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Government of South Australia

Department for Education and
Child Development

Nuriootpa Community Children's Centre

Quality Improvement Plan 2018/19



NURIOOTPA COMMUNITY CHILDREN'S CENTRE

2018 Quality Improvement Plan

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Service details

Service name	Service approval No	Provider Approval No
Nuriootpa Community Children's Centre (Preschool)	SE – 00010735	PR-00006069 DECD
Nuriootpa Community Children's Centre (Childcare)	SE-00012230	PR-00007116 Nuriootpa Community Children's Centre

Physical location of service		Physical location contact details	
Street:	14 Park Ave	Telephone:	08 8562 1006
Suburb:	Nuriootpa	Mobile:	
State	SA	Fax:	08 8562 3435
Postcode:	5355	Email:	dl.5308.leaders@schools.sa.edu.au

Approved Provider -Preschool		Nominated Supervisor -Preschool	
Primary contact:	DECD Anne-Marie Hayes	Name:	Sally Wuttke
Telephone:	08 8226 3463	Telephone:	08 8562 1006
Mobile:		Mobile:	0407 719 072
Fax:		Fax:	08 8562 3435
Email:	DECD.NQFEnquiries@sa.gov.au	Email:	Sally.wuttke119@schools.sa.edu.au

Approved Provider -Child Care		Nominated Supervisor -Child Care	
Primary contact:	Kirsty MacCulloch	Name:	Sally Wuttke
Telephone:		Telephone:	08 8562 1006
Mobile:	0411 275 430	Mobile:	0407 719 072
Fax:		Fax:	08 8562 3435
Email:	Kirsty.macculloch@bigpond.com	Email:	Sally.wuttke119@schools.sa.edu.au

Postal address (if different to physical location of service)	
Street:	
Suburb:	
State:	
Postcode:	

Operating Hours- Preschool					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:30am	8:30am	8:30am	8:30am	8:30am
Closing time	3pm	3pm	3pm	3pm	3pm

Operating Hours- Child care					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8am	8am	8am	8am	8am
Closing time	6pm	6pm	6pm	6pm	6pm



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Additional information about your service

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

We are an Integrated Service providing a 30 place non -profit community based Child Care service and a DECD preschool.

The Child Care section operates 50 weeks per year, closing for 2 weeks over the Christmas period.

The Preschool commenced Universal Access in Term 3, 2012. The Preschool is in operation according to the school term schedule. Term 2, 2017 school holidays commence on Saturday the 8th of July. A pupil free day for the Preschool is scheduled for the 26th of June, 2017.

A public car park is located at the front of the centre with a disabled carpark located at both the front gate and in the staff carpark at the rear of the building.

How are the children grouped at your service?

Due to the numbers and regulations regarding floor space for children the inside area for Child Care and Preschool function separately. Although the outside area is separated, the Child Care children are able to ask Educators if they want to come through to preschool area and vice versa.

Child Care has 2 rooms – Under 2 year olds and Over 2.

There are 3 types of bookings in Child Care:

- Full Day booking – 8am to 6pm
- Half day booking – 8am to 1pm or 1pm to 6pm
- Before & After Preschool Care – 8am to 8:30am and 3pm to 6pm

There are 3 types of grouping in the preschool section:

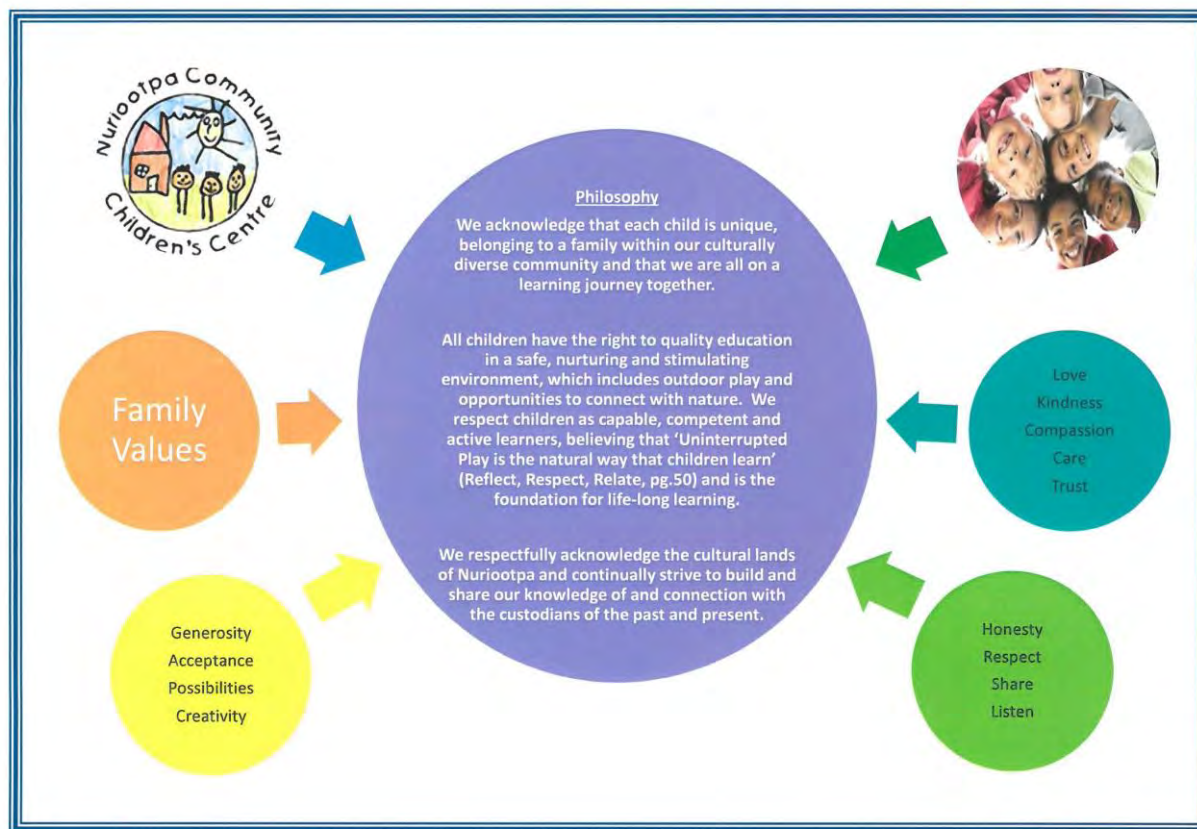
- Full Day sessions – Monday/Tuesday/Friday (odd weeks),
Wednesday/Thursday/Friday (Even weeks)
- AM sessions – Monday to Friday 8:30am to 11:30am
- PM sessions – Monday to Friday 12noon to 3pm

Group time occurs for the final 15-20 minutes where they are collected by parents/caregivers.

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

Sally Wuttke, Director and Nominated Supervisor

Service statement of philosophy



Our philosophy statement was developed over a period of 18 months. During this time Educators attended training and development in the creation of Philosophy statements. Educators reflected on feedback from centre families, beliefs, early childhood documents and used their knowledge from training to create a statement. This statement encompassed the centre's beliefs in regards to children's learning and the values of families within our community.

The Philosophy statement is the foundation for all Educator practice within our centre. Feedback processes are used to ensure our Philosophy statement continues to reflect the belief and values of our centre families.



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Strengths Summary

Nuriootpa Community Children's Centre underwent a National Quality Standards assessment in 2017. All standards were met with several elements receiving a rating of exceeding. Evidence from the assessor's report is included in our strengths summary.

Self review processes include:

Term 1-3, 2017

- Wellbeing scale collected in Term 1, 2017 and critically reflected on during Term 2 & 3.

Term 4, 2017

- Centre strengths in early childhood literacy & numeracy development using the Literacy and Numeracy Plus Preschool Rubric.

Term 1, 2018

- Pre reading by all staff on the revised NQS and the 3 themes.
- Powerpoint presentation by Director of the revised NQS.
- A review of current strengths under the 3 new themes.
- Parent perspectives gathered during end of year Preschool survey and Child Care Kinder survey.
- Parent perspectives gathered through Orientation Survey.
- RRR Involvement Scales completed.

