and enrolment packages are very detailed.

Policy folder in the foyer and they are available on our website. In the foyer we have policy reviews for each month which shows highlighted the recent changes to policies. We also have the next meeting date and agenda items up for the next meeting in the foyer so if parents want to attend that meeting they can. We provide free crèche in the hope that allows more families to attend without feeling worried about having to bring or get care for their child. The current council determines the meeting times each year to support their attendance and involvement.

Strong philosophy that underpins our everyday practices, principles and a site developed Work Place Norms (code of Ethics) The philosophy is reviewed at the first whole staff team meeting every year as with the work place norms, this sets the scene for our conduct for the year. The philosophy is then sent out to families for review before the Governing Council make the final review and set the philosophy.

Continuously work towards improvements across the centre at all levels, through a variety of approaches such as critical reflections and reviews, audits, team meetings for all sectors, individual performance appraisals feedback surveys, director reports at governing council, etc.

Very good at inclusive practises and seeking services to be involved with children and staff where needed, eg, disability SA, NOVITA, community health, Gowrie, TAFE, speech pathologist, early childhood psychologists, visiting Occupational Therapists etc again this allows us to prove a holistic wrap around approach for the child and families.

Staff collegiality and job satisfaction across the site and internal to each site due to smaller staff teams regular staff and similar values, pedagogies and practices.

Consistent and set staffing rosters

Regular staff meetings for kindy, childcare and whole staff team meetings. Very strong educational focus, process of inquiry, policy and opportunities for training and development, peer sharing. This allows us to work in our smaller teams but also as a whole staff team.



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Improvement Priority Summary

The following summary was provided to parents seeking their feedback and input.

TWCCC - QUALITY IMPROVEMENT PLAN 2017 – Quick View

The Quality Improvement Plan highlights the continuous improvement cycle we set ourselves to work towards from year to year. It is reflective of children's, parents, local community, educator's needs and the National Quality Standards. It assists us in our accountability to provide a high quality service for our community.

Building children's oral language and literacy

To improve oral literacy, speech articulation, expressive and receptive language to enable developmentally appropriate communication skills from birth to 6 years of age.

Inform families of speech and language developmental milestones, identify red flags in development and where to access support and services.

Reggio Emilia ECHO Project

To build positive relationships, pedagogical consistency and play strategies with the TWP School and within our centre.

Looking deeper into quality play practices, how the environment supports children's learning, strong relationships with families and establishing an environment that develops children's creativity, curiosity, problem solving and investigation through project inquiry in play.

Embedding Positive Education

To develop children's social & emotional wellbeing using the PERMA + initiative, and by building educator knowledge.

Our focus areas are building children's Character Strengths, Positive Emotion, Positive Relationships, Positive Accomplishment (growth mindset) and physical activity.

Improved numeracy development through Play

Developing the numeracy learning processes children use in play and extending children's mathematical knowledge and ideas through educator intent and responsiveness.

To develop and build confidence in educator's numerical and mathematical concept knowledge, mathematical language and terminology, noticing numeracy play and how to extend this with children.

We would love parents to contribute, if you have anything you would like to add or say about the QIP please jot it down and give it to a staff member.

Anything you add gives us a better understanding of what you need from us as a service for your family. Family

Name: _____



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Improvement Priority 1: Positive Education

Goal Goal or outcome sought	<p>Children's Outcome: To increase children's wellbeing through the PERMA + initiative and site agreement. Our focus areas are Character Strengths, positive emotion, positive relationships, Positive accomplishment and physical activity.</p> <p>Educator Outcomes: Increase educator knowledge of positive education and have 50% of educators with the 4 day training</p>						
Strategies How will we get this outcome	<ul style="list-style-type: none"> • Weekly yoga session for childcare and children using Lion Heart Yoga every Wednesday • Use of the 5-point scale to gauge daily how children are entering the service • Introduction and use of the Kimochi characters, emotions and keys to communication. This will need to be rolled out strategically depending on the dynamics of children. Childcare children will move forward reflective on areas already covered and depending on new children. • 3 Educators across the service attend the 4-day introduction to Positive Education (2 days in Jan and 2 days in April) • Involvement in the Positive Education Achievements in South Australia – Research Project with SAHMRI and DECD • Use the Early Years PERMA data collection tool designed by the GGP Flourish Team to collect wellbeing based data from children (so their voice) • Continuing building educators process praise with children, which highlights children's learning processes and effort applied to the task to build growth mindsets • Intentional focus on kindness, bucket filling and dipping concept to enhance relationships and social intelligence of children and the wider community. 						
Links to Elements	QA1 1.1.1 1.1.3	QA2 2.1.2	QA3	QA4	QA5 5.2	QA6 6.3.2	QA7
Success Measures	<ul style="list-style-type: none"> • Growth and development of children's wellbeing and wellbeing strategies for lifelong learning reflective of the data collection in kindergarten in term 1 and 4. • 50%of educators with 4 day Pos Ed training 						
By When	Term 1 and 4 2017						

