

McKay Children's Centre

Quality Improvement Plan - 2019



Approved by Site Leader: Jane Childs

Date: 19/12/2018

Approved by Education Director:

Date:

Approved by Governing Council Chairperson:

Date:



Government of South Australia
Department for Education



About us

Service Name	McKay Children's Centre	Service Approval Number	SE – 00010620 (Kindergarten) SE – 00012153 (Childcare and OSHC)
Primary Contact at Service	Name: Jennifer Smibert	Physical Location Contact Details	Telephone: (08) 87372535 Email: info.mckay725@schools.sa.edu.au
Physical Location of Service	7 Scott Street Penola SA 5277	Approved Provider	Primary contact: <i>c/o Department for Education</i> Telephone: Fax: Email:
Nominated Supervisor	Name: Jennifer Smibert	Nominated Supervisor Contact Details	Telephone: (08) 87372535 (W) Mobile: 0408 700 360 Email: jennifer.smibert972@schools.sa.edu.au

McKay Children's Centre is an Integrated Service in Penola in the South East of South Australia with a capacity of 65 children. McKay Children's Centre is co-located with Penola Primary School and is part of the South East Coast and Vines Partnership in the Mount Gambier Portfolio. McKay offers a range of services to the Penola and Districts community for children aged birth to 13 years. The Centre provides Childcare, Kindergarten and Out of Hours School Care. DECD is the Approved Provider of the Kindergarten and the Governing Council is the Approved Provider of the Childcare and OSHC programs. In 2018 there were 5 DECD employees in the Kindergarten and 23 Governing Council employees in childcare and OSHC. The Kindergarten experienced high enrolments of 46 children in 2017 and became eligible for a full time teacher. This carried over into 2018. The childcare and OSHC programs are community based and fees are set to be as affordable as possible along with relevant childcare subsidy.

Childcare is open Monday to Friday for 50 weeks of the year. Operating hours are 7.30 am to 5.30pm. Kindergarten is open Tuesday, Wednesday and Thursday in school terms from 8.40 am to 3.10pm. Penola OSHC operates Monday to Friday in school terms from 3.15 to 5.30pm.

Our Educators



Jenny Smibert
Integrated Services
Director



Kathia Martin
Kindy Teacher



Serena Bourn
Kindy Teacher



Kathy Dempsey
Childcare Director



Wendy Smith
Room Leader U3
Childcare



Mel Liebhardt
Room Leader O3
Childcare



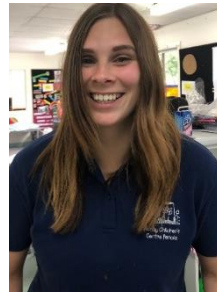
Gaynor Hetherington
Room Leader OSHC



Jo Ey
Kindy Early
Childhood Worker



Michelle Tregenza
Kindy Early
Childhood Worker



Ali Ey
Kindy Early
Childhood Worker &
OSHC



Karen Bowden
Childcare Transition
2-3 yr olds



Ros Tregoweth
Childcare & OSHC



Cate Mooney
Childcare



Cindy Fitzpatrick
Childcare, OSHC
& Admin



Andrea Blackmore
Childcare

Other childcare educators for 2019 include:

Jessica Bennett; Ebony Prelc (childcare)

Khloe Moore; Jo Brand (casual)

Our Mission:

McKay Children's Centre supports families to give children the best start in belonging within a caring community.

Our Vision:

McKay is the place where we meet for play, learning and care.

Our relationships reflect:

Care and empathy- we reach out to others and build nurturing relationships

Innovation- we have the confidence to be open to new learning and the individual strength to persist

Respect- for all people that strengthens our community connection and interdependence

Curiosity and imagination- to wonder, create and play

Therefore:

Together we connect and build safe, sustainable, nurturing and innovative play and learning environments.

Our educators engage in continuous professional learning that benefits the co construction of holistic play and learning environments, allowing for optimum learning.

Our play and learning environments inspire curiosity and build on what children know and can already do.

Our engagement with the local community assists children to be respectful and responsible citizens.



Strengths

STRENGTHS for QA 1: Educational Program and Practice

- Children's sense of agency drives decision making in the childcare and kindy programs. Children input into planning discussions and this is evidenced in the Childcare and Kindy Floor Books and the program documentation
- Daily routines and the emergent and planned program in childcare and kindy maximises children's involvement evidenced in:
 - ✓ Educators measuring sampled children's engagement using the Involvement Scale in RRR and critically reflecting on the quality of the program indicated by observed signals of engagement
 - ✓ The use of the kindy and childcare clock with children to help measure moments in the day and reduce anxiety
 - ✓ Children planning with educators what they will do next
 - ✓ Routines adapted by educators for children with particular needs
 - ✓ The use of social stories and individualised schedules
- Documentation of the emergent and planned program is available for families in the Floorbooks in kindy, on the A3 program posters in childcare, in children's learning folders and in wall displays
- Families are engaged in daily conversations with educators where possible. Bus communication books are provided and looked at on a daily basis by educators for those families who don't come into the building often. Likewise communication books are used to communicate daily routines between families and educators for under 2 year old children who attend childcare. Kindy hold Parent: Educator Chats at the beginning of the year to gather family input into individualised programming. Childcare hold individualised inductions before families start at childcare (see childcare induction pack and photos of Parent: Educator chats in kindy Professional Learning Floorbook as well as the Learning Folders in childcare and kindy).
- Individualised goals are set based on critical reflections (see Learning Folders, PLODS in kindy and childcare program documentation)
- Educators engage in scans of Floorbooks and Learning Folders to monitor children's voice in programs. If it is identified that a child doesn't have as many entries as expected, that child becomes an increased focus by educators (see chart in educator office and at educator's bench in kindy room)
- Daily reflections in kindy and childcare via program using child led/spontaneous leading into the planned program. Weekly deeper critical reflection is documented in a childcare reflection book that all childcare educators have access to (see Childcare meeting minutes 8.5.17). In kindy this critical reflection is captured in the weekly, "What worked well?"; "What was a challenge?"; "What will we do next?" Individual children are reflected upon and future goals and plans documented in kindy and childcare programs.
- High levels of evidence of educators responding to children's ideas and play and intentional teaching embedded within the program to scaffold and extend each child's learning in all programs e.g., Children engaged in planning and constructing Alexander's Outing Story Table in Kindy Floorbook 2017 page 9 & 10; Children in childcare following their noticings and theories about the seasons and changes in the leaves; gardening across the Centre; spreading the bark chips became a work site led by children; interests in minibeasts and children's theories about volcanoes in childcare Floorbooks and also fascinations about frogs in the kindy Floorbook 2017
- Critical reflection both as individuals and in groups is consistently used in both childcare and kindy programs (see childcare and kindy programs). Strengths based formative assessment takes the learning forward and builds powerful learners in line with the McKay QIP 2017 South East Coast and Vines (SECAV) Partnership and EYLF principles and practice.



