

2023

# Quality Improvement Plan for Lockleys Children's Centre

Site number:

5630



## Service name

Lockleys Children's Centre for Early Childhood Development and Parenting

## Service address

57 Malurus Ave Lockleys

## Service approval number

SE - 40001710

## Acknowledgment of Country

We acknowledge the **Kaurna** people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

# Service context

Lockleys Children's Centre for Early Childhood Development and Parenting (LCC) is one of 42 Department for Education Children's Centres offering a range of education, care and family and community programs. It is a stand alone centre, co-located with Lockleys North primary School. LCC opened in purpose-built facilities in 2014 but has long and proud history of serving generations of children and families in western Adelaide. The kindergarten program is over 70 years old and prior to becoming a children's centre operated as a stand alone kindergarten. The preschool offers 15 hours of preschool education to 66 children per week with children split into two groups, Cassowary (Monday and Tuesday) and Emu (Wednesday and Thursday). In 2023 children will attend from 8am-3pm two days per week plus an additional two full days per term, per group, offered on a Friday.

Lockleys Children's Centre has been assigned a category ranking of disadvantage of 2. The LCC preschool is a diverse mix of Anglo-Australian families, newly arrived immigrant families along with a large proportion of second and third generation migrant families, the majority with a Greek or Italian background. In 2022, approximately 25% of children in the preschool have a culturally diverse background, with approximately 18% speaking English as a second language. A number of Indian languages are spoken along with Arabic, Amharic and Korean.

As a children's centre, LCC offers a number of other services and programs to support young children and their families:

- occasional care operates two morning per week with two sessions for under 2s and two sessions for over 2s each week, offered simultaneously. Families are able to book sessions week to week but children who meet the priority criteria as determined by the Department for Education are able to attend weekly sessions.
- Playgroups are an important service offering. During 2022 a universal 0-5 years playgroup has been offered once per week along with a separate weekly Baby playgroup (pre-walkers). In 2023 LCC has been allocated a Learning Together playgroup co-ordinator to support the playgroup and increase the service quality as part of a department for education reform of Learning Together at Home.
- as a children's centre we have a Community Development Coordinator whose role is to connect families to services both within and outside the centre. In collaboration with the centre director, services and programs are offered throughout the year eg parenting programs, information sessions etc.
- Allied Health (Women's and Children's Health Network) offers occupational therapy and speech pathology services by referral to young children in the community (birth- 3 years).
- Child and Family Health Service (CaFHS) have recently returned to the centre (on hiatus due to COVID) and offered an early parenting group to new parents.

## Improvement goals:

**Goal 1 - To extend each child's ability to communicate their ideas, feelings and thoughts and to listen and respond to the ideas of others. (speaking and listening)**

**Goal 2 - Increase children's ability to understand and manage their emotions, behaviour and attention to develop and maintain social relationships with others.**

The 2023 Preschool Quality Improvement Plan was developed using a range of processes and data analysis and included all members of the preschool team as well as other key staff members such as the Administration Officer and the Community Development Coordinator who offered unique perspectives.

Activities and actions included:

- 2022 PQIP review: notes gathered throughout the year, (stage 4) and the end of year review (step 5)
- analysis of data sets such as child learning goals, PASM, child portfolios, educator documentation, AEDC data, statements of learning etc
- year in review staff perception data: process collected data on all aspects of centre operation, teaching and learning (what worked, what didn't, achievements, possible goals for 2023 etc) and provided opportunities for focussed discussions
- self-assessment process against the National Quality Standards

# Statement of Philosophy

## **Our vision is for all children to develop to their full potential and become lifelong learners**

Lockleys Children's Centre provides high quality early childhood programs to the community. We acknowledge each family as their child's first educators and welcome the diversity and experiences that children and families bring with them.

We value:

The Kurna people and their continued significant culture

Play as a means of children making sense of their world

Meaningful relationships as a crucial aspect of a supportive learning environment for all

Children as competent, capable, active participants who inform the curriculum

The rich diversity of cultures represented in our community

Environmental awareness and connection with the natural world for a sustainable future.