2017 Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
Term 1 2017	<ul style="list-style-type: none"> • Bethany, Jade and Jacinta have attended the 4-day Positive Education course offered through Mindful Edge - Discovering Positive Education • February 2017, We have worked 1 on 1 with preschool children in week 3 of term 1 around a positive education survey developed by the Greater Gawler partnership Flourish Team. This will be repeated in Term 4 with children • 28th Feb 2017 We conducted the RRR relationships scale across the site as a way of collecting baseline data in our relationships with children. Overall as a site we averaged 3.3. this was then divided into service sectors with kindy on 2.9 and childcare on 3.6 • Sarah the site director is involved in the Positive Education Project focus group which is run in conjunction with DECD Central Office and The SAHMRI Wellbeing and Resilience Centre. First meeting was held on Tuesday 11th of April. This is about sharing models of integration of the positive education into early years' settings and reflective feedback on these processes. • On the 2nd March and 7th of March we had a visiting performer work with children called 'little mates'. This show/workshop was about relationship building for children, recognising we are all the same but different and how to be a kind friend. • Weekly yoga sessions were held on Wednesdays with both child care and kindy. 	
Term 2 2017	<ul style="list-style-type: none"> • Following RRR observations Kindy changed their lunch time routines to allow for more positive experiences and relationships. This now includes time for mindfulness and relaxation activities. 	



2017 Quality Improvement Plan

	<ul style="list-style-type: none"> • Following RRR observations all staff have put more emphasis on 'Strive for 5' to improve conversations and relationships with all children and adults as well. • A new set of Kimochis was ordered and arrived, as well as books to go with the characters. This is an 'Educator set' as the other ones in both kindy and child care are so popular and well used by children. 	
Term 3 2017		
Term 4 2017		

Recommendations for 2018

2016 Positive Education Progress Summary

This quality improvement target requires a long term process to allow authentic shifts in our education and care culture, and therefore enhancing children's wellbeing outcomes. 2016 was our second year of implementing this improvement target.

Outcome Objective:

Educators Outcomes: Build all educators knowledge of positive education. Embedding positive education practices and language across the service with a particular focus on Character Strengths (dispositions for learning) Mindsets and Kindness

Children's Outcomes: To ensure children's wellbeing is at the heart of learning to build lifelong skills for learning and to flourish in life.

Strategies and Actions over the 2016 year were:

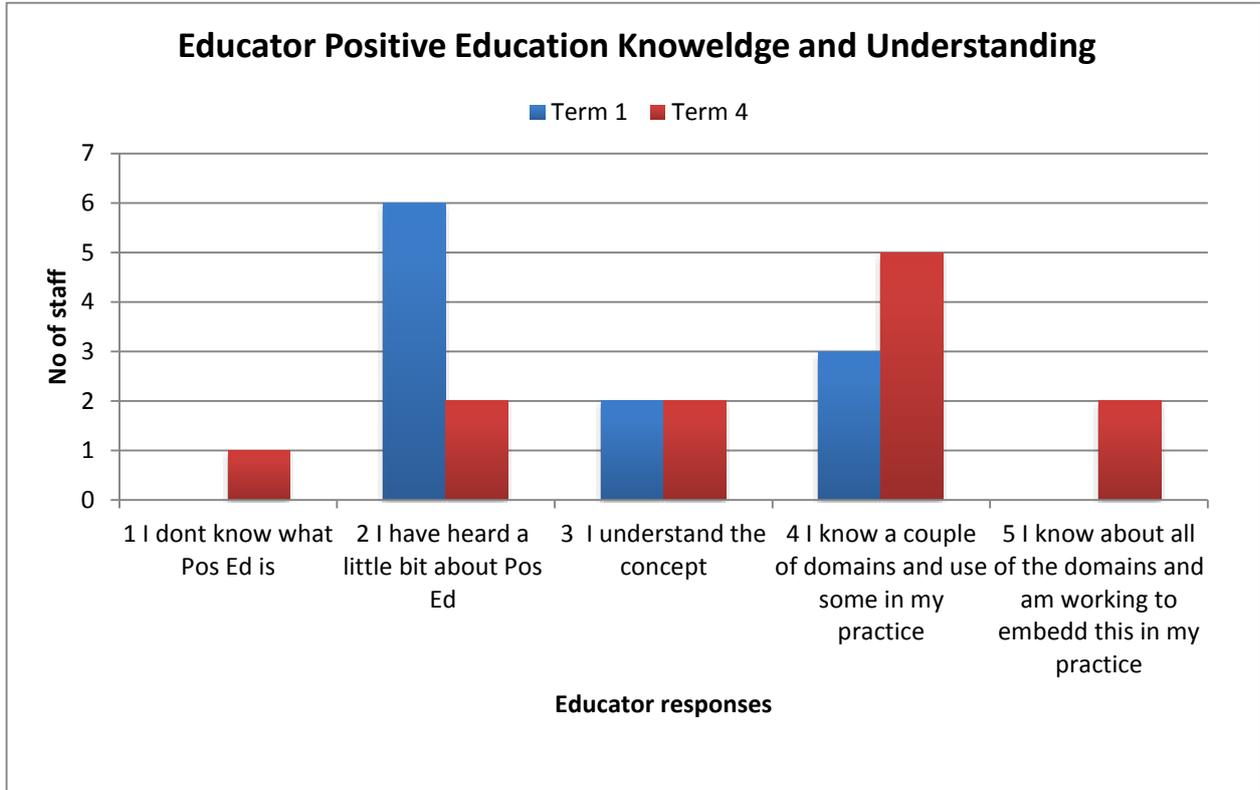
- Use Kimochis for identification of emotions, restorative practices with conflicts between children to build compassion and empathy, enhance positive emotions and build and maintain relationships. 3 Educators attended the Full day Kimochi Training. A full kimochi kit was purchased for childcare.
- The 5 Point Scale to aid children's recognition of the level of emotion they are feeling and self-regulation strategies to manage these emotions, which in turn helps protect relationships and successful management of self within the centre.
- Introduce children to the character strength of kindness and the bucket filling and dipping concept.
- Immersing and enriching educator's language of Character strengths in the everyday interactions with each other and children and reporting/ observing children using the lens of Character strengths and dispositions. Using process praise and in turn building children's growth mindset. We created wall displays to highlight process praise and the difference between fixed and growth minded statements we often hear educators saying to children. We shared articles on growth mindsets, and character strengths.
- Sarah opened and became the admin for the Flourish Through Positive Education Facebook Page to help promote the initiative at a personal, site and school/centre level.
- Staff Training in the 4 day Positive Education 4 day Discovering Positive Education by Geelong Grammar is a significant leverage to embed this initiative across the service culture. Narelle Palmer Teacher, Hayley Braidwood Teacher, Lucy Butler Assistant Director (since left) and Kirsten Muster Children's Services Employee all undertook the 4-day training in 2016
- Educator training through the partnership and whole staff team meetings on these three focus areas, including attending training, critical reflections at staff meeting, and professional readings, sharing on social media of relevant articles to educators.
- Development of a Positive Education Agreement highlighting the current strategies we will continue to work on developing and embedding over the next 3 years. This has been developed in line with the Two Wells Primary School focus areas.
- We begin all meetings with What Went Well or Spec of Gold. We introduced a gratitude feedback box which allows educators to practice regularly the notion of gratitude, kindness and a focus on the things we are doing well.
- Performance development is focused on strengths and we conduct meetings every 6 months.
- Sarah our Site Director was the Chairperson for the Greater Gawler Partnership Flourish Team, responsible for the roll out and implementation for the 17 Primary schools and 7 Early Years settings in the partnership.

Due to the implicit and explicit nature of positive education, educators are asked to follow the following principle: "Learn it, Live it, Teach it, Embed it".



2017 Quality Improvement Plan

Our service is in the Greater Gawler Partnership and this is an ongoing focus for the partnership early years settings, preschool and schools





2017 Quality Improvement Plan

Improvement Priority 2: Oral language and literacy							
Goal Goal or outcome sought	<p>Outcomes for Children: Improved oral literacy, speech articulation, expressive and receptive language to enable developmentally appropriate communication skills from birth to 6 years of age. With a focus on early identification, increasing parent knowledge of speech and language development and improved targeted interventions both onsite and utilising external providers.</p> <p>Outcomes for Educators: Increased knowledge of developmental milestones of speech and language for children 0 – 6years, improved and targeted strategies and actions for intervention.</p> <p>Outcomes for Parents/Families: Build parental awareness of speech and language developmental milestones for children from 0 – 5 years of age to intern, provide the earliest identification of children at risk and source the right intervention to support development prior to attending kindy.</p>						
Strategies How will we get this outcome	<ul style="list-style-type: none"> Building children's vocabulary using the language of emotions through the use of Kimochis Characters Minimum 4 educators release to attend speech and language training provided by DECD. <ul style="list-style-type: none"> Employ ECW to work 2-4 hours a week over school terms in childcare to provide 1:1 and small group speech and language intervention with a focus on children 18 months to 4 years of age. Build up speech and language intervention resources in childcare. Provide increased information sharing of developmental milestones, play and intervention strategies for home, and informing parents of where to seek external help prior to kindy via our facebook page and through parent handouts. Involvement in an oral language project to create some short informative videos pitched at parents to be uploaded on our social media platform. Involving the expertise and advice from King Cornish DECD speech therapist, Georgina Pritchard SA Health Speech Pathologist, this will involve, collection of current research articles, developmental milestones, best practice intervention strategies/resources etc Involvement in the roll out of the Literacy indicators in 2017 as led by DECD 						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	1.1.1 1.2.2 1.1.5					6.2.2 6.3.2 6.3.5	
Success Measures	<ul style="list-style-type: none"> Improved feedback from parents about their knowledge and understanding of speech and language development. Increase in Childcare children accessing intervention external to the service and prior to starting preschool. 						
By When	End of 2018						
2017 Progress Notes							
Date	Strategies implemented/ Data & Feedback collected					Analysis	
Term 1 2017	<ul style="list-style-type: none"> March 24th Met with our Child and Youth Health Nurse to develop some strategies for greater utilisation of her services and to work more closely together on building the communities knowledge and the importance of parent's role in developing their children's speech and language from conception. Our first step is to start promoting the 6 month and 18month developmental checks for our families and a referral slip for educators to use with children as they near that age so that we have a greater opportunity to identify any developmental concerns using the ages and stages the health system use. Natalie will then try and have a greater influence of speech and language after sharing the data we have seen in the last few years reflective of our community. March 2017 the Greater Gawler Partnership endorsed and financially committed \$6000 to employing a speech pathologist for ½ day a week to work intensely one on one with 4 preschool aged children per week along with the child's parent and preschool support worker to build their knowledge and capacity. This opportunity has really enabled the preschool support workers to develop knowledge and practices to support children's speech 						



2017 Quality Improvement Plan

	<p>and language at a deeper level, which over time will enable the DECD speech pathologist to plan for deeper levels of program opportunities.</p> <ul style="list-style-type: none"> • April 2017 Employed a preschool support worker for 2 hours a week to work with children at risk of underdeveloping speech and language. Since starting this we have had 2 of the families then seeking a speech pathology assessment externally and their child is now attending ongoing speech pathology services. • May 16th 2017 Greater Gawler Partnership endorsed a Preschool Emerging Literacy project program which is a wave 3 intervention (predominately mentoring and coaching the preschool teachers in the centre). This will not begin until 2018. The cost of this program is \$10,500. 	
Term 2 2017	<ul style="list-style-type: none"> • DECD Speech pathologist has been attending each Tuesday for intensive speech program with 4 kindy children. This has benefitted both the children and parents, and the upskilling of staff members. • The 'Strive for 5' focus by all staff members is promoting more communication and oral language for all children in care. • Narelle, Chrissie and Beth attended the Echo course "Supporting Young Readers Before (& After) they are reading conventionally" with speaker Mat Glover. This focussed on children reading without words and how we can support them in this. • Chrissie has continued to spend 2 hours a week in child care. This has assisted in the early intervention of children with speech difficulties and also the upskilling of staff. 	
Term 3 2017		
Term 4 2017		

Recommendations for 2018

2016 Oral Language Progress Summary

Children have improved speech articulation sounds through whole site, small group and 1:1 intervention, increased vocabulary in particular around emotions and character strengths as well as a variety of other words. Children have learnt a variety of questioning techniques, children can recognise rhyming words and without prompting can identify how many syllables in their name. For example, "if you have two syllables in your name go and wash your hands".

Children at risk of speech and language delay were identified early in Childcare and conversations with families and the sharing of information has increased with families including where to get intervention, how to provide intervention, developmental norms of speech and language, as well as educators planning more specifically for individual children's speech and language needs.

Disability and Preschool Support Funding

Term 4 2015 4 parents reported speech or language concerns

Term 1 2016 16 children referred by teachers for speech and language intervention