STRENGTHS QA 2: Children's Health and Safety

- Each child's health and safety needs are gathered at enrolment and followed up in discussions with families regarding health and safety plans, including medical conditions.
 - ✓ Medical plans are documented and kept in the kitchen in medical bags along with any medication in medical bags or in the fridge as required. Health care plans and medication forms are also kept in folders in the childcare and kindy rooms.
 - ✓ Two educators sign off when administering medication.
 - ✓ A list of who is able to administer asthma and anaphylaxis medication and who can assist is next to the medication bags in the kitchen and is updated when qualifications are achieved.
 - ✓ Educators notice children's level of well-being and consistently monitor throughout the day. Families are contacted if required, e.g., children experiencing symptoms of an illness.
 - ✓ Health care plans are reviewed when children transition within childcare programs and from childcare to kindy to school to OSHC but also as required.
 - ✓ The Allergy and Intolerance (mauve form) is sent out annually and children cannot start in programs until families have had a n induction appointment with Assistant Directors or Director talking through the filled in enrolment forms, including the mauve form to clarify any health needs and the immunisation record.
 - ✓ Individual plans re tolerances and allergies are displayed in the kitchen, especially for relieving educators.
 - ✓ Risk assessments inform responses by educators if children are unwell and families or emergency contacts are not available.
 - ✓ First Aid kits are inspected every 6 months with a First Aid trained consultant visiting every 12 months to supplement kits.
 - ✓ First Aid training for educators is kept up to date with every educator being trained. Relevant records for First Aid, Asthma and Anaphylaxis, RAN and Keeping Children Safe, including Working with Children Checks are kept in the Centre office and regularly monitored by the Director and Assistant Directors with support from the clerical officers using a spreadsheet.
 - ✓ Audits are conducted by DECD for all staff, including bus drivers, educators, and Governing Council members.
- Each child's need for sleep, rest and relaxation is provided for in both kindy and childcare in a range of ways:
 - ✓ Goodbye window in kindy used by kindy and childcare children and educators to build farewell routines and ease anxiety
 - ✓ Couch areas for quiet space
 - ✓ All about Me's in childcare and kindy with photos of families that children view with friends
 - ✓ Baby communication books documenting routines
 - ✓ Sleep time comforter lists in childcare in nappy change room
 - ✓ Sleep times monitored by educators and charts filled in with times child fell asleep, when child is checked whilst asleep and wakes.
 - ✓ Educators call families if child is unusually tired and seek advice
 - ✓ Children have access to quiet spaces outside, including vine huts, swings, tent with mattresses and books to read and playing in the sandpit
 - ✓ Children supported to build spaces that they can be inside, e.g., houses with waffle blocks and with objects from the loose parts trolley
 - ✓ Kindy educators are able to book beds in childcare if particular children are tired and childcare educators work with kindy educators putting child's needs first
- Effective hygiene practices are actively promoted through:
 - ✓ Handwashing posters in adults and children's bathrooms
 - ✓ Handwashing, catching a cough or a sneeze promoted by educators and supported by training by the Community Nurse
 - ✓ Hygiene practices for educators, children and families documented in Hygiene policy
 - ✓ Baby toys washed weekly or more often as required
 - ✓ Tissues and gloves available throughout the building and also outside for educators to care for children with noses
 - ✓ Children's lunchboxes in childcare are kept in the kitchen fridge when children are accessing the childcare room. Families who utilise the kindy room for childcare or kindy provide ice packs in lunch boxes or educators put necessary items that need to stay cold in the kitchen fridge, e.g., yoghurt
 - ✓ Kitchen routinely cleaned following morning snack, lunch, afternoon snack and end of day following routine listed and signed off in kitchen
 - ✓ Educators across the centre engage in food handling training to raise awareness and set protocols for hygienic practices
 - ✓ Bathrooms routinely cleaned after lunch and as required using correct protocols
 - ✓ Nappy change mats cleaned after each nappy change following documented hygiene practices in the nappy change room
 - ✓ Toileting resources are provided for families as required, including Toilet Time visuals and Engaging Families and Sneaky Poo training with a Community Health Occupational Therapist supported by a Stand Like Stone Grant
 - ✓ Toileting respectfully documented in some children's Learning Plans in kindy and actioned daily by educators in consultation with families
 - ✓ Childcare educators work with families to support toilet training when families and children are showing readiness