Term 2, 2018

- Parent perspectives gathered regarding outdoor routines – feedback box provided at centre.
- Begun inquiry question 'Does our documentation of learning influence planning related to number sense?'
- Student Free Day – Critically reflected on RRR Involvement Scales results.
- Student Free Day – Critically reflected on documentation we collect on children through audit.



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QA1 Educational program and practice- Strengths

Theme 1: Practice is **embedded** in service operations

Educators interacting with children purposefully, assisting in their decision making, scaffolding their learning, encouraging a growth mindset through positive language and questioning, and encouraging their sense of agency.

Each child accessing the curriculum with a high level of engagement. Educators engaging and listening to each child's voice, interest, extending, scaffolding and facilitating play experiences which are developmentally appropriate and inclusive of each child.

The Centre uses the Early Years Learning Framework principles, practice and pedagogy to guide curriculum development in a play based program. The evaluation and review processes in place promote and document individual children's learning with in the 5 outcomes, and linked to the Preschool Literacy and Numeracy Indicators.

Children are valued as individuals encouraged to develop an enthusiastic positive attitude to learning, confidence in themselves, respectful relationships with others and the skills needed to communicate effectively.

The program and routines are organised to meet the developmental and physical needs of each child to encourage them to achieve their potential for learning. Educators have been involved in reflective activities to identify the equipment, materials, environment, activities and routines most beneficial according to the children's developmental stage.

The environment, materials and learning program are designed to encourage children to make choices and decisions promoting their self-motivated learning and contribution to their world.

Documentation demonstrates that we respond to children's ideas and play and use intentional teaching to scaffold and extend each child's development and learning

Parent Feedback Term 1, 2018

We have really noticed an improvement in Leo's social skills. He is much more likely to look at someone and have a conversation now. Even with someone he doesn't know well.

Elsie really loves kindy and is eager to tell me about her learning experiences. I am very pleased that she is playing outdoors more and her physical development is showing great improvement.

Taj enjoys each and every day he has the opportunity to go to kindy. He loves the environment, educators and the wide variety of activities / learning opportunities created by both staff and students.

Thank you for supporting and encouraging Felix's love of cricket and also his connection to NZ. The flag painting and kiwiana paintings were really special.

Theme 2: Practice is informed by **critical reflection**

Visual documentation on display in the form of profile books, displays, living/floor books, programs, reflections, ILPs, NEPs etc, being reflective of individual children's learning experiences, interests and child's voice. These documentations and reflections are the foundation for the curriculum decision making. These documentations demonstrate reflections on each child's knowledge, ideas, culture, abilities and interests.

Children participating with a high level of engagement in an uninterrupted play based curriculum. Children have access to both intentional and spontaneous experiences, allowing for engagement and extension of own interest, opportunities to practice and refine skills and develop a strong sense of agency.

Visual documentation – demonstrating routines, flexibility of routines and the inclusion of child's voice in that decision making.

A sequential reporting process showing each child's progress and learning in the form of statements of learning, interview, profile books, visual displays, living books, ILPs, NEPs, daily reflections, incidental conversations with families, CYH notes and the documentation of these.

Educators conversing about individuals and groups of children's learning interests and spontaneous experiences and using this information for curriculum planning.

Visual documentation – documenting critical reflections on both individual and groups of children's learning and



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demonstrating how these reflections have been used for future programs.

Critical reflection guides the strategies that are in place to identify children's current knowledge and understandings and the inclusion of their developing interests.

Educators ensure each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Strategies have been developed to ensure educators use critical reflection on children's learning and development, both as individuals and in groups, regularly to implement the program.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Meaningful relationships and interactions between Educators, Children and families contributing to a holistic approach to each child's lifelong learning.

Opportunities for parent feedback via the reporting process, interview, surveys, newsletters and participation on Governing Council

Meaningful engagement with families/community facilitates the development of a curriculum that reflects the context, setting and cultural diversity of our centre, families and communities, forming the foundation of our programs.