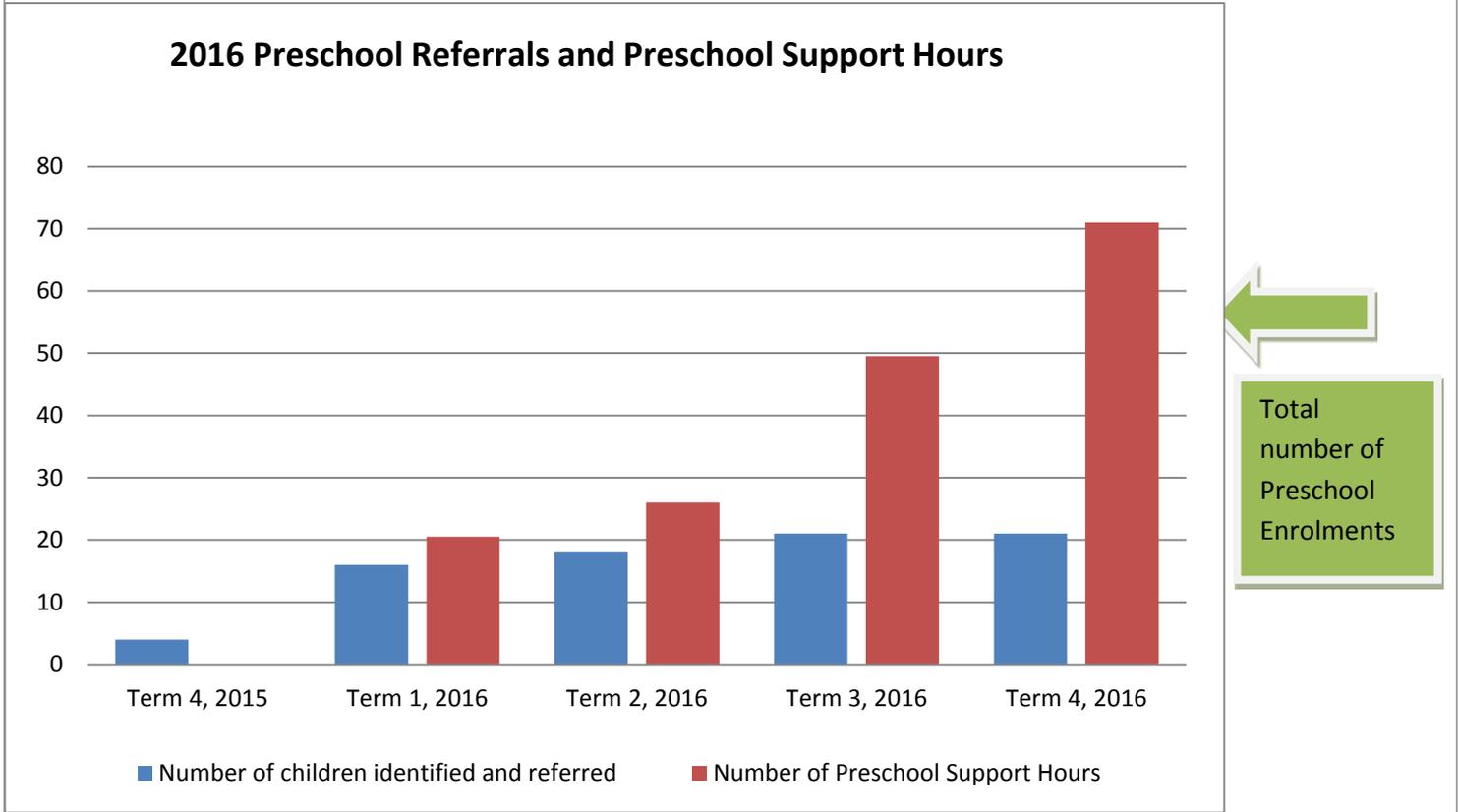
Term 2 2016 18 children referred by teachers for speech and language intervention

Term 3 2016 21 children referred by teachers for speech and language intervention



2017 Quality Improvement Plan

Term 4 2016 21 children referred by teachers for speech and language intervention



Oral language strategies and outcomes for children in 2016

The Preschool Support Funding allocation has employed a number of support professionals to work both 1:1 and in small groups with children referred to DECD support professionals. Francie Brechin, Chrissie Scott, Amy Richards, Brie Bayford and Lucy Butler had been employed across the week, and terms to provide the support for children. Over the year we also sent 4 educators Bethany Karuga (Kindy Teacher), Amy Richards (Preschool Support Worker), Brie Bayford (Preschool Support Worker & Qualified Childcare Educator) and Jade Martin (Qualified Childcare Educator) to a 6-hour Speech and Language training session.

Outcomes for children: out of 21 children only two had made limited progress in their speech and language over the year. The rest of the children had seen vast improvements in their personal speech and or language goals.

Our biggest concern has been the significant increase in hours which is very much needed to provide quality interventions for our children at risk, however finding preschool support professionals who have the knowledge and skill set to provide the quality of intervention required has been difficult. I feel that this is a greater systemic concern that DECD need to address, to improve on the provision of service provided to our preschool clients.



2017 Quality Improvement Plan

Improvement Priority 3: Reggio Emilia Echo Project							
Goal Goal or outcome sought	We aim to continue with the learning from 2016, including educators listening deeply to children, improved questioning techniques to enhance higher level thinking, problem solving, deepening leads and learning in play, raising the voice of children. <u>Outcomes for Children: Kindy –</u> <ul style="list-style-type: none"> • Building children's level of inquiry with a focus on wonder, curiosity, creativity, resourcefulness and problem solving through provocations and a project inquiry based learning environment. • Increase in children voicing their learning inquiry choices and ideas each morning with educators recording and then setting up these immediately. Increasing children's voice in their learning reflection and direction in collaboration with parents as their contribution to the assessment and reporting processes. • Deeper and more responsive relationships with children through working more collaboratively with families and giving families the open door feel to the service. • Providing children with a more comfortable homely environment to cater for the varying sensory needs of children <u>Outcomes for Children: Childcare –</u> <ul style="list-style-type: none"> • Increase in children voicing their learning inquiry choices and ideas each morning. • More comfortable homely environment to cater for the varying sensory needs of children, as well as providing improved quiet and active play spaces. (this includes slowly replacing current furniture with home based furniture, natural materials/resources) <u>Outcomes for Educators:</u> <ul style="list-style-type: none"> • To increase knowledge and engagement with the Reggio Emilia principles, philosophy and practices and making them contextual to our community, environment and children 						
Strategies How will we get this outcome	<ul style="list-style-type: none"> • Induction interview with each family prior to starting and really expressing to families the importance of working together and informing them that they are welcome to stay as long as they like or if they want to come in and do reading or cooking they are welcome; we very much have an open door. • Each day at our morning meeting we will ask children to share their learning inquiry focus/ ideas, experiences and resources required to achieve that. This is then documented on a new format and hung on the door to the outside yard. • Survey for children and families to gather their voice in the formative assessment reporting process in terms 1 and 3. • Slowly replacing furniture and equipment that is naturally sourced • Involving 2 lead educators from Childcare to join the ECHO project learning days in 2017 so as a site we have 4 educators in total attending the information training sessions. • Seek out additional professional development on Reggio principles • Source articles for whole staff team discussion and reflection that are reflective to the principles we are working towards 						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	1.1.2		3.1.1		5.2.1	6.3.2	
	1.1.3		3.1.3		5.2.3		
	1.1.6						
	1.2.2						
	1.2.3						
Success Measures	<ul style="list-style-type: none"> • Evidence of more authentic children's voice being documented and utilised in assessment and reporting, program and environment – (program documentation, questionnaire for report writing, observations with voice recordings etc. • 100% of educators having attended some Reggio Emilia based professional development provided by external services • Slight changes in environment set up, layout and furniture – more home like environment 						



2017 Quality Improvement Plan

By When	2016 and 2017	
2017 Progress Notes		
Date	Strategies implemented/ Data & Feedback collected	Analysis
Term 1 2017	<ul style="list-style-type: none"> • Introduced our project inquiry book. We have introduced our family and community sharing book, after attending the Niki Buchan week 0, 2017 training on Natural maths. • 6th of Feb we had our first Combined Educational Leader meeting and planned some combined community events, shared our programming and looked deeper into the programming cycle of both Kindy and Childcare, We also shared our practices on getting our children's voice for programming and in the assessment and reporting process. • 20th Feb 2017 Kirsten, Jacinta, Narelle, Sarah, along with the Angela and Adam the TWPS reception teachers attended a Lisa Burman Echo day. The lens of the session was making the competent child visible in our setting, the active protagonist and we challenged some of our sacred cows, on why we do things • Feb 28th Jasmin Lowcock and Sarah and the whole site undertook the RRR relationships Scale observation day with a focus on 12 children across the service and of varying ages. We then had a 2 hour workshop where we unpacked the data of the day on the 29th of March 2017. This unpacking workshop included Narelle, Bethany, Faye, Chrissie, Kirsten, Jacinta, Jade, Danielle. This was just an initial unpacking of the data. The Educational leaders will review this data in more depth in the education leaders meeting term 2. In doing this we hope to identify an improvement target to work towards over the next 6 months that builds the responsiveness and quality of our relationships with all children and families. • 25th March 4 educators attended the Aboriginal ways of being doing and learning – cultural competence in Early Childhood Education – to allow us to have a greater awareness of the diverse history of our indigenous children within our service and to ensure our environment is inclusive and responsive to their needs and culture. 	
Term 2 2017	<ul style="list-style-type: none"> • Staff are becoming more familiar with using the Project and Community books. Families and children are also viewing them more. • Echo day (22/5/17) was attended by Sarah, Narelle, Kirsten and Jacinta at Holy Family Catholic School. This focussed on the use of Reggio Emilia and play based learning in the school setting. • The Echo reading day with the Primary school focussed on the transition policy that has recently been written and the processes surrounding this. • Each Wednesday the kindy children visited the school. They spent time in the school library, classrooms and outdoor areas of the school. The reception classes also visited the kindy children. This is working successfully to build relationships with the children from both settings and the teachers, as well as the children familiarising themselves the school setting. • Both childcare and kindy received some new furniture, particularly tables that are more natural looking and tie in with our focus for the project and the rooms. • Childcare have put a big focus on their environment. Using the Reggio Emilia approach, they have changed their rooms around and given it more of the 'homely feel'. This has had a positive effect with the space being more inviting and calming. • This has spread out into the foyer with some painting and display changes, as well as adding plants etc., to give the entrance a homelier, natural, inviting feel also. • Planned for the 29th July is a course to be held at the TWCCC on Reggio Emilia. All staff from the Centre will be attending this. • 	



2017 Quality Improvement Plan

Term 3 2017		
Term 4 2017		

Recommendations for 2018

2016 Reggio Emilia ECHO Project Progress Summary

This project requires a long term improvement process, we are at the beginning stages of building and developing educators understanding of the Reggio Emilia approach; principles, pedagogical knowledge, philosophies and practices.

Intended Outcome:

Building relationships through the ECHO project “Re-imagining Childhood Project – Making our Own Road” to strengthen pedagogical continuity and authenticity for children transitioning to the Two Wells Primary School. With a focus on going deeper with play based pedagogy and consistency, environment as the third teacher and building authentic educator knowledge and understanding of Reggio Emilia principles and practices. Its purpose is to challenge and inspire educators to embrace current research, pedagogical change and enrichment through a process on inquiry, reflective practice and growth. The outcome is developing educator’s critical reflection skills, develop an understanding of Reggio Emilia theory and challenging assumptions to improve teaching pedagogy for improved outcomes for children.

Outcomes for children: Children have increased opportunities to engage in authentic play through more current and intentional pedagogy from educators, viewing children as competent and capable, using deeper questioning skills to extend and expand on children’s learning, and working closely with the school for pedagogical consistency for children transitioning.

Strategy and Actions to achieve our Outcome:

- Involvement with the TWPS in a 2 year grant project
- 3x learning days per year facilitated by Lisa Burman
- 4 x Reading Group sessions facilitate by ECHO Critical Friend
- 3 x Leaders sessions
- 2x Echo conferences held on a Saturday
- Attended a full day ECHO training around the initial understanding of the project aims and objectives and begun to explore the Reggio Emilia Philosophy and principles
- Met with the school members in the project and shared out thoughts and questions, and shared our ‘wonderful uneasiness’ to establish the direction of the project, what professional reading do we need and how our critical friends from the project can support us.
- Narelle and Sarah attended the Connecting the Dots – movement learning and the brain ECHO conference along with school staff
- Attended 2 day ECHO conference around the Argave and Button inquiry projects led by educational consultant Lisa Burman
- The button inquiry experiences was recreated with all staff across the site as a shared training experience, highlighting the importance of observation and non-verbal communication
- Lynda the school principal and Sarah the site director undertook the Transition Rubric as a way to reflect and audit our current transition process.
- Kindy staff had 2 ECHO project mentors undertake the involvement scale observation from RRR

Findings from the project involvement, so far in 2016:

Some educators have had the opportunity to explore the principles of Reggio Emilia. The Reggio principles we have focused on are:

- Educators have been encouraged to be open minded to the learning and to pose questions, reflect and consider some of the reasons behind doing some of the things we do, such as lunch time routines, lining up, allowing for greater choices for children etc
- Educators have explored with children: questioning techniques and examples to understand what children already know, what more they would like to know and how they can find that information out. Really listening and responding to what children are saying, viewing children as competent and capable (allowing time for them to have a try and learn from mistakes), and using the language of character strengths and process praise to highlight this.



2017 Quality Improvement Plan

- Raising the voice of children, and really listening has been a subtle but absolute undertone to the whole project. (we still have a way to go on this) Through the questioning educators are now more inclined to openly question and explore children's ideas, concepts, thoughts, prior knowledge to extend children's leads in play and move to have a better understanding of the learning processes children tend to engage in rather than just focusing on the interest. In addition to this educators have sought more input into programs, focused learning ideas, and assessment and reporting inclusion of children's voice. This has been done either 1:1 with children, in small groups, and surveys with families collecting children's voice
- We touched on the notion of sensory processing difficulties and how to make changes to our environment to better support children's inclusion and engagement, as well as grow our own understanding of sensory processing challenges and accommodation ideas to support inclusion.
- We had out two mentors from the project Margret and Susan come and video at kindy in week 8 term 2 using the RRR involvement scale observations, filming and review. A random selection of children was made for our mentors to video over the course of the day. This process highlighted the high levels of involvement our children had across the day at various times, both inside and outside.



2017 Quality Improvement Plan

Improvement Priority 4: Improved Numeracy Teaching and Learning							
Goal Goal or outcome sought	<p>Children's Outcomes: Improved numeracy and mathematical learning through the numeracy learning processes and indicators</p> <p>Educators Outcomes: To build confidence in educators numerical and mathematical concept knowledge, mathematical language and terminology, noticing numeracy play and how to extend this with children.</p>						
Strategies How will we get this outcome	<ul style="list-style-type: none"> • 7 educators attending the full day training: supporting Numeracy Learning in the Natural Environment" with Niki Buchan as the presenter • Using the growth mindset language and process praise to enhance children's numeracy learning processes. Target focus on persistence, confidence, problem solving and challenge • Have a preschool teacher on the Greater Gawler Partnership Curriculum Committee who is responsible for supporting the development of numeracy and literacy across all preschools in our partnership. This will ensure what teachers need most to support their learning is at the forefront of their professional development agenda. • Assessing and reporting on Children's numeracy learning reflective of the preschool indicators • Develop kindy teacher's assessment and reporting around numeracy development and the recording of this information (going deeper than just highlighting indicator areas, actually documenting, and referencing numeracy learning to show a true understanding of the indicator holistically). • Provide educational leaders once a term meeting time to discuss children's current numeracy learning strengths and areas as a site so we can focus on providing quality numeracy learning across the service, considering we share children • Survey childcare educators on their confidence and knowledge of numeracy concepts, knowledge and practice (use the same as kindy educators) • Source external training, articles, research and professional development opportunities on Numeracy for all childcare educators over the year of 2017 (not necessarily around the indicators) 						
Links to Elements	QA1 1.2.2 1.2.3	QA2	QA3	QA4	QA5	QA6 6.3.2	QA7
Success Measures	<ul style="list-style-type: none"> • Increase in educators trained in aspects of early years numeracy • Increase in educators confidence and utilisation of the literacy and numeracy indicators 						
By When							
2017 Progress Notes							
Date	Strategies implemented/ Data & Feedback collected					Analysis	
Term 1 2017	<ul style="list-style-type: none"> • 8 educators attended on Jan24th 2017 a full day Niki Buchan natural maths session • Sarah attended a 2-day workshop Literacy Numeracy Plus for Leaders. On March 9th & 10th in Clare. From these days and as a partnership we have identified one effective practice to work on developing with our educators around providing intellectual stretch (challenge). Educators will spend time reflecting on and developing practices that support this development such as using effective feedback with children and levels of questioning. • March 14th 2017 Chrissie, Bethany, Narelle, Faye, Sarah, attended a Numeracy Play and documentation workshop for 6 hours this involved observing play. They practiced noticing the numeracy in the play. Educators practiced documenting a rich learning analysis reflective of the Preschool Numeracy Indicators. Educators also spent time collaborating and sharing ideas of practice on how to plan numeracy experiences for children with the element of challenge/ intellectual stretch. 						
Term 2 2017	<ul style="list-style-type: none"> • Collection of loose parts to follow on from numeracy play workshop. This has been a big focus in outdoor area particularly, and items have been well received and used. • Kindy have continued to use the numeracy indicators in documentation of children's observations and learning. This has also been a focus in assessments which were completed and handed out to kindy families early this term. 						



2017 Quality Improvement Plan

Term 3 2017		
Term 4 2017		

Recommendations for 2018

2016 Numeracy Teaching and Learning Progress Summary

Numeracy is a DECD improvement strategy. The Greater Gawler Partnership have had a strong focus on the development of numeracy reflective of our NAPLAN data.

Outcomes for Educators within the Preschool/Childcare: Our focus is on building educator confidence, numeracy curriculum knowledge and teaching practice to have improved outcomes in children's numeracy /mathematical knowledge, understanding and mindset.

Outcomes for children: Improvements in children's numeracy development, understanding and confidence by developing educator's pedagogy as mentioned above.

Actions and Strategies undertaken in 2016

Working with other preschool educators sharing knowledge, practice and pedagogy.

Attending relevant training that supports educators growing knowledge and confidence around numeracy and building upon the leads in play instigated by children.

Educators reporting on children's numeracy development (for kindy teachers embedding the language of the numeracy indicators in their observations and assessment and reporting of children's learning

Intentionally programming and planning for the various areas of numeracy in play, small group and whole group planning

Utilising the expertise of the school numeracy coach

Meet with the school reception teachers and talk about how we can work closer together on numeracy play experiences and concepts. As well as gaining an insight into what it is children learn in numeracy in the reception year.

Attend any DECD led training around the Preschool Numeracy Indicators

Sarah to Work alongside the Greater Gawler Partnership Directors to plan and implement training around numeracy, sharing practice, statement of learning report writing support with a focus on literacy and numeracy, across the year.



2017 Quality Improvement Plan

Action Plan

Our **ACTION plan** for other areas that needed improving after our review

What	Led by	Resources needed	steps taken	By when	completed
Refreshing the yards sand, mulch, soft fall etc					Yes
					Jan 2017
Removal of the boat as is no longer safe					Yes
					April 2017
When purchasing new furniture/resources considering our Reggio Emilia training and our vision for the environment	Director	As purchased	Tables etc purchased in T2 2017 took this into account.	Ongoing	
Building children's voice and empowering that representation using the Community and group project books as taken from the Niki Buchan training in Jan 2017	All staff	Books	Outdoor plans implemented to enable more of children's voice in outdoor set up.		
			More familiarisation and use of books occurring in T2 2017	Ongoing	
Continue to monitor educator observations and documentation	Educational leaders Director/ Assistant Director			Ongoing	