- Preventative steps are evident in controlling the incidence of and spread of infectious diseases by:
 - ✓ Childcare educators consulting Keeping Children Healthy and fact sheets about infectious illnesses are made available for families but also placed on the Centre door
 - ✓ Supporting families to seek medical help by suggesting a doctor's appointment when first reporting their child is ill in childcare or kindy
 - ✓ Reminding families about exclusion periods due to infectious illnesses using fact sheets and also the form that is given to the collecting family member that details children cannot return to kindy and childcare until 24 hours after the cessation of the illness
 - ✓ Sighting immunisation records on enrolment and Director following up when Centrelink payments don't come through via CCMS if subsequent immunisations are missed
- Healthy and nutritious eating is consistently and actively promoted and embedded in everyday programs throughout the Centre by:
 - ✓ Daily fruit time and fruit snack in kindy and childcare with a fruit first practice. If children are still hungry after fruit, other healthy snacks from the child's lunch box are encouraged or cheese and biscuits from the McKay kitchen unless children have a gluten or dairy allergy or intolerance
 - ✓ Eating times are supervised with educators sitting with children to eat. Children's choices within their lunchbox are monitored and families are supported with ideas for healthy choices to place in the lunch box via the newsletter, recipes to take home, a Centre recipe book and posts on the McKay Facebook page. In some cases, educators are able to sensitively replace some foods with healthier choices from the McKay kitchen.
 - ✓ Families' home culture is supported, e.g., facilities for heating pasta lunches.
 - ✓ Centre vegetable garden programs and visits to other significant gardens including the Penola Primary vegetable garden and chooks; and also the Penola National Trust Herb Garden, linking in with other experts such as Matt Crewe, Penola Primary Environment educator and Kate Spencer, National Trust Herb Garden Volunteer
 - ✓ Regular cooking with seasonal produce often ignited with children's interest in what is growing in the Centre vegetable garden supported by cooking in symbolic playful scenarios in the mud kitchen and sandpit
 - ✓ Centre based Nutrition Policy based on information in Start Right Eat Right program, Right Bite, and Eat a Rainbow programs with resources provided in enrolment packs
 - ✓ Nutrition Policy reviewed annually with kindy and childcare educators and Governing Council via the Accreditation and Policies Subcommittee
- Children's voice is respected in all aspects of the outdoor learning program, building increased physical activity and measured risk taking to build in stop and think skills that benefits all learners by:
 - ✓ Inside and outside play opportunities throughout the kindy and childcare day, including other sites such as the school playground and the community kindy gym building transitional habits and routines
 - ✓ Children respecting risk assessments in daily yard checks as well as how to use the school playground, community kindy gym, school oval space and Penola Primary Foundation Year 1 nature garden on transition visits and when engaging in local walks
 - ✓ Whole body experiences available that support proprioception with trampoline, swings, lifting and moving logs and stone, digging in the digging patch, riding bikes, building obstacle courses
 - ✓ Educators listening to children's ideas and providing hands on supervision and support when children want to increase their own measured physical risk level to use a ladder against a tree, fall to the ground leaning against a large foam block or building a tower to climb with waffle blocks
- Educators are attuned to the needs of all children to ensure each child's safety and well-being by:
 - ✓ Adjusting supervision to the needs of children and the play spaces monitored by the Assistant Directors and the Director
 - ✓ Supporting children to access quiet and active play spaces
 - ✓ Individualised education plans that provide for a balance of supervision and engagement for learning
 - ✓ Promoting safe hands, safe feet, etc. as well as mantras around safety, overtly and sensitively. (See Kindy Floor book 2016 entry re moving the huts)
 - ✓ Endorsed Child Protection body awareness picture books promoted and available for borrowing for families as need arise
 - ✓ Risk assessments documented for excursions and local walks, as well as seeking family consent or informing families we are or have been on a local walk
 - ✓ Mentors appointed for new educators, student teachers and training educators
 - ✓ Handovers occur for changing supervisor conditions, e.g., when childcare educators take over supervision for kindy lunch from kindy educators
 - ✓ NQS and DECD expectations followed re emergencies that include all parts of the Centre, such as, Bushfire emergencies and any other possible critical incidents supported by educator learning and a Critical Incident folder in each room
 - ✓ Requiring all visitors to sign in, in the visitors book, and introducing all visitors to the available exits
 - ✓ Emergency contacts are available in room folders as well as in the Centre office
- Educators manage risks and take precautions to protect children and promote best practice by:
 - ✓ Modelling effective communication that promotes quality verbal utterances and strong relationships so that children and educators are responsive
 - ✓ Supervise sensitively as to not interrupt sustained play that supports stop and think skills to reduce impulsivity and promote learning
 - ✓ Engaging in safety checks every morning and throughout the day. Hazards are reported to the Director for action and followed through using DECD and DPTI reporting systems
 - ✓ Emergency procedures practised up to twice a term and instructions present at all exits to the building
 - ✓ Emergency practices reviewed at the WHS staff committee and reported at Governing Council meetings
 - ✓ All hazardous chemicals in locked cupboards and out of reach of children
 - ✓ Engaging children in planning exercises to support managed risks
 - ✓ Emergency numbers including 000, local CFS, Hospital, Doctors and Families SA available at phone points
 - ✓ Bushfire Emergency plan in staff room with key to refuge at School Hall available at all times
 - ✓ Educators assess any new equipment present in the learning environment with each other and with children

- ✓ UV Reporter is appointed from the childcare and kindy children present on the day with educator support to measure UV risk using the Sun Smart app and whether to wear hats and sunscreen and how often and how long
- ✓ Inform families via newsletters about new events and expected procedures that support Centre policies
- ✓ Beginning to implement alerts using the School Stream app and improve communication with families about events
- Educators understand their role and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues by:
 - ✓ Accessing the Protective Practices policy and supporting documents
 - ✓ Accessing Sexualised Behaviours training from DECD social workers
 - ✓ Working closely with Penola Primary School leaders and DECD Support Services in transition processes, including specific transition meetings
 - ✓ Working sensitively with families and Families SA to promote child safety and well being
 - ✓ Using risk assessments and Individualised Learning Plans to protect children, families and educators
 - ✓ Ensuring all Working with Children, CPC & RAN training for all educators is up to date & monitored by the Director via spreadsheets in the Centre office documentation and DECD & DCSI alert

QA3

Physical Environment - Summary of Strengths

- The design and location of the premises is appropriate for the operation of the service
 - ✓ An environment designed to enhance both indoor and outdoor learning and play is available at all times the service is in operation.
 - ✓ Educators maximise spaces available, e.g., convert play space to sleep space in afternoons; quiet, reflective areas available at all times both inside and outside; learning areas reset with children to match children's interests and inquiries
 - ✓ The use of the premises matches the community need for care for prior to school to school aged children from 7.30 am to 5.30 pm
 - ✓ Challenging elements of indoor and outdoor environments, including use of the Primary School site where appropriate are available daily to build confidence and familiarity
 - ✓ Outdoor spaces that include a dry creek bed, vine huts and indigenous plants funded by a Natural Resources Management Board Grant in 2013 and supported by volunteers from the Environment Sub Committee of the McKay Governing Council in an ongoing years
 - ✓ An undercover sand pit area that supports outdoor play around the year, in spite of the weather, also made possible with fundraising projects of the previous Governing Council and meet with ongoing demands
 - ✓ Shaded areas that meet recommendations of Cancer Council and Sun Smart guidelines and support educators to make play available in sunny spaces in winter and shade spaces when the UV is over 3.
 - ✓ Separate indoor play space for children under 2 years of age that is adapted to the developmental needs of the children and provides a sense of security for families when they are transitioning their children from home to childcare
 - ✓ Renovated sleep rooms for babies that are attractive and soothing in 2013 after accessing a DECD Facilities Grant and repeated in 2014 after the fire
 - ✓ A balance of natural and artificial lighting, good ventilation and fresh air inside the building but also with the outdoor environment available to children most of the day
 - ✓ Renovated staff rooms available for administrative functions, private conversations and consultation with families and other professionals, e.g., 4 year old health checks for families with the CAFHS nurse; space for visiting Community Health/ DECD Speech Pathologist
 - ✓ Fencing that is maintained to provide safety and security
 - ✓ Children having access to materials to resource their own learning, e.g., loose parts play trolley outside; making items in the making room and also for constructing with low melt glue guns ; bookmaking materials both inside and outside; painting paper; small world play items in the block corner; props for child led story tables; a large supply of large polydrons used in outdoor construction
 - ✓ Children grouped in ways to minimise risk of injury and conflict, with educators available to promote learning with children
 - ✓ Documented hazard forms, risk assessments and critical reflection that informs the Director and Assistant Director of maintenance issues and educator noted concerns about the indoor and outdoor environment, e.g., reinvigoration of the vine huts with fabric; moving of the vine huts to support supervision at critical times; agreements about risks children will exercise when climbing trees

- ✓ Management of two campuses when the building was affected by fire damage in June 2014, that required increased communication between educators and sped up integration of the 3 year old Investigators childcare
- ✓ program and the DECD kindy program. This is especially visible on a Monday when both programs share educators, ideas that lead learning, resources and spaces
- ✓ Renovated nappy change room that is light and well ventilated and supports safe practices by staff as well as growing independence of children
- The environment is inclusive, promotes competence, independent exploration and learning through play
 - ✓ Natural features are just as much part of the indoor environment as the outdoor
 - ✓ There are clear spaces for movement of people around learning spaces
 - ✓ There is continuity of learning made accessible through consistently available resources whether children are accessing the childcare or kindy programs, e.g., mark making and bookmaking; story tables and small world play
 - ✓ Children aged two and over can access their bags and care for their belongings at a locker or tray. Educators and families support children in these processes
 - ✓ Children can access spaces outside such as the vegetable gardens and the woodwork corner with educator support, in groups and individually, according to each child's increasing competency and skill
 - ✓ Children and educators engage in mealtimes that are ordered and enjoyable, building in secure routines and opportunities for relaxed conversations in childcare and kindy. These routines are well established also in OSHC so that children who access all three programs experience continuity at all times.
 - ✓ Educators encourage a free flow of activity throughout the day with a focus on the learning whether children are working in large groups, small groups or individually
 - ✓ Educators frequently reassess the environment and make furniture changes to promote learningEducators utilise democratic decision making to encourage children's sense of control over their environment, e.g., consulting what to plant in the vegetable garden; reinvigorating the dramatic play space or what to get out of the shed for the day to play with outside.
 - ✓ Open ended materials are available for use inside and outside to promote the development of dispositions such as creativity and curiosity
- The service takes an active role in caring for its environment and contributes to a sustainable future
 - ✓ Sustainable practices, such as recycling and correct disposal of waste is part of the everyday educational program, embedded in daily routines
 - ✓ Educators lead children to be stewards of their environment and teach each other sustainable and rewarding practices, e.g., feeding the next door school chooks and McKay worms our food scraps; reusing items in new ways in the making room; deciding which bin supports recycling; caring for the vegetable garden and harvesting food for use in shared cooking experiences
 - ✓ The Centre Sustainability Framework guides decision making regarding business, governance and service development, as well as the participation of educators, families and the community in programs (see McKay Policy Folder in foyer and McKay website)
 - ✓ Educators look for innovative ways to positively involve children in community projects that promote sustainable practices, e.g., caring for the Arboretum at Greenrise (a local restored community area) ; visiting the National Trust Herb Garden and talking with the volunteer gardeners; talking with tree arborists to the Penola Primary site
 - ✓ The Governing Councils of McKay and Penola Primary engaging in a working party in 2016 & 2017 to investigate the feasibility of a new DECD Children's Centre in Penola. This proposal is to be presented to DECD via a shared Business Plan with the endorsement of Penola business leaders with the purpose of ensuring ongoing provision of quality childcare and effective early childhood facilities for the community

- Staffing arrangements enhance children's learning and development and ensure their safety and well being
 - ✓ Routines documented on Centre rosters ensure ratios are maintained at all times
 - ✓ Educators are informed and uphold required ratios and actively seek the support of each other to ensure that children have access to optimal learning relationships
 - ✓ The Assistant Director and Director engage educators in evaluating the best way to deploy staff to particular areas (moving between inside and outside learning environments) and at particular times throughout the day (collecting and delivering children to buses and during morning tea and lunch breaks)
 - ✓ Educators and support staff behave ethically informed by the McKay Philosophy Statement, the Code of Conduct for the SA Public Service and the ECA Code of Ethics
 - ✓ Educators, support staff, visiting students and volunteers hold appropriate qualifications in accordance with required Regulations, e.g., First Aid, DCSI clearances and work with an awareness of keeping everyone safe
 - ✓ Educators, support staff, visiting students and volunteers act within their level of training, supervised by the Director and Assistant Director or an appointed mentor
 - ✓ Educators engage in designated planning and programming times and make regular use of opportunities to document each child's learning, supported by primary care giving relationships
 - ✓ Visiting educators such as relief staff and TRTs are inducted using the staff induction pack. Attention is paid to whether the relief staff member is new and therefore induction is not seen as a one off and support is provided throughout the day
 - ✓ Childcare and kindy educators and supervisors communicate with each other about expected and unexpected events, e.g., transition visits to school from kindy; induction meetings and tours with new families; excursions to local places; incursions with visiting artists so that childcare and kindy children can all access engaging learning; a family who needs more support from agencies like Community Health, DECD Support Services or MIND
 - ✓ 20 out of 24 educators fully qualified and 2 more in training thanks to the Long Day Care Professional Development Grant that enabled all educators to access professional development that ensured they were fully qualified and empowered to do their job effectively, including mentoring others
 - ✓ Noticeable growth of educator participation in the planning cycle in childcare, kindy and OSHC programs due to relevance of ongoing Professional Development so that 17 educators across childcare, kindy and OSHC regularly sit down to review programs as compared to 6 educators in 2013
 - ✓ Regular childcare, kindy and whole centre staff meetings that reflect the priorities within the McKay QIP, SECAV Partnership and DECD priorities
- Educators, coordinators and staff members are respectful and ethical
 - ✓ Children and families are at the centre of decision making regardless of what service they are accessing. This is respectful of the community perspective that their children go to "McKays", whether they are in childcare, before or after kindy care, kindy or OSHC
 - ✓ Educators and staff support families to access the programs that best care for their children by discussing with them in an ongoing way what future care they may need as they transition between childcare, kindy and school
 - ✓ Places are offered for childcare programs in line with the Waiting List Policy and the Offers for Places Policy to ensure that processes are transparent and equitable in a climate of high community demand
 - ✓ The McKay Grievance Policy details positive processes to resolve conflict between individuals, groups and systems, with reference to the DECD Parents Complaint processes. These documents are readily available on the McKay website and at the Centre, supported by a Governing Council appointed Grievance Officer who works with the Director and Assistant Director to resolve disputes with families or educators if required.

- ✓ Educators access confidential staff communication books that detail changes in practice to meet needs of families
- ✓ Educators engage in caring and respectful conversations with families on a daily basis. Educators and support staff pass on sensitive information confidentially to the Director and Assistant Director regularly, where there is a concern. The Director and Assistant Director will follow these concerns up with phone calls, meetings, accessing and passing on supportive information, e.g., providing books to support conversations in families about developmentally appropriate interest in sexuality
- ✓ Documented Individualised Learning Plans for children with particular needs, e.g., Aboriginal students; children with special rights like ASD, visible and embedded within the program, e.g., visuals to guide educator practice and benefit all
- ✓ Some educators working across kindy, childcare and OSHC and therefore having insight into following through on children's interests and theories in a consistent manner ensuring continuity of learning and understanding how the childcare, kindy and OSHC programs affect each other
- ✓ Educators, families and children constantly engage in dialogue and debate to explore the nature of what makes McKay integrated, e.g., "Please don't pack up my camping spot, I'm going to play with it in after kindy care!", said William to his kindy teacher (see 2016 Kindy Floorbook); Sharing same processes for documentation across the Centre and documenting for each other's children when appropriate; respecting the relationships built between educators and children and asking childcare or kindy educators what next questions to pin point directions to take to better meet needs of children and families
- ✓ Educators taking a lead where they have particular expertise and modelling for others, e.g., crafting techniques in bookmaking with children outside so that childcare and kindy children access this playful pedagogy; leading gardening and caring for the worm farm led by educators who were studying Sustainability as part of their Diploma studies; experimenting with clay and cubbies after attending the TAFE Early Years Forum and spilling over from childcare and kindy into OSHC

QA 5

Relationship with Children - Summary of Strengths



- Respectful and equitable relationships are developed and maintained with each child
 - ✓ Quality verbal utterances are consistently shared between children and educators throughout the day, in play, at mealtimes and at meetings
 - ✓ Educators reflect on the language used with children and reinforce demonstrated quality verbal utterances using the indicators from the Relationships scale in Respect, Reflect, Relate (see Gratitude Jars in kindy and childcare room)
 - ✓ Children initiating conversations with educators throughout the day and children's bids being responded to by educators in kindy and childcare
 - ✓ Children's ideas and theories being respected and used to take further direction in the childcare and kindy program.
 - ✓ Educators take up many opportunities to talk with children that promotes children's agency, e.g., at the bookmaking table; on the couch in both rooms when reading stories or comforting a sick, hurt or tired child; singing songs and saying rhymes when changing children in the nappy room; when moving from preschool support sessions in kindy and in meetings when children offer ideas
 - ✓ Non-verbal forms of communication are consistently used to break through where words cant, e.g., visuals for routines; safe hands and feet visuals; 5 L's for meetings; individualised schedules and planning formats when children need the security of redirection; roles and responsibilities like the bell ringer and counter for the day
 - ✓ Sustained play times made available to support quality interactions and opportunities for deeper inquiry in kindy and childcare (see kindy Floorbook 2016 & 2017- Researchers)
 - ✓ Children reflecting with educators and child's voice documented in the kindy and childcare Floorbooks
 - ✓ Educators revisiting the McKay Philosophy in Educator Chats with respectful relationships being a key value in the McKay Philosophy Statement. Perception data from the Educator Chats is used to inform the Quality Improvement planning
 - ✓ Educators creatively look for strategies to support children with special rights and will make referrals to agencies such as Community Health, DECD Support Services and CAFHS
 - ✓ Educators treat each child uniquely and will seek support from each other when encountering problems reflecting the principles of the Circle of Security
 - ✓ 2 educators trained in Marte Meo techniques modelling for other educators how to initiate secure relationships
 - ✓ Families asked what they would like the school to know about their child as part of transition practices in Term 3 and reporting to schools in Term 4
- Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
 - ✓ Educators modelling explicit strategies like "Stop I don't like it!"
 - ✓ Stop visuals and strategies revisited often in the childcare and kindy programs using, "Stop I Don't Like It" song, mantra and Stop bracelets as required to consistently empower children and adults
 - ✓ Children engaging in enjoyable activities with indicators of involvement and well-being measured by educators using Leuven tool; Involvement scale; and Domain 1 in Active Learning Scale evidencing co-construction in Respect, Reflect, Relate (see child led story tables)
 - ✓ Negotiating roles and responsibilities especially in periods of change, e.g., using social stories to prepare children for change; involving children in decision making; taking turns in resetting the room as required; allocating daily jobs

- ✓ Creating opportunities for family voice and involvement in the program and building cultural competency of educators by being inclusive of family culture, e.g., Raphael's Mum email about snails based on her son's ongoing interest with snails, parents taking the time to settle children in to the kindy and childcare day following a regular routine, supported by the goodbye window
- ✓ All About Me posters in childcare and kindy, building acceptance of similarities and differences between individuals
- ✓ Children being provided with photos of their family at times of stress to help ease anxiety
- ✓ Families referred to Tahlia Mullen, Occupational Therapist and MIND to build strategies that reduce anxiety and strengthen positive family interactions
- ✓ A new Centre based policy on Managing Children's Behaviour that is reflective of current practice, including use of visuals
- ✓ Children's and families interests and theories used to inform the program in childcare and kindy to ensure connection with the community
- ✓ Transition practices embedded in all programs with childcare children visiting the kindy program informally and formally and kindy children visiting school and building relationships with future educators and classmates
- ✓ Educators accessing Professional Development in workshops, on line and via readings regarding the use of visuals and social stories, used particularly to support children with ASD
- ✓ Educators available for children to help support resolution of conflict, including observing the beneficial strategies that children competently use throughout the day and peer scaffolding to promote self-regulation and mutual respect

QA 6

Collaborative Partnership with Families and Communities - Summary of Strengths

- Respectful and supportive relationships with families are developed and maintained.
 - ✓ Families are encouraged and supported to visit childcare and kindy before their child starts to build familiarity with educators and play and care spaces
 - ✓ The Director and Assistant Director meet every family in the service. The Assistant Director or another senior staff member will lead individualised family inductions in childcare. The Director leads individualised and group family inductions in kindy. All families access a childcare or kindy specific enrolment pack.
 - ✓ Families are made welcome by all educators. Relationships with families are built across the services, as many families access the childcare, kindy and OSHC programs as well as some educators working in all of the programs often in shared spaces.
 - ✓ Primary care givers in childcare are introduced on the day of the childcare induction, either in person or via a welcome letter with a photo of the identified educator. Kindy primary care giver relationships are introduced via a Parent Educator Chat conducted at the beginning of the kindy year.
 - ✓ Primary care givers encourage families to share their understandings of their child's strengths, interests, ability and needs via a questionnaire and also in conversations over time
 - ✓ Primary care givers are available for families to call or will call families during the day to let families know how their child is settling.
 - ✓ Communication books for under 2s in childcare help support communication about routines between families and educators
 - ✓ Communication books for bus children in kindy supports communication between families and educators when families don't visit the Centre regularly
 - ✓ Families are supported with clear goodbye routines, including a wave from the goodbye window with the support of an educator. At the other end of the day, educators support families when big emotions emerge at pick up time and help families collect belongings and sometimes help them to the car, bike or start their walk home
 - ✓ Enrolments are finalised with the support of an administration officer in childcare and kindy who is available to discuss with families any information that requires following up, e.g., Centrelink details; completed Health Care Plans
 - ✓ This information is also discussed with the Assistant Director and Director so they can also follow up with families as required to ensure successful transitions from home to a regulated care and play environment
 - ✓ Reviews of enrolment packs occur on an annual basis as fees, personnel and policies are updated
- Families are supported in their parenting role and their values and beliefs about childrearing are respected
 - ✓ Daily information being exchanged with families at arrival and departure time
 - ✓ Educators discussing with families
 - ✓ Information about routines of babies is documented in communication books that go between home and childcare. This is updated by families as required, e.g., a note saying my child has been constipated lately, or they did not sleep well last night. Educators will also follow these notifications up with a conversation about the child's progress
- The service collaborates with other organisations and service providers to enhance children's learning and well-being
 - ✓ Educators in both kindy and childcare have engaged in professional learning over time via a range of projects including, Continuity of Learning and Transition, DECD Limestone Coast Early Years Reference Group (2013); Reimagining Childhood, DECD, (2014); Reimagining Childhood, ECHO (2015), all focussing on the image of the child as competent and capable and the cultural competencies of families as partners in transition. This has highlighted the differences between orientation and transition in educator thinking (see Transitions pamphlet), so that families are required to have an induction visit before starting childcare but educators also understand that they need to be available for families in an ongoing way, as research shows that transitions occurs over time. Likewise kindy orientation visits are offered and expected for all but participation in the over 3s childcare in the kindy room, helps build familiarity and confidence. 80 - 90% of kindy children in each year will have participated in the over 3 childcare program in the kindy room, offering the same pedagogies, like bookmaking and story tables.
 - ✓ Educator access to critical friend, Lisa Burman from 2015 - 2017 in childcare and kindy has continued the emphasis on continuity of learning using the playful pedagogies as a link between educators, children and families in childcare and kindy, and also as a direct link with Penola Primary School. "Children as Writers" has been the basis of research in 2017 (see kindy floorbook; Centre Professional Learning Floorbook).
 - ✓ McKay and Penola Primary are known as lead sites in the playful pedagogies. Since 2016 we have had just over 100 educators from the Limestone Coast visit and attend professional learning hosted by Penola educators in childcare, kindy and school. This collaboration sends a powerful message about the strength of education in the Penola and District community. The DECD Chief Executive, Rick Perse visited on Thursday 29th June and toured McKay and Penola Primary remarking on the visible connections between the programs in childcare, kindy and

- ✓ school. Penola Primary and McKay Children's Centre are planning the next Innovation Day in week 7 of Term 3, especially organised for DECD Support Services team who have an interest in oral language and the playful pedagogies and requested a chance to view practice and talk with educators
- ✓ Transitions for families and children are catered for on an individual basis and so if a family needs more visits or wants to play longer with their child, accommodations are made.
- ✓ The service gets ready for the child, especially when a child has a special rights. This will include consulting with other professionals, accessed by the family, e.g., Autism SA; the Community Health Speech Pathologist and Occupational Therapist; Inclusion Support professionals from Gowrie SA; and the local Medical Centre. Individualised Learning Plans and/or Service Plans are constructed according to need.
- ✓ The kindy educators engage in ongoing conversations and meetings with the Early Years teaching team at Penola Primary. Children's needs and continuity of learning is the focus for this collaboration throughout the formal transition program starting in Term 3 of the kindy year.
- ✓ The Director and Assistant Director support on going consultations with families and other professionals, with the McKay staff room often being the place for planning, review and transition meetings
- ✓ Phone numbers of agencies and other professionals, e.g., SERCHS; MIND and Inclusion Support is available in the Centre foyer or on the kindy window in the form of a poster
- ✓ Inductions with families include mention of support agencies and referrals. Childcare and kindy will work together to support referrals and any ongoing learning plans for children
- ✓ Photos of visitors, e.g., Speech Pathologist can be found in the Floorbooks. Children and educators discuss the roles of these visitors and revisit the value of their work. DECD funding to address vulnerability was accessed in 2015 to establish a Toileting Young Children program, designed and run by the Community Health Occupational Therapists and hosted at McKay for the families and educators of the SECAV Partnership of schools. Eleven educators and parents attended 2 workshops and went home with strategies and resources to better support toilet training in their homes, preschools and schools. In 2016 a Stand Like Stone grant was gained to repeat this program for families and educators at McKay. Resource packs from the Toilet Time program are held at the DECD Mount Gambier office and also at McKay. The resource pack with relevant social stories and visuals is shared with families when educators sensitively identify families that would benefit from this extra resource that supports children's developmental needs.

Quality Area 7: Governance and Leadership

- A statement of philosophy guides all aspects of the service's operations.
 - ✓ A statement of Philosophy was developed in 2012 based on the previous McKay Philosophy. The Philosophy statement was refined from 3 pages to one. Shared values were identified by the Governing Council in 2012, based on parent, children's and educators feedback. The Director accessed professional learning provided by Flinders' University, featuring George Otero and relational learning. The McKay Philosophy Statement was then finalised with the understanding that what our relationships reflect impacts on how we work together as a community.
 - ✓ The McKay Philosophy Statement was revised in 2015 by the Governing Council and families and it was agreed that the philosophy was still relevant but needed to be inclusive of the concept of sustainability. Sustainability had become a pressing concern, especially sustainability of the service to meet community demand for childcare and OSHC. The Sustainability Think Tank established by Governing Council and interested community members met on two occasions to structure a Framework for future reference and explore how the childcare and OSHC service could adapt. Some of this work was recorded and included in an educator's Diploma study.
 - ✓ The philosophy statement is available within the Centre as well as on the Centre website and on the McKay School Stream app for families to access.
- Systems are in place to manage risk and enable the effective management and operation of a quality service.
 - ✓ Risk management framework from the NQS folder is accessed by staff to analyse risk when new practices are planned to be introduced or when going on an excursion
 - ✓ Staff are familiar in assessing risk and adapt practices when required in consultation with the Nominated Supervisor
 - ✓ Educators and families are aware of the benefits of risky play and that children enjoy mastering difficult task
 - ✓ Educators support children to measure risk and talk about what if scenarios to keep everyone safe
 - ✓ The Director with the support of administration staff and the Finance Sub Committee monitors fee payment to ensure that the centre remains financially viable
 - ✓ New monitoring practices were introduced in 2017 when families were reminded about the importance of fortnightly payments to ensure cash flow.
 - ✓ Identification and promotion of programs like OSHC and a possible vacation care program, strengthens the viability of the service, ensuring families have continued contact with McKay after finishing in the childcare and kindy programs.

Sustainability of both permanent and casual staff under the NQF to effectively manage and operate a quality service became an issue in 2012. We had a greater pool of nonqualified educators than qualified. Accessing the DEEWR

- ✓ Long Day Care Professional Development Grant of \$43,000 from the end of 2014 enabled a wide range of educators to access professional development. This enabled educators to not only gain qualifications but also build capacity amongst all to develop everyone's competency; engage in shared leadership; and manage change.
- ✓ In 2017, business sustainability also became a pressing concern for childcare especially with the expected impact of the changing in funding for childcare under the Jobs for Families package expected in July 2018. A new sustainability grant became available for application in late 2017. An application has been made for a Business and Education Sustainability Grant of \$174,000 for childcare to enable the Governing Council, Director and Administration staff to engage a Business and Education consultant to work with the centre and the community to structure and future proof the Centre to continue to meet community demand within the framework of the new Jobs for Families package from July 2018. The redevelopment of the Centre philosophy will also be a part of this project.
- ✓ Having a clear transition and continuity of learning and teaching policy, inclusive of childcare, kindy and the schools ensures that McKay is in prime position to influence early childhood programs in Penola
- ✓ Belonging to DECD networks and other Early Childhood organisations, like ECA, EChO and REAIE and the Preschool Director's Association ensures that the Centre has access to current research and information to influence educators and programs
- ✓ The Workplace Health and Safety Committee, with representatives from OSHC, kindy and childcare plans and reviews risk management strategies, any critical incidences and evacuations. Priorities from the DECD STAR tool are brought to the WHS Committee.
- ✓ Business and WHS matters are reported to the Governing Council at each meeting as is any Facilities matters. These topics are a regular feature of the Director's Report
- ✓ The Director welcomes support from the Education Director and Early Childhood Leader on a regular basis but also at critical times, e.g., public meeting in October 2017 regarding the fee structure also attended by the Limestone Coast DECD Finance Officer
- ✓ The Director, Assistant Director, and Administration officers access CCMS Helplines, DECD, Education Standards Board, Spike, MYOB and Network SA advice, especially when industry or service changes are expected
- ✓ Frequent welcome communication between educators with the Director and Assistant Director means that any expected risks can be minimised

- ✓ Reporting and information systems such as IRMS and the ACEQA portal are valued and utilised as required
- Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
 - ✓ The Governing Council has induction processes including a meeting where information is accessed about the role of a Chairperson, Vice Chair, Secretary, Treasurer and Ordinary Members (Standing Orders). A pamphlet is distributed to all Governing Council members with upcoming dates for meetings and a list of resources available on the DECD website for Governing Council members
 - ✓ All Governing Council members have access to the Kindergarten and Childcare Constitutions. Analysis in 2017 ensured that responsibilities from both were clear to all members. Some members are identified as childcare representatives, kindy representatives and OSHC representatives. It is not unusual for Governing Council members to have children in all three programs.
 - ✓ Governing Council members participate in RAN training for volunteers and discuss any issues raised with the Director
 - ✓ The Director has responsibility for the whole Centre. The Assistant Director shares responsibility for childcare and OSHC and supervises the day to day running of childcare and OSHC. The Director and Assistant Director share information about each service and where possible consult each other about decisions that need to be made, e.g., casuals to employ, changes to 6 monthly contracts, leave approvals, etc.
 - ✓ All staff, volunteers and students undergo an induction process that explains the structure and operation of the Centre.
 - ✓ Effective leadership builds and promotes a positive organisational culture and professional learning community.
- There is an effective self-assessment and quality improvement process in place.
 - ✓ Self-assessment and quality improvement processes at McKay Children's Centre include annual Performance Development meetings with an educator and the Director and Assistant Director to gather educator growth, mindset, and professional interests. These PDP meetings are called Educator Chats. The Director and Assistant Director gather what educators believe, value and assume about their practice through individual reflection and collaboration in conversation. This process measures growth from year to year. Data collected from this process is collated and common concerns and interests form educator voice in the QIP and ongoing improvement that is required to ensure programs and practices remain relevant and inform policy development
 - ✓ Parent voice to inform assessment and improvement is gathered in multiple ways, including an annual Parent Opinion Survey. Parent voice and opinion is also captured through the Floorbooks, email, as well as daily contact and meetings as requested by families, educators or the Director and Assistant Director. Educators pass this information onto the Assistant Director and Director
 - ✓ Children's voice is gathered throughout the programs but especially in the Floorbook and in kindy and childcare meetings
 - ✓ Whole Centre meetings are held at least once a term that address priorities included in the current QIP. Discussion and participation in these meetings also helps inform future improvement priorities
 - ✓ The Governing Council provides an appointed Grievance Officer whom families can talk with if they feel their concern has not been addressed by the leadership team, or if they wish to remain unidentified.
- The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
 - ✓ The Director and Assistant Director are considered lead educators as they usually have an education and care capacity within their role. The 2 kindy teachers are also valued as lead educators in kindy initially but also across the Centre.
 - ✓ In the last 3 years in particular the educational leadership capacity has grown so that programs are capably lead by a range of educators. The impact of child led programming that impacts on program content and processes has been powerful and led significant pedagogical shift to build a community of powerful learners
 - ✓ Educators engage in informal and formal dialogue as an important part of program development
 - ✓ Educators access a range of resources valued within the Centre by educational leaders to help analyse learning, including the EYLF, RRR and the Preschool Literacy and Numeracy Indicators
 - ✓ The DECD initiative Learning Design and Moderation with a major focus on reflective practice supports formative and summative assessment in kindy and childcare
 - ✓ Cross fertilisation between programs that reflects the integrated nature of the service is evident in OSHC programming, where program leaders from kindy and OSHC influence programming processes in childcare. Processes from childcare are brought back to kindy and OSHC utilising that cross fertilisation again and the acknowledgement that a child may be in all 3 programs in the course of a week
 - ✓ The Director and Assistant Director are available during programming times for under 3s, over 3s and kindy educators to reinforce continuity of learning, e.g., use of visuals, current topics of interest to learners

Improvement Plan

Goal/Priority	Challenge of Practice
<p>Goal 1 -</p> <p>Children demonstrate increased learning progress in literacy and numeracy</p>	<p>If all educators engage in research based methodology embedded in team critical reflection then educator practice will become more honed and better meet learner demands.</p> <p>If we develop pedagogical practice that focuses on the learning processes then we will see all children demonstrate learning progress within 12 months as described in the Literacy and Numeracy Indicators.</p>
<p>Goal 2 –</p> <p>Positive interactions and well-being is evidenced with the consistent use of visuals and sign language by educators throughout the Centre to intentionally support communication and connectedness.</p>	<p>If all educators embed the daily use of visuals by all educators within the educational and care program then we will see continuity of practice between educators and programs; anxiety and frustration in educators and children decrease; and educators maximising children's bids for care and learning.</p>
<p>Goal 3-</p> <p>Documentation by all educators of children's learning reflects the relevant learning challenges experienced in the educational and care environment.</p>	<p>If all educators engage in critical reflection about how learner progress is best represented and communicated, educators will adapt their practice and families will be better informed about what children can do as well as their potentiality so that continuity of learning is facilitated within Centre programs and with feeder schools.</p>

Improvement Plan Goal 1:

Goal is directly about improvement for learning. Goal to be clear about learner growth

Challenge of Practice Key Priority Areas <i>What are the priorities we will need to consider ?</i>	NQS <i>Which NQS are we seeking to improve?</i>	Actions/Steps to achieve <i>What specific steps will we take to address this priority?</i>	Resourcing <i>What do we need in order to achieve this?(Human, physical, financial)</i>	Responsibility and Timeline who/when <i>Who will do this? When will it occur?</i>	Evidence of success <i>How will we know we are having impact on children's learning? What tangible evidence will we have to demonstrate growth? What will it look like for children, educators, families?</i>
Continuity of learning between programs within the service underpinned by revised agreed philosophy and practice.	Quality Area 1: 1.3.2 Critical reflection on children's learning and development, both as individuals and as groups, drives program planning and implementation.	✓ Engage in critical reflection in like teams (kindy, childcare and OSHC) and then in multi program teams (e.g., with members from cc, kindy and OSHC) to support cross fertilisation	Engage Citron Consultancy (Jane Lemon), to facilitate critical reflection amongst teams of educators	All educators with Jane Lemon Term 1 Fridays in weeks 2, 7 & 10 and then in Term 2 & 3 with Governing Council and community	Completed revised Centre philosophy that directs and informs educator's practice, underpinned by shared learning agreements.
Reflective practice (formative assessment) that informs educators' and children's roles within the learning design	1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection	✓ Map out an agreed way to document learning that captures critical reflection to further inform educator practice	LDAR work re Numeracy processes with Jane Lemon Lisa Burman as a critical friend to support learning sprints	Director, Childcare Director, Room Leaders, all educators Director with Lisa in Term 1 to establish educator inquiry Director, Childcare Director, Kindy staff and room leaders in Terms 2 & 3	Children's active involvement in the program observed and documented. Summative assessments that capture growth using the indicators and EYLF as a lens

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Improvement Plan Goal 2:

Goal is directly about improvement for learning. Goal to be clear about learner growth

Challenge of Practice Key Priority Areas	NQS	Actions/Steps to achieve	Resourcing	Responsibility and Timeline who/when	Evidence of success
Consistent use of visuals and sign language by educators throughout the Centre to intentionally support communication and connectedness	1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<ul style="list-style-type: none"> ✓ Daily use of the kindy/ childcare clock to reduce anxiety ✓ Frequent use of "First; Then" visuals to help educators to develop individualised routines with children ✓ Educators and children to wear and utilise communication tags to embed 'safe hands, 'safe feet', etc ✓ Sign language to be used particularly with under 2s 	<ul style="list-style-type: none"> ✓ D for E Speech Pathologists ✓ Country Health Connect Speech Pathologists ✓ Innovative Solutions Project 	All educators	<ul style="list-style-type: none"> ✓ High levels of well-being measured by RRR amongst children and educators due to the embedded use of positive and proactive communication strategies
Educators modelling for each other how to slow their practice down and follow children's bids more authentically	1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world	<ul style="list-style-type: none"> ✓ 3 educators in Semester 1 and 3 educators in Semester 2 to complete and implement Marte Meo training 	<ul style="list-style-type: none"> ✓ TAFE via Business Sustainability Grant 	Childcare educators	<ul style="list-style-type: none"> ✓ High levels of wellbeing measured by RRR amongst children, especially those with high anxiety for recognised reasons (ASD, trauma)

Improvement Plan Goal 3:

Challenge of Practice Key Priority Areas	NQS	Actions/Steps to achieve	Resourcing	Responsibility and Timeline who/when	Evidence of success
Effective and efficient pedagogical documentation reflects agreed ethical decisions	1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<ul style="list-style-type: none"> ✓ Educators engaging in learning sprints to incubate and amplify documentation strategies that reflect shared values within the Centre philosophy 	<ul style="list-style-type: none"> ✓ LDAR Documentation Inquiry with Anthony Semann and Alma Fleet & further supported by critical friend Lisa Burman 	<ul style="list-style-type: none"> ✓ Director/Teacher in kindy engages in inquiry resourced by D for Ed once a term ✓ Kindy staff, Room Leaders and Directors in Terms 2 &3 with Lisa 	<ul style="list-style-type: none"> ✓ Shared agreement between educators about what constitutes ethical documentation to capture and inform learning
Ethical documentation informs planning in all programs	1.3.3 Families are informed about the program and their child's progress	<ul style="list-style-type: none"> ✓ Time and training provided to support efficient and ethical documentation 	<ul style="list-style-type: none"> ✓ IT consultant ✓ Floorbook training 	<ul style="list-style-type: none"> ✓ Director and Childcare Director, Room Leaders 	<ul style="list-style-type: none"> ✓ Ethical documentation consistently implemented to inform the planning cycle in all programs and inform families

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Track and monitor improvement progress and impact: Term 1 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1				
Goal 2				
Goal 3				

Track and monitor improvement progress and impact: Term 2 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1				
Goal 2				
Goal 3				

Track and monitor improvement progress and impact: Term 3 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1				
Goal 2				
Goal 3				

Track and monitor improvement progress and impact: Term 4 Review

Improvement Goals	Review process— when, who, what	Evidence of impact/improvement (children, educators, families)	Progress (Red—not on track, Orange—at risk, Green— on track)	Next steps
Goal 1				
Goal 2				
Goal 3				