



Aldinga Beach
Children's Centre
for Early Childhood
Development and Parenting



Evans Street, Aldinga Beach

Phone: 8557 6208

Fax: 8557 7612



Aldinga Beach Children's Centre

"The best we can be"

Quality Improvement Plan 2018

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Service details

Service name		Service approval number			
Aldinga Beach Children's Centre for Early Childhood Development and Parenting.		Service Approval No: Provider Number: SE-40002013			
Primary contact at service					
Jane Moore					
Physical location of service		Physical location contact details			
Street:	1 Evans Street	Telephone:	85576208		
Suburb:	Aldinga Beach	Mobile:			
State/territory:	SA	Fax:	85577612		
Postcode:	5982	Email:			
Approved Provider		Nominated Supervisor			
Primary contact:	DECD Ms Anne-Marie Hayes	Name:	Jane Moore		
Telephone:	(08) 8226 3463	Telephone:	85576208		
Mobile:		Mobile:	0428525676		
Fax:	(08) 8226 0159	Fax:	85577612		
Email:	DECD.NQFEnquiries@sa.gov.au	Email:	Jane.moore766@schools.sa.edu.au		
Postal address (if different to physical location of service)					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.30	8.30	8.30	8.30	8.30
Closing time	3.15	3.15	3.15	3.15	3.15

Additional information about your service

Our centre is in his 5th year of operation. It is one of the Department for Education's Children's Centres for Early Childhood Development and Parenting. It has been placed specifically placed in the Aldinga area to support rapid growth within the area and to support vulnerable families.

AEDC data shows Aldinga and Sellicks have high vulnerability – especially in the physical domain.

SEIFA index shows the area is on the 16th percentile

The car park is accessed from Greenlees Parade.

The Kindy is closed during the usual SA School holidays and closes for 4 student free days a year.

The centre often remains open for other services and programs.

How are the children grouped at your service?

Our Kindy operates 2 groups. A Monday / Tuesday group and a Wednesday / Thursday group. Each group is then broken down into 3 smaller core primary care groups as a strategy to support deeper relationships and attachment with children and their families. Each learning group has a teacher and early childhood worker. Children spend at least some of each day in their group. Each group has a designated colour – with hats to match.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Jane Moore – Director

Service statement of philosophy



Aldinga Beach
**Children's
Centre**
for Early Childhood
Development and Parenting



Government
of South Australia

Our Vision

The dream we have for our birth-
7 School in the future

Creating a learning community,
where we work together, to be the
best we can be.



Our Purpose

Create positive relationships to become
active community members

Strengthen skills and build
pathways to become global citizens

Equip children to be powerful learners
in a safe, supportive environment

Encourage a sense of fun and play,
to nurture, educate and develop a
culture of success

Our Centre

Philosophy

Mantra

The best we can be

Teaching and Learning

Philosophy

Provide a safe and supportive
environment

View children as competent and
capable

Value the experiences and voice of the
child

Empower learners through
differentiation to meet learner's needs

Strengthen social and emotional
capabilities

Have high expectations

Develop stamina for learning

Work to continually improve

Develop partnerships with families
and community

Strengths Summary

Self review occurs at the end of each year as we reflect on our progress towards our intended goals and determine priorities for the new year. Progress is also monitored within various groups through the year including but not limited to – Kindy team, leadership team, Whole centre staff team and our Parent Committee.

Data and tools we use to assist in our review/ reflection includes

- Self review discussion record based on NQS Guide
- AEDC data
- Sustainability Audit
- Transition Rubric
- Parent surveys
- Reflect Respect Relate (RRR) Scale data
- Partnership Performance report
- Leadership Survey
- Psych health Survey
- Statements of Learning written for all children at the end of the previous year

Our site achieved an exceeding rating across all 7 areas of the NQS during 2016. In 2017 we were invited to join a two year Inquiry project with the Department of Education Inquiry to support working towards an excellence rating application.

We were also acknowledged for our outstanding work with community in 2017 as the winner of the Community Engagement category for the DECD Public education awards.

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QA1 Educational program and practice- Strengths
Theme 1: Practice is embedded in service operations Cycle of planning is evident using EYLF and literacy numeracy indicators.
Theme 2: Practice is informed by critical reflection All children have individual goals and plans developed with support from families and children
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA2 Children's health and safety Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA3 Physical environment- Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA4 Staffing arrangements- Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA5 Relationships with children- Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA6 Collaborative partnerships with families and communities - Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community
QA7 Leadership and service management- Strengths
Theme 1: Practice is embedded in service operations
Theme 2: Practice is informed by critical reflection
Theme 3: Practice is shaped by meaningful engagement with families and/or the community

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Improvement Priorities Summary

Improvement Priority 1:				
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
Goal 1: <i>Children and families who have experienced trauma will be supported by practices throughout our centre</i> Rationale: <i>High proportion of children and families identified as experiencing trauma – we decide as a team that we need to ensure our practice provides support not more trauma.</i>	Strategy 1: Staff build skills, knowledge and understanding about trauma through face to face learning, reading and putting new learning into practice.	<i>staff meeting with facilitator Matt Ball week 2 each term support from Tracey Hill FSC and Lauren Jew CDC provide time at least twice a term for reflective practice</i>	1.1.2 Child-centred 1.1.3 Program learning opportunities 1.2.2 Responsive teaching and scaffolding	Release time Staff meeting time Site Budget
	Strategy 2: Document agreed trauma informed practices	<i>By the end of term 4 2018</i>		Staff time with facilitators as a team

Improvement Priority 2:				
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
Goal 1:	Strategy 1:			
Rationale:	Strategy 2:			
Goal 2:	Strategy 1:			
Rationale:	Strategy 2:			

Improvement Priority 3:				
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
Goal 1:	Strategy 1:			
Rationale:	Strategy 2:			

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Improvement Priority 3:

Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
Goal 2:	Strategy 1:			
Rationale:	Strategy 2:			

The table has been included to allow you to copy / Paste standards and elements into other sections

Delete once improvement priorities are mapped to QA's Standards or elements

QA1 Educational Program and practice 1.1 Program 1.1.1 Approved learning framework 1.1.2 Child-centred 1.1.3 Program learning opportunities 1.2 Practice 1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 1.3 Assessment and planning 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 1.3.3 Information for families	QA2 Children's health and safety 2.1 Health 2.1.1 Wellbeing and comfort 2.1.2 Health practices and procedures 2.1.3 Healthy lifestyle 2.2 Safety 2.2.1 Supervision 2.2.2 Incident and emergency management 2.2.3 Child protection	QA3 Physical Environment 3.1 Design 3.1.1 Fit for purpose 3.1.2 Upkeep 3.2 Use 3.2.1 Inclusive environment 3.2.2 Resources support play- based learning 3.2.3 Environmentally responsible
QA4 Staffing arrangements 4.1 Staffing arrangements 4.1.1 Organisation of educators 4.1.2 Continuity of staff 4.2 Professionalism 4.2.1 Professional collaboration 4.2.2 Professional standards	QA5 Relationships with children 5.1 Relationships between educators and children 5.1.1 Positive educator to child interactions 5.1.2 Dignity and rights of the child 5.2 Relationships between children 5.2.1 Collaborative learning 5.2.2 Self-regulation	QA6 Collaborative partnerships with families and communities 6.1 Supportive relationships with families 6.1.1 Engagement with the service 6.1.2 Parent views are respected 6.1.3 Families are supported 6.2 Collaborative partnerships 6.2.1 Transitions 6.2.2 Access and participation 6.2.3 Community engagement
QA7 Governance and Leadership 7.1 Governance 7.1.1 Service philosophy and purpose 7.1.2 Management systems 7.1.3 Roles and responsibilities 7.2 Leadership 7.2.1 Continuous improvement 7.2.2 Educational leadership 7.2.3 Development of professionals		

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Improvement Priority 1:

Goal 1 *Try to write overarching goals in terms of outcomes for children and families
Outcomes for the site or educators can be described as success or progress measures for each strategy*

Rationale *What data / observations have led to this being identified as a priority*

Strategies	Timelines & responsibilities	Resourcing Required
<i>Strategies should include verbs- doing words- that describe new actions that you will take that are in addition to what you already do, no need to list existing good practice that will continue</i>	<i>When will this be actioned, who will lead & who will be involved</i>	<ul style="list-style-type: none"> • Release time for educators/leaders • Pupil free day • Site Budget allocation • Partnership budget allocation

Add rows for additional strategies

Links	QA1	QA2	QA3	QA4	QA5	QA6	QA7
Standards & Elements <i>Delete elements not applicable</i>	1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 1.3.1 1.3.2 1.3.3	2.1.1 2.1.2 2.1.3 2.2.1 2.2.2 2.2.3	3.1.1 3.1.2 3.2.1 3.2.2 3.2.3	4.1.1 4.1.2 4.2.1 4.2.2	5.1.1 5.1.2 5.2.1 5.2.2	6.1.1 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3	7.1.1 7.1.2 7.1.3 7.2.1 7.2.2 7.2.3

Links Exceeding Themes	Theme 1: Practice is embedded in service operations
	Theme 2: Practice is informed by critical reflection
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Success /Progress Measures
Indicate monitoring timeline

*Consider the 4 levels of outcomes (see below)
Targets can be set against*

- 1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)*
- 2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)*
- 3. Children's experiences (eg. increased complexity / creativity)*
- 4. Progress against EYLF Outcomes or IPNL*

Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy

Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations

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Improvement Priority 1:

Goal 2 *Try to write overarching goals in terms of outcomes for children and families
Outcomes for the site or educators can be described as success or progress measures for each strategy*

Rationale *What data / observations have led to this being identified as a priority*

Strategies	Timelines & responsibilities	Resourcing Required
<i>Strategies should include verbs- doing words- that describe new actions that you will take that are in addition to what you already do, no need to list existing good practice that will continue</i>	<i>When will this be actioned, who will lead & who will be involved</i>	<ul style="list-style-type: none"> • Release time for educators/leaders • Pupil free day • Site Budget allocation • Partnership budget allocation

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*Consider the 4 levels of outcomes (see below)
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Copy/Paste additional tables if there are more goals and/ or strategies in each priority

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Improvement Priority 2:							
Goal 1	<i>Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy</i>						
Rationale	<i>What data / observations have led to this being identified as a priority</i>						
Strategies				Timelines & responsibilities		Resourcing Required	
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	1.2.1	1.2.2	2.1.3	3.2.1	4.2.1	5.2.1	6.1.3
	1.2.3		2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1
	1.3.1	1.3.2	2.2.2	3.2.3			6.2.2
	1.3.3		2.2.3				6.2.3
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	1.2.1	1.2.2	2.1.3	3.2.1	4.2.1	5.2.1	6.1.3
	1.2.3		2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1
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Improvement Priority 3 :

Goal 1	<i>Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy</i>
---------------	--

Rationale	<i>What data / observations have led to this being identified as a priority</i>
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Strategies	Timelines & responsibilities	Resourcing Required
<i>Strategies should include verbs- doing words- that describe new actions that you will take that are in addition to what you already do, no need to list existing good practice that will continue</i>	<i>When will this be actioned, who will lead & who will be involved</i>	<ul style="list-style-type: none"> <i>Release time for educators/leaders</i> <i>Pupil free day</i> <i>Site Budget allocation</i> <i>Partnership budget allocation</i>

Add rows for additional strategies

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Links	Theme 1: Practice is embedded in service operations	
Exceeding Themes	Theme 2: Practice is informed by critical reflection	
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Success /Progress Measures <i>Indicate monitoring timeline</i>	<i>Consider the 4 levels of outcomes (see below) Targets can be set against</i> <ol style="list-style-type: none"> 1. <i>Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)</i> 2. <i>Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)</i> 3. <i>Children's experiences (eg. increased complexity / creativity)</i> 4. <i>Progress against EYLF Outcomes or IPNL</i> <i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i>
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Recommendations

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Improvement Priority 3 :

Goal 2	<i>Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy</i>
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Strategies	Timelines & responsibilities	Resourcing Required
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	1.1.3	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2
Delete elements	1.2.1 1.2.2	2.1.3	3.2.1	4.2.1	5.2.1	6.1.3	7.1.3
not applicable	1.2.3	2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1	7.2.1
	1.3.1 1.3.2	2.2.2	3.2.3			6.2.2	7.2.2
	1.3.3	2.2.3				6.2.3	7.2.3

Links	Theme 1: Practice is embedded in service operations	
Exceeding Themes	Theme 2: Practice is informed by critical reflection	
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community	

Success /Progress Measures	<i>Consider the 4 levels of outcomes (see below)</i> <i>Targets can be set against</i> <ol style="list-style-type: none"> 5. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs) 6. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity) 7. Children's experiences (eg. increased complexity / creativity) 8. Progress against EYLF Outcomes or IPNL <i>Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agreed process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy</i>
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Recommendations

Copy/Paste additional tables if there are more goals and/ or strategies in each priority