We will:

Give children time to play and respond to their environment in their own way

Foster each child's learning dispositions through a play based curriculum in a fun, challenging and safe learning environment

Build positive relationships with children and families to help children develop a sense of identity and belonging

Promote meaningful relationships between children, families and educators

Offer opportunities where children can engage with, respect and take responsibility for the natural world

Welcome diversity with respect and inclusiveness

Teach with intention and purpose to support all children to be successful learners.

(Last reviewed September 2021)

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 1: Educational Program and Practice

### **Practice is embedded in service operations:**

- Educators draw on their knowledge of child development, observations of children and conversations with children and families, together with the EYLF to plan for each child, recognising their individual needs, interests, culture and development.
- Educators work collaboratively to ensure that children's learning is facilitated through play based learning and intentional teaching.

### **Practice is informed by critical reflection:**

- Educators critically reflect as a team, in small groups and individually at daily reflection, weekly staff meetings, pupil free days and individual non-contact time as well as informally at various points throughout the day and week. Educators share their knowledge, ideas and experience.

### **Practice is shaped by meaningful engagement with families and/or the community:**

- Educators create a friendly and inclusive environment so that all children and families feel welcome and valued. Educators create strong connections with families providing a base for genuine and trusting relationships that enables sharing of goals, aspirations and concerns.
- Educators recognise parents as their child's first educator and partner with families to engage them in their child's learning.
- Families are offered a range of opportunities to meet with educators to discuss their child's learning, development, interests, needs and concerns.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 2: Children's Health and Safety

### **Practice is embedded in service operations:**

- Safety is paramount with consideration always given to supervision. Ratios are maintained throughout the day with additional staff employed to support lunch breaks. Educators monitor where children are playing and move accordingly.
- During the enrolment process, all health needs are documented along with relevant plans. Health concerns are addressed, and parents whose children have specific needs are encouraged to discuss their needs at enrolment and induction/orientation meetings. Reports and health care plans are requested and documented on EMS with relevant reports and plans printed and made available to educators prior to children attending.
- Procedures are in place to manage accidents and incidents as they occur. This includes reporting to families – verbally or in writing and reporting to the DfE via IRMS. Documented procedures for the reporting of accidents and incidents are in place and reviewed regularly with changes or improvements being acted on as soon as possible.
- Educators undertake safety and risk assessments, particularly when introducing a new resource. Risk assessments are undertaken both with educators and children.

### **Practice is informed by critical reflection:**

- Educators reflect collaboratively on health and safety related incidents. This occurs daily, through program/staff meetings and also long term planning, making necessary changes to practice and the environment to support individual children's needs. Emergency management procedures are regularly reviewed with practice of both invacuation and evacuation occurring each term with critical reflection occurring after each to identify any issues.

### **Practice is shaped by meaningful engagement with families and/or the community:**

- Information sessions and transition visits held prior to new children commencing, provide families with the opportunity to meet with educators and ask questions or share concerns regarding health needs or concerns about the preschool environment. All educators actively engage with families about their concerns and raise awareness of issues impacting child safety with families and the community, including in the context of child protection.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 3: Physical Environment

### Practice is embedded in service operations:

- Children are encouraged to be respectful of our equipment and take care in how they use it to keep themselves and others safe. Risk assessments are conducted with the children to assist all children to understand expectations for use of our shared spaces.
- The daily timetable is flexible to encourage and support children's interests and engagement. Staff plan where to offer experiences that maximise engagement, giving children autonomy and choice in their learning. Learning experiences are designed with relationships in mind and may be set up for two children or for a small group to encourage language and communication.
- Children are encouraged to be environmentally responsible and educators offer a wide range of sustainability initiatives such as reducing water usage and food wrapping through to composting food scraps in our worm farm, then harvesting the 'worm wee' to use as fertilizer for the vegetable garden. Practices and processes are embedded in the daily routine and children take responsibility for their implementation such as placing food scraps in the right bin, sorting recycling, collecting rubbish and watering the plants and garden.

### Practice is informed by critical reflection:

- Educators regularly review the range of resources that are offered to ensure that they can be used flexibly to encourage children's exploration and engagement. Educators ensure these resources can be accessed by children and can be used in a manner that suits their interest and learning styles. Educators consider their role in supporting children's play and are thoughtful about when to offer adjuncts to support their play and when to leave children to self-direct.
- Educators consider the physical environment and how this may impact on children with sensory processing difficulties, autism etc and their ability to self-regulate and participate in the curriculum. Educators ensure the environment is calming, with easy access to sensory toys and spaces for children to withdraw to when required such as the sensory cube or the library.

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

- We understand our local community and recognise that not all families have access to outdoor space for children to explore. Supporting children's physical activity is an integral part of our educational program and is intentionally planned for as well as spontaneous. The outdoor area is not very large and does not support some types of play. Access to the school oval adjacent to the preschool enables educators to plan for different types of active physical play, such as using big movements, eg running, ball games etc.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 4: Staffing Arrangements

### **Practice is embedded in service operations:**

- Every effort is made to ensure consistent staff to enable children to develop and maintain relationships. Regular relief staff are utilised where possible when core staff are absent. Rosters ensures that correct staff ratios are maintained and responsibilities are made clear.
- Support workers are employed to ensure children with learning, language or developmental needs are fully included in the program.

### **Practice is informed by critical reflection:**

- Educators work as a collaborative team that recognise and build on each other's strengths. Educators are confident to discuss their own practice, to seek advice and support from colleagues, share challenges in their work and to identify any areas of new learning they may need.
- The education team includes a range of educators with varying years of experience. More experienced educators willingly mentor less experienced educators, sharing experience, knowledge, expertise and seek to involve the team in robust conversations.

### **Practice is shaped by meaningful engagement with families and/or the community:**

- The centre has a community development coordinator who works with the centre and it's surrounding community, to connect children and families to services and programs which are offered at the centre in response to identified community need and interest. This leads to continuity of engagement with our centre as families access playgroup, occasional care and preschool for their children. Available information, parents workshops and services are based on current research, evidence and best practice.
- Cultural and linguistic support is provided to families and children through the employment of bilingual early childhood workers and access to interpreting and translating services. Bilingual workers provide a critical role, with children and families, enabling us to develop relationships and communicate effectively.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 5: Relationships with Children

### **Practice is embedded in service operations:**

- Educators invest in developing relationships with all children to enable them to have a supported transition to preschool so they can feel confident and secure.
- Educators actively foster children's sense of well-being and belonging by inviting, acknowledging and validating children's voice and agency, as well as recognising the prior learning they bring to preschool. This approach supports children to develop important dispositions for learning and life and enables them to experience success at preschool. This is demonstrated when children confidently share their knowledge with educators and peers and express their ideas and feelings.
- Educators show respect for children by using calm and friendly voices, maintaining eye contact, listening to what they have to say, moving to quieter spaces to have conversations with children and getting down on the child's physical level. The strength of this practice is evident when children are comfortable approaching educators, asking for help or support or sharing their thoughts and ideas.
- Educators support children to express their feelings appropriately. Educators acknowledge that children can feel big emotions and may need adult support to express these feelings appropriately. Educators sensitively and respectfully invite children to take responsibility for their own behaviour and this is supported by providing consistent expectations.

### **Practice is informed by critical reflection:**

- Educators reflect on their relationships with children as a way to understand how well they are catering to the child's learning and development needs.
- Educators critically reflect on children's behaviour and their emotional and social development and the best strategies to support each child's development based on the latest research, is evidence informed.

### **Practice is shaped by meaningful engagement with families and/or the community:**

- Partnerships with parents and the development of genuine relationships with families are central to ensuring the development of strong early relationships between educators and children.
- Educators actively talk and interact with parents on a daily basis at drop off and pick up times and also through events such as family nights and orientation sessions, formal parent-teacher interviews and requests for meetings which may be initiated by the parent or an educator.
- The centre sensitively assists parents to access specialist support and advice for managing their children's behaviour



# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 6: Collaborative Partnerships with Families and Communities

### Practice is embedded in service operations:

- Parents are informed about the ways they can get involved in our centre and are encouraged to do so in any way that works for them. This may include assisting in our programs, volunteering on excursions or by sharing their culture, language or skills with the children. All parents receive a formal invitation to consider joining our Governing Council to lead the management and operation of the centre and make plans and decisions for a sustainable future for the centre.
- We recognise that beginning preschool is a time of significant change for children and families. Parents are the most influential educators of their children and the most effective learning happens when families and preschool educators work in partnership. We understand that as individuals, each child responds to change and transition in their own way and we cater for each families' needs by offering additional transition sessions and supports as needed. Additionally, with appropriate consent we share information with other service providers that are working with the child and family to ensure a smooth transition.
- The centre provide parents with access to parenting advice and support, child health information, access to workshops and specialist services and supports as needed to help them in their parenting role. Our Community Development Coordinator offers a comprehensive timetable of sessions and events that are available to parents, families and the wider community, enabling information sharing, engagement and connection with other families in the local area.

### Practice is informed by critical reflection:

- By reflecting on children's learning progress, educators identify where there is any additional support that child and families might need to enable their child to achieve their best possible learning outcomes. Educators are respectful and thoughtful about approaching parents with any concerns they may have about the progress of a child's learning and development and consult each other about the best way to do this.
- Educators actively consider how they are engaging with CALD families and take active steps to ensure they engage parents both in the centre, and in their children's learning. Educators identify any personal skills and knowledge that may need strengthening in this regard.

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

- The centre conducts an independent annual survey of parents where parents may anonymously provide feedback about the centre and the degree to which is it meeting their child's learning needs. The outcomes of this survey are reported to families and the feedback is used to improve our services and inform planning and decision making.
- Parents are able to raise any concerns or complaints they may have. They are provided with information about how to raise any issues or concerns at enrolment.
- The Community Development Coordinator is involved in building the parenting capacity of all families within the local community through various targeted projects, networks and activities that support active participation of community members and increase a sense of belonging for families.

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

## Quality Area 7: Governance and Leadership

### **Practice is embedded in service operations:**

- The centre has a comprehensive framework of policies, procedures and processes that ensure the effective operation of the centre in all areas. Our approach to risk management, emergency management, work health and safety, building and grounds maintenance is documented, planned, prioritised and scheduled.
- A comprehensive induction process is in place for staff which ensures they understand their roles and requirement to comply with standards and expectations.
- The centre's Governing Council takes responsibility for the management and oversight of the centre and its operations, roles and responsibilities are outlined in its constitution. The Governing Council's role is framed by a delegations framework which articulates its decision making authority for the budget, resource allocations, policies, procedures and planning. The Governing Council approves the budget on an annual basis ensuring that resources are directed towards achieving its directions and outcomes for children.
- The Director provides support, guidance, mentoring and professional development for the educational leaders who take the lead role in the children's learning program.

### **Practice is informed by critical reflection:**

- Educators regularly reflect on whether our practices are in line with the philosophy and support each other to critically examine whether we are doing what we say we do. Educators are involved in the reviewing and updating of centre policies and procedures, providing opportunities to critically reflect on current practices and to ensure the understanding of roles, responsibilities, risks and risk mitigation strategies.
- Organisational culture is monitored annually through the Perspective survey and the results are shared with staff and the Governing Council

### **Practice is shaped by meaningful engagement with families and/or the community:**

- All parents are provided with the opportunity to nominate to join the governing council as a member or to attend meetings as an observer. Key discussion points are shared more broadly with the children's centre community.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Lockleys Children's Centre

**Goal 1: To extend each child's ability to communicate their ideas, feelings and thoughts and to listen and respond to the ideas of others. (speaking and listening)**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we develop a consistent whole site approach to developing speaking and listening skills, using an inquiry approach to learning then we will develop children's ability to communicate their ideas, feelings and thoughts and to listen and build on the ideas of others.

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

#### We will see, hear and document:

- children using increasingly complex language to share thoughts, ideas and feelings (expressive language)
- children increasingly listening to each other and educators (waiting for a turn to speak, responding to others, building on each others ideas)
- children becoming more aware of (phonological awareness; rhyming, syllables, initial sounds)
- children involved in inquiry projects where they will work with others to solve a problem, clarify a concept, develop and extend their understandings
- children working 'on topic' for extended periods of time



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will participate in professional development in the areas of speaking and listening, shared sustained thinking, intentional teaching and inquiry learning.	QA 1 Standards 1.1, 1.2, 1.3 Element 7.2.1	Week 0 staff meeting. Overview, share key resources.	Nadia to lead professional learning, share resources with education team. All educators are responsible for the implementation of agreed strategies and approaches.	<b>Department for Education resources:</b> <ul style="list-style-type: none"> <li>- Preschool Curriculum resources + new to be released in 2023</li> <li>- EDi: Actions for leaders and Actions for educator resources</li> <li>- Preschool literacy guidebooks.</li> <li>- DE best practice literacy papers</li> <li>- Literacy summit resources (videos)</li> </ul> <p>*REAIE: Reggio Emilia approach</p>



				<p>*SSS, Speech pathologist Lachlan Davidson</p> <p>*SSTEWS Scale</p> <p>*ECERS-R</p> <p>*2023 Budget line: 4 TRT days backfill for teachers and purchasing of resources (approx. \$3000)</p>
<b>Educators will use data sets/tools to plan track and monitor all children's learning eg SSTEWS scale, ECERS- R, site developed data sets, PASM, pedagogical documentation</b>	QA 1 Standards 1.1, 1.2, 1.3 Element 7.2.1	Initial data collection completed by: week 7, term 1	All educators will participate in the collection and analysis of data. All educators will use the cycle of planning to support curriculum decision-making.	As above Yakka Trakka Talking Literacy
<b>Educators will engage families in home learning by sharing information about how to support their child's speaking and listening skills through: newsletters, articles, workshops, conversations, See Saw posts, parent interviews, individual conversations etc</b>	Element 1.3.3 Standard 6.1 Element 6.2.2	Ongoing throughout the year	All educators will be able to confidently talk with families about their child's language development and strategies for supporting speaking and listening.	As above
<b>Educators will use shared sustained thinking strategies to extend children's thinking and learning and extend vocabulary by using an inquiry approach to develop the curriculum</b>	QA 1 Standards 1.1, 1.2, 1.3	Ongoing, all year	All educators will be familiar with strategies to support sustained shared thinking and will be implementing these daily in interactions with children	As above
Educators will identify new vocabulary based on inquiry projects and the curriculum (including goal 2 self-regulation) and will explicitly teach these words using strategies such as establishing a dynamic word wall to share these with children, families and educators. The environment will be set up to support children's understanding and use of new vocabulary.	QA 1 Standards 1.1, 1.2, 1.3	Ongoing, all year	All educators will take responsibility for identifying new vocabulary, devise experiences to support children's understanding and use of new words.	As above




**TERM 1 REVIEW**

**Goal 1: To extend each child's ability to communicate their ideas, feelings and thoughts and to listen and respond to the ideas of others. (speaking and listening)**



**STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions		On track	<b>Evidence</b>  Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Educators will participate in professional development in the areas of speaking and listening, shared sustained thinking, intentional teaching and inquiry learning.		Lachlan Davidson and Deanne Stephanos – visuals workshop for team.	<ul style="list-style-type: none"><li>- Further research into how to support listening skills eg games etc</li><li>- Share copies of Lachlan’s power points from 2022 to support increased focus on vocabulary development</li><li>- Nadia to present inquiry/Reggio power point at staff meeting</li><li>- Workshops in term 2 with Alexandra Music strategy to support literacy focus through music</li></ul>	
Educators will use data sets/tools to plan track and monitor all children’s learning eg SSTEW scale, ECERS- R, site developed data sets, PASM, pedagogical documentation		PASM – completed in term 1 but needs to be added to spreadsheet – Maria to complete Small groups focus on rhyming	<ul style="list-style-type: none"><li>- Release time for Sarah and Karen to complete Talking Literacy data collection early in term 2 + self regulation perception data</li><li>- Wendi – to support with data collection on Wednesdays</li><li>- Review data collection – are we trying to do too much?</li></ul>	

<b>Educators will engage families in home learning by sharing information about how to support their child's speaking and listening skills through: newsletters, articles, workshops, conversations, See Saw posts, parent interviews, individual conversations etc</b>		Initial information has been shared in newsletters but needs to be much more targeted.	Selection of articles and handouts to be sourced and collated ready to distribute to families every 2 weeks as well ongoing in newsletters, parent/teacher interviews, individual conversations
<b>Educators will use shared sustained thinking strategies to extend children's thinking and learning and extend vocabulary by using an inquiry approach to develop the curriculum</b>		Inquiry learning hasn't happened in term 1 as we worked to settle children into the routine and how to operate in the preschool environment, developing relationships with adults and peers	Term overview developed to support inquiry approach "Looking after our world, looking after each other". Varying levels of understanding and experience – Nadia to run session at staff meeting.
<b>Educators will identify new vocabulary based on inquiry projects and the curriculum (including goal 2 self-regulation) and will explicitly teach these words using strategies such as establishing a dynamic word wall to share these will children, families and educators. The environment will be set up to support children's understanding and use of new vocabulary.</b>		As above	As above

**Goal 1: To extend each child's ability to communicate their ideas, feelings and thoughts and to listen and respond to the ideas of others. (speaking and listening)**



**STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our goal?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

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

Click or tap here to enter text.

# Learning Improvement Plan – Goal 2



## STEP 1 Analyse and Prioritise

Site name: Lockleys  
Children's Centre

**Goal 2:** Increase children's ability to understand and manage their emotions, behaviour and attention to develop and maintain social relationships with others.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we implement a whole site approach to self regulation (explicit teaching, modelling and coaching) then children will be able to understand, communicate and manage their emotions and behaviour and increase their attention.

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

#### We will see, hear and document:

- children naming their feelings and emotions
- children identifying the feelings of others
- children selecting appropriate strategies to support themselves to manage their feelings and behaviour
- an increase in their ability to concentrate in the learning environment
- an increase in children's resilience
- a decrease in the number of children requiring adult support to manage big emotions (over time)
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## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will participate in professional learning about how to develop and support self regulation in young children.	QA 5 Standard 5.1 Standard 5.2	Week 0 staff meeting. Overview, share key resources.	Nadia to lead professional learning, share resources with education team. All educators are responsible for the implementation of agreed strategies and approaches.	*Portfolio Occupational therapy project  *DE curriculum resources (specifically emotional, social and language domains)



				<p>*DE Self-regulation Services including PLINK online courses for team professional learning</p> <p>* Zones of regulation resources (EDi, PLINK and resources developed at IFCC)</p> <p>*Emma Durdin – IFCC resources (2023 Budget: TRT backfill for Emma x 2 days, approx. \$1200)</p>
<b>Educators will implement the Zones of Regulation approach in daily interactions with children and through curriculum planning and implementation</b>	QA 5 Standard 5.1 Standard 5.2	Week 5 begin implementation	All educators will use concepts from the Zones of Regulation approach in daily conversations to support children's understanding of the zones and with time strategies they can utilise.	As above
Teachers will use planned small group times to explicitly teach the Zones of Regulation alongside the Child Protection curriculum	QA 1 Standards 1.1, 1.2, 1.3 Element 7.2.1 Element 7.2.2	Week 3 start with child protection curriculum then ZOR	Teachers will explicitly teach their small groups about the ZOR, making connections with the Child Protection Curriculum. Children will also be taught different strategies they can utilise to move from one zone to another.	As above  Scope and sequence developed by Emma Durdin
Educators will engage families in home learning by sharing information about how to support their child's self-regulation skills through: newsletters, articles, workshops, conversations, See Saw posts, parent interviews, individual conversations etc	Element 1.3.3 Standard 6.1 Element 6.2.2	Ongoing throughout the year	All educators will be able to confidently talk with families about their child's emotional and social development and strategies for supporting development at home and preschool.	As above Community Development Coordinator (parenting programs)






Educators will use visuals to support children's understanding and ability to communicate with others, especially for those children with communication difficulties.	Element 6.2.2			Lachlan Davidson (speech pathologist)
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**TERM 1 REVIEW**

**Goal 2:** Increase children's ability to understand and manage their emotions, behaviour and attention to develop and maintain social relationships with others.



**STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	 On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Educators will participate in professional learning about how to develop and support self regulation in young children.		<ul style="list-style-type: none"> <li>OT partnership days</li> <li>PLINK PD regulation and sensory processing</li> <li>Visuals PD</li> <li>Strategies to support children to make active choices to use the cube, quiet spaces</li> </ul> Above has resulting increased confidence with educators have more strategies to support children	<b>Zones of Regulation</b> – professional learning in term 2, support from Belinda, application for grant completed  Coaching and mentoring from Belinda Involvement in OT project
Educators will implement the Zones of Regulation approach in daily interactions		Zones of Regulation PD in term 2	Continuing focus on naming emotions, connection children to their emotions and strategies to support regulation.

<b>with children and through curriculum planning and implementation</b>			
<b>Teachers will use planned small group times to explicitly teach the Zones of Regulation alongside the Child Protection curriculum</b>		Term 2	As above
<b>Educators will engage families in home learning by sharing information about how to support their child's self-regulation and skills through: newsletters, articles, workshops, conversations, See Saw posts, parent interviews, individual conversations etc</b>		Information shared at transition parent session, newsletters and individual conversations but further focus required	Identify range of hand outs and articles that could be shared regularly with families.
<b>Educators will use visuals to support children's understanding and ability to communicate with others, especially for those children with communication difficulties.</b>		All educators starting to use visuals including on lanyard	Visuals boards to be established both inside and outside. Increase in the range of visuals easily accessible

**Goal 2:** Increase children's ability to understand and manage their emotions, behaviour and attention to develop and maintain social relationships with others.



## **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

**What progress have we made? Have we achieved our goal?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

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

Click or tap here to enter text.

## National Quality Standard priorities




Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>Review <i>'Interactions with children policy'</i> to ensure it's alignment with evidence informed approaches such the Zones of Regulation and brain research. Update so that it becomes a guide for educator interactions and provides information for families about how children will be supported.</b>	5.1.2 5.2.1 5.2.2	All educators to be involved in professional development about emotional regulation (PD sessions, research articles etc)  All educators to be involved in the review process of the policy based on professional learning and evidence informed.	End term 1 -mid term 2, 2023	Resources from PQIP goal 2	All educators
<b>Review enrolment process to provide further opportunities for the reciprocal exchange of timely information and to support transitions for children and families</b>	6.1.2 6.1.3	Seek opinions of governing council in regards to process for 2023 children. Identify improvements.	Mid term 1 in preparation for mid-year intake	Funding to release ECWs to support enrolment process (2023 Budget line: x 6 ECW backfill days , approx. \$3600)	Director with governing council and educators
<b>Review site philosophy</b>	7.1.1	All educators to be involved in reviewing the site philosophy. Provide time for new team to work together and make reference to learnings from PQIP.	By end of term 3	Input/support from ECL	Director with all educators and teachers



# Progress notes

## National Quality Standard priorities

**Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Review <i>‘Interactions with children policy</i> to ensure it’s alignment with evidence informed approaches such the Zones of Regulation and brain research. Update so that it becomes a guide for educator interactions and provides information for families about how children will be supported.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Review enrolment process to provide further opportunities for the reciprocal exchange of timely information and to	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

support transitions for children and families			
Review site philosophy	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



**Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?****What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

**Inhibitors: What factors have impeded progress? How will we work through this?**

Click or tap here to enter text.

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

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature: