

## Key priorities and outcomes:

**QA1:** Every child and family have a voice within the centre. Each child is represented in the program and documentation. ONGOING.

**Outcome:** ILPs for every child. Question of the month at parent sign in. Programming, observation and documentation adjustments – ongoing.

**QA4:** Greater Collaboration and communication between staff team; therefor increasing staff professional relationships. ONGOING.

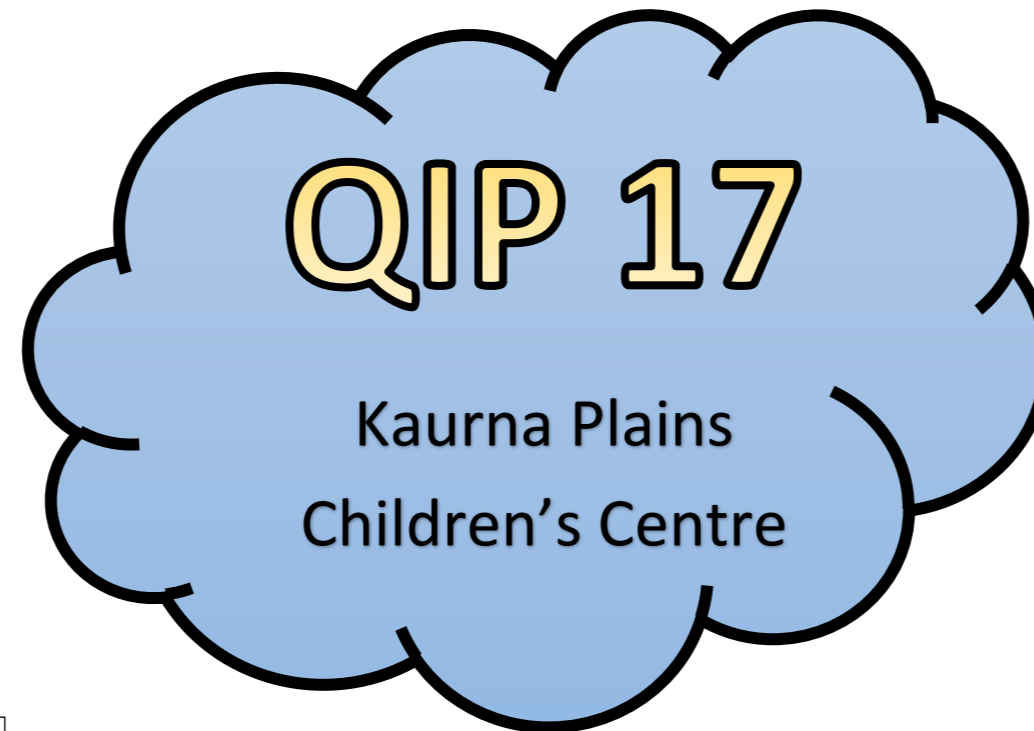
**Outcome:** This is ongoing critical reflection and reviewing the processes used. Director attended COACHING Professional Development. Break down job description of all staff. Team building activities between buildings. New staff in 2018. Review 2017 process and improve for 2018.

**QA6:** To have a culturally appropriate whole site enrolment process with up to date paperwork. WORK IN PROGRESS.

**Outcome:** This was not achieved as there were higher priorities. This goal was started and will be carried forward to 2018.

**QA2:** Procedures and policies surrounding health and hygiene in the kindy need to be reviewed and updated. All staff aware of child medical issues. ACHIEVED. Children and families have an understanding of healthy foods which are beneficial to their wellbeing. ONGOING

**Outcome:** Healthy eating – ongoing with new families. Healthy eating program carried forward to 2018.



**QA7:** More detailed clear updated induction information to be readily available to new and current staff. WORK IN PROGRESS.

**Outcome:** Working group needed for this. Director to delegate and not take on everything alone. The goal was started but not complete due to time, and higher priorities. This task will be carried forward to 2018.

**QA3:** Outdoor and indoor environment to be culturally appropriate and visually appealing and safe for children and families. ACHIEVED. Sustainable practices are embedded in service operations. ONGOING.

**Outcome:** New outdoor learning upgrades complete. Lots of positive feedback from children and community. Sustainable practices carried forward to 2018.

**QA5:** A culturally appropriate individual behaviour management plan for each child developed in conjunction with child, family and staff. Promote child self-regulation. Trauma training for staff. ONGOING.

**Outcome:** SMART training for staff. Say what you see strategies in the kindergarten. Stronger relationships with families. New children and new staff for 2018. Ongoing.

### **NQS Assessment term 1 2017**

Exceeding in ALL 7 areas. This was a huge achievement for staff, community and children.

Ongoing critical reflection and improvement processes. Review improvement process for 2018 – critically review the process and change to achieve improvements. What worked well and why? What didn't work well and why? What can we do differently next year and why?

## Key priorities and outcomes:

**QA1:** Develop a successful planning, programming, documentation cycle with ongoing critical reflection. Increase Oral language outcomes for children.

**Strategies:** Observe other sites programming to gain ideas – PD on programming and documentation. Ongoing critical reflection. Oral language – AFLS project, LDAR project, Yakka Tracker. Staff PD on oral language. Support Services 1:1 oral language programs. Group Times. Daily deep meaningful conversations educator:child.

**QA2:** Policies and Procedures – Health and Hygiene to be reviewed. Children’s healthy food choices. Child Protection curriculum focus

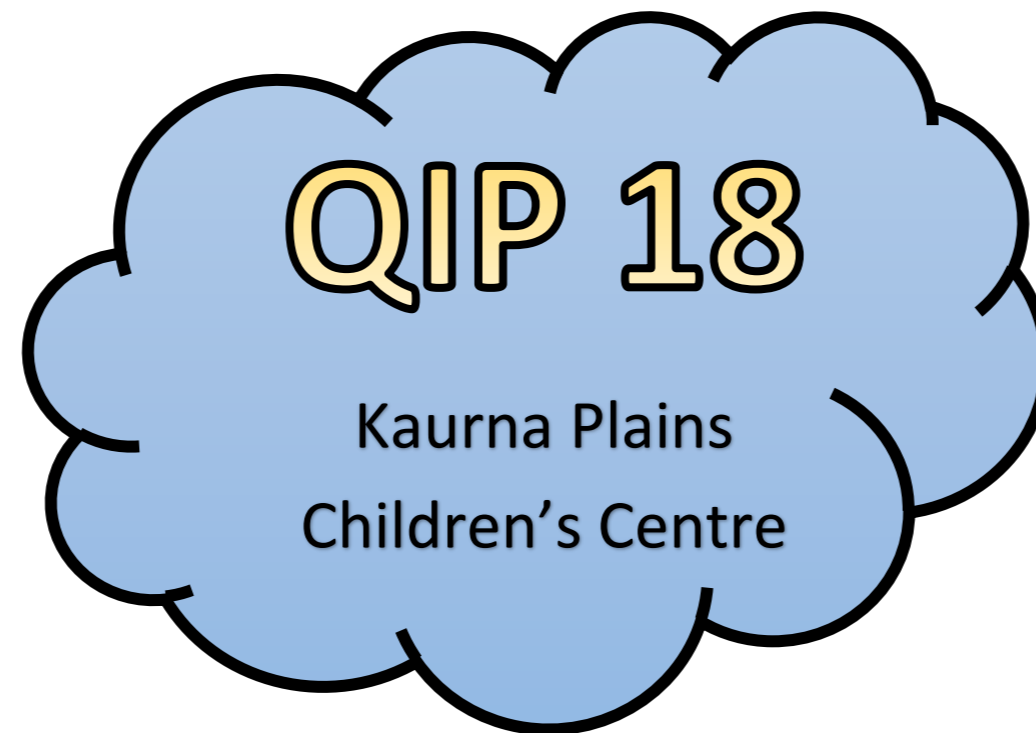
**Strategies:** Delegating policies and procedures to staff groups. Timetable to review each one. Healthy food choices; educating children and parents. Lunchbox rule – one piece of fruit or veg and a sandwich – No stacks. Kindy to provide healthy snacks – delegate to kindy staff.

**QA3:** Sustainability practices. NQS upgrades 2018

**Strategies:** NQS upgrades timelines. Follow up with department. Involve and inform community. Sustainability project within the kindy – delegate to staff. Excursions, worm farms, recycling etc.

**QA4:** Management, educators and staff work with mutual respect and collaboratively. Learning from each other and recognising each other’s strengths and skills.

**Strategies:** Barrier: two separate buildings. Solution: staff team building activities on a term basis. Break down job descriptions of all staff. Highlight staff strengths and skills. Leadership member from the kindergarten.



**QA5:** Promote self-regulation in children. ILPs for each child. Staff trauma training.

**Strategies:** Say what you see strategy. Child protection curriculum – feelings. Group time puppet play. Staff training – Berry Street, SMART training. Investigate behaviour management strategies. Develop individual behaviour management plans for children in need in collaboration with families.

**QA6:** Enrolment policy – including waiting list procedures

**Strategies:** Delegate into sections with working group. Procedures to be drafted by staff and presented to governing council for community input. Develop a centre parent information/enrolment book.

**QA7:** To develop an effective self-assessment and quality improvement process. Comprehensive staff induction process.

**Strategies:** Working groups for each goal. Director to delegate. Review self-assessment process from 2017 – what were the strengths and why? What were the weaknesses and why? How can we improve? Delegate closure days for mid-year site review and end of year review and forward planning for 2019.

### **NQS/QIP Review Process**

From critical reflection of last years NQS/QIP site processes, this year we will develop working groups for each area. We will more regularly check in at each staff meeting on how goals are travelling. This year the QIP will be more visual for all staff to participate in. Closure days will be dedicated to mid-year reflection and end of year review.

2017

2018

NQS Assessment –  
EXCEEDING all 7 areas

PROMOTING SELF REGULATION –  
Scaffolding staff

Transition process – Kindy to  
School – stronger relationships –  
Transition to school Rubric

Trauma Informed Practices  
Berry Street, SMART training,  
Cultural awareness

# Major Improvements

Kaurna Plains Children's  
Centre

ORAL LANGAUGE – Major  
improvement with AFLS project

ORAL LANGAUGE – ongoing AFLS Project,  
LDAR Project, Nature play Project

Cultural outdoor learning  
environment upgrades

More engaged with Literacy &  
Numeracy Indicators



ORAL LANGAUGE

PROMOTING SELF

REGULATION

TRAUMA INFORMED

PRACTICES

CULTURAL AWARENESS

COMMUNITY VOICE

COHESIVE TEAM

Kurna Plains Children's Centre Priorities	DECD Strategic Plan (2017)	Elizabeth Partnership Priorities
<p>Developing children's Oral Language through nature play and deep and meaningful conversations. The power of listening.</p>	<ul style="list-style-type: none"> <li>- <i>Students have strong numeracy and literacy skills</i></li> <li>- <i>Children have a strong start in life</i></li> <li>- <i>Educational achievement regardless of student background - Students attend school and stay engaged</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Develop a partnership wide approach to monitoring and supporting Aboriginal learners from early years to SACE completion. Developed with a focus on identifying and implementing high impact strategies to support ATSI learners in literacy and numeracy.</i></li> <li>- <i>Lisa Burman: Embedding Nature Pedagogy</i></li> </ul>
<p>Improving children's Self-Regulation skills. Upskilling staff with challenging behaviours. Staff must be aware of Cultural awareness and knowledge of Trauma when interacting with children.</p>	<ul style="list-style-type: none"> <li>- <i>High achievement is supported by quality teaching and leadership</i></li> <li>- <i>Children have a strong start in life</i></li> <li>- <i>Educational achievement regardless of student background</i></li> <li>- <i>Children have a strong, supportive start to life and learning.</i></li> <li>- <i>We will work towards partnerships with families, in the community and across the world to support our children and young people.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Understand what the high impact strategies/new approaches are across the partnership, and whether and how they can be applied more generally. Powerful learning including positive education, Berry Street Education Model and Trauma informed practices.</i></li> <li>- <i>Building Teacher Capacity Working Group to share high impact strategies</i></li> </ul>
<p>Cohesive Team across the Children's Centre – Kindy staff and Community staff working together for shared common goals. Working together with community – They know their children best.</p>	<ul style="list-style-type: none"> <li>- <i>High achievement is supported by quality teaching and leadership - All children receive a quality education, whatever their circumstances. We want to close the gap in outcomes for children and young people.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Build a coherent approach to engaging parents and community in learning.</i></li> </ul>