The children's individual needs are identified in consultation with families and other professionals to ensure they are able to participate in the program. Assessment and individual plans with strategies are established to support children identified with specific needs through this consultation.

QA2 Children's health and safety Strengths

Theme 1: Practice is embedded in service operations

'Children are adequately supervised at all times. Educators across the site were observed supervising children in both the indoor and outdoor environments and there was flexible access between the indoor and outdoor environment. Educators were aware of where they were needed to be situated and adjusted this to the movement of children, communicating with one another.' (Exceeding Rating, 2017 NQS Assessment Report)

Children are involved in risk assessment processes through their play. Risk assessment and hazard assessment tools, according to requirements. Developed a folder containing children's health needs with photograph – copies in Director office, Front office, Preschool and Child Care. Photo's of children with medical conditions and their needs, are located in the staff room for both regular staff and for relief staff. Incidents of accident or injury and first aid treatments are documented appropriately, and reported back to families. We have also improved access to the centre, both parking and paths, for those requiring the use of a walking frame or wheelchair.

The routines are developed to ensure each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. The child's background and personal preference guide our practices. Areas developed inside and outside to allow children to manage energy levels. Programs and routines are developed for children who need support to recognise balancing active and quiet times.

Policies are in place to ensure effective current hygiene practices in line with recommendations from relevant health authorities are promoted, modelled and implemented. Educators have been trained regarding hygiene practices, routines and schedules which are shared with children, families and the community.

Our program ensures that physical activity is promoted through planned and spontaneous experiences which are appropriate for each child. There is a balance between active and quiet experiences and children are encouraged to participate developing their sensory motor skills and physical competencies. Educator rosters and roles clearly specify their responsibilities ensuring that children are adequately supervised at all times. The level of supervision is guided by the area of the service and the skills, age mix, dynamics, the number of children and the challenges being offered.

Procedures are in place for regular checks of equipment and environment to protect children from harm and any hazard likely to cause injury. A hazard management process is in place to assess the level of risk to determine what action needs to be taken. We are including the children in this process to help them recognise risks and develop problem solving skills.



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Yard checks done and signed off each morning with ongoing monitoring throughout the day. All educators are responsible. Concerns notified to Director for action.

Theme 2: Practice is informed by critical reflection

'Effective steps are taken to identify and manage risks and the precautions taken to protect children from harm and hazards and reflect best practice. Risk assessments are completed with the children and are completed for excursions. Daily safety checks are completed of the site and include yard checks and quarterly inspections. Educators were observed talking to children about being sun safe and using phrases such as 'Is that safe or unsafe?' Children were actively encouraged by educators to be engaged in assessing risks within their play environment.' (Exceeding Rating, 2017 NQS Assessment Report)

'Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Twice a term invacuations and evacuations are completed with a yearly schedule in place. After they are practised they are reviewed and areas of improvement are acted upon.' (Exceeding Rating, 2017 NQS Assessment Report)

An Emergency Management Plan is in place, practised and implemented. These are reviewed and updated according to new regulations and requirements. The educators are appropriately trained and families are informed regarding these policies and procedures.

Educators and co-ordinators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect as all educators have received required training. Concerns are shared in educators discussion to ensure any observations of repeated incidents are identified which may indicate the necessity for a report.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

'All educators understand their roles and responsibilities in accordance with relevant child protection legislation. All educators have completed Responding to abuse and Neglect (RAN) training and have a clear understanding of the protocols for reporting to the Child Abuse Report Line (CARL). All governing council members have also attended RAN training. The service also provides information to families about car and battery safety, from reputable resources such as Kidsafe. The Keeping children safe curriculum is also implemented at the site and information is provided to families about the curriculum.' (Exceeding Rating, 2017 NQS Assessment Report)

Upon enrolment each child's health needs are supported as information is gathered from parents and observations. Procedures are recorded and updated as required to ensure best practice in administration of children's health needs and families are informed regarding the service's policies and guidelines.

Strategies and policies have been developed and implemented to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. Families are provided with information detailing infectious diseases in centre handbook and can access further policies in the Centre Policy folder in the Administration area. Current Staying Healthy guidelines displayed to inform parents of any illnesses. Families are notified if their child becomes unwell, or requires collection, and reminders in centre newsletters regarding children not accessing the centre if unwell and notifying centre if child unwell, especially if transferable illness.

The centre ensures healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. Families supply the children's lunch and are informed regarding the dietary and health requirements for young children. We have policies in place regarding foods not allowed in the centre due to children's allergies. We encourage healthy eating and inform parents of the concerns regarding – salts, sugars, fat levels and preservatives.

QA3 Physical environment- Strengths

Theme 1: Practice is embedded in service operations

'Sustainable practices are embedded in service operations and consistently promoted in the everyday program. The service has implemented a site environmental management plan, which has been in place for 3 years. The plan has involved a Wipe Out Waste (WOW) audit, the creation of a butterfly garden, improving recycling, promoting water conservation and energy efficiency. Additionally, purchasing practices have changed at the service with educators not purchasing as much as before to reduce wastage and routines have been adapted to reduce water usage. Water saving taps have also been implemented and



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educators have reflected upon how they can use all food scraps at the site.' (Exceeding Rating, 2017 NQS Assessment Report)

'Children are supported to become environmentally responsible and show respect for the environment. Children are taught by educators about the wonder and curiosity of the natural environment and caring for the environment is embedded within the program. Worm farms are maintained at the site and food scraps are utilised in them. Budgies are cared for in the Tii-taka room and books about birds were placed on shelving along with potted succulents. In the preschool children have grown seeds and crystals in the program and educators actively engage children in learning about the natural environment.' (Exceeding Rating, 2017 NQS Assessment Report)

Our centre has suitable accessible undercover and shaded areas, sun safe procedures and an Inclement Weather policy. Wet weather clothing is made available to children to enable the safe and comfortable participation of all children.

A variety of flexible developmentally appropriate furniture, equipment, resources and learning spaces are readily available to children and educators throughout the session, with thoughtful consideration given to safety and accessibility.

Acoustic modifications have been carried out in the indoor learning environment.

The above enable flexible use of both outdoor and indoor learning spaces for the children. Examples of the above can be seen in various formats including floor book, program and children's profile book documentation.

Thoughtful, considered purchasing of open-ended developmentally appropriate resources, materials and equipment complement existing items and increase the availability to the children. These are stored and accessible to allow for flexible use across the site to enable effective implementation of programs. Evidence of this can be seen in educator meeting and governing council minutes, administration, programming and children's learning documentation and displays.

Our site actively promotes sustainable practices including an embedded recycling program, extensive use of natural and reused materials, increasing biodiversity and waste reduction strategies, as part of our ongoing education of children, families and educators.

This can be seen in our Site Environmental Management plan, daily program and documentation of children's learning, newsletters, displays, diaries, gardens and signage.

Our inclusive and supportive learning environment and program encourages children to respect and actively share in responsibility for nurturing our living and non-living environment. A focus on reducing, reusing and recycling is fostered throughout the site.

This is evident in our current outdoor development plans, floor and profile book documentation, displays and our ongoing community involvement including the Barossa bush garden.

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources encourage the children to experiment, question, problem solve and to extend their skills and competencies. Ventilation in baby sleep rooms will be done through Facility maintenance funds 2013.

Premises, furniture and equipment are safe, clean and well maintained. Cleaners in every day. A cleaning schedule was established and it is displayed on kitchen bench, regular safety and cleaning checks of equipment and materials.

Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. The large natural environment provides opportunities for children to explore nature, create their own spaces, manipulate tools and equipment and to develop an understanding of the life cycles of plants and creatures. The inside and outdoor areas invite children's imagination, physical skills, inquiry, problem solving and social skills.

Storage containers organised for inside shelves and funding for storage boxes for sandpit equipment to relieve congestion in outside shed.

Children are supported to become environmentally responsible and show respect for the environment as we encourage them to help set up and pack up equipment and materials, they share in the responsibility for preparing, planting and maintaining the vegetable patch. The children are involved in recycling, encouraged to respect our use of water in the program and to demonstrate care for all around them. The children's program includes life cycles of plants and creatures



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developing an awareness, care and respect for their surroundings.

Orientation Survey Term 2 96% strongly agreed, agreed that the learning environment is well presented and inviting to children.

Theme 2: Practice is informed by critical reflection

Through thoughtful reflection and planning, quality opportunities are available for every child to access and engage with self and educators selected resources, equipment and experiences, both quiet and active in our built and natural environments. Child and educator initiated interests and learning opportunities are built on and extended through educators scaffolding children's curiosity, discoveries, discussions and questioning. Additional resources are gathered by children and educators to facilitate further learning.

This will be further enhanced as we continue to implement our new outdoor development plan. Displays, floor books, reflections, program and learning documentation show evidence of this.

We have made developments and adaptations to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

Daily reflections of the program includes how children have engaged in the physical environment and are reflected in future programming.

The centre is continually renewing and updating resources, materials and equipment to ensure we have enough for the number of children. These are organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

The centre has collaborated closely with the Natural Resource Management (NRM) team to design outdoor play spaces which are indigenous to the community.

The centre has an environmental management plan in place formulated in conjunction with the NRM.

Governing Council are involved in decision making in regards to purchasing of resources to support the physical environment and adaptations to the physical environment.

QA4 Staffing arrangements- Strengths

Theme 1: Practice is embedded in service operations

'Educator-to-child ratios and qualification requirements are maintained at all times. Two team leaders, one working in the Kangarilla room and the other in the Tii-taka room and a transition team leader all hold Diploma qualifications. Significant changes to the staff teams in these two rooms have occurred in the last 18 months.' (Exceeding Rating, 2017 NQS Assessment Report)

'The supporting educators hold a combination of Certificate III qualifications or/and are completing additional study. The assistant director provides support to both rooms. Two students are completing their placements in these rooms to obtain their Certificate III qualifications.' (Exceeding Rating, 2017 NQS Assessment Report)

'Staff above minimal requirements for educators qualifications; self-funding preschool support to extend staff arrangements over holiday period; funding for additional staffing for children prior to being eligible for preschool support; restructuring and recruiting team leaders in the childcare rooms.' (Exceeding Rating, 2017 NQS Assessment Report)

'The service is led by shared leadership between the director and assistant director. Educators are supported to share their knowledge across the site and within their learning community. Educators are recognised for their strengths and interests that they bring to the service and they are encouraged to engage in staff mentoring.' (Exceeding Rating, 2017 NQS Assessment Report)

'Mentoring, frequent communication, shared meetings and opportunities for shared learning. Professional development opportunities have influenced the program at the service.' (Exceeding Rating, 2017 NQS Assessment Report)



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Staff-to-child ratios and qualification requirements are maintained at all times. Records maintained as required.

Educator development – Director completed Bach. ECE (2011), Teacher Completed Bach. ECE (2012), 3 Early Childhood Workers and 1 Child Care completed Child Care Diploma (2012), Admin. Officer completed Certificate 4 Business & Finance(2012), 3 Child Care educators completed Advanced Diploma CC AND Assistant Director currently completing Bach. ECE.

All educators current – First Aid, Asthma, Anaphylaxis and Responding to Abuse & Neglect.

Professional standards guide practice, interactions and relationships. Educators provided with information to identify requirements – job specifications, Code of conduct, centre grievance procedure, centre values and professional practice policy.

Educators and Leaders work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. The centre has full staff team meetings to support collaboration and continuity in the delivery of our learning program and shared professional learning.

Theme 2: Practice is informed by critical reflection

'Professional standards guide practice, interactions and relationships. The service implements the Code of ethics and a staff professionalism policy is utilised to resolve grievance with staff and to guide the culture of the service. In the previous year the educators went through the values of the site in conjunction with the review of the philosophy statement. The director has also revisited expectations and standards of practice with the emphasis on 'children at the centre of what we do' and with educators about understanding personality differences and strengths.' (Exceeding Rating, 2017 NQS Assessment Report)

'Staff work together to collaboratively challenge, affirm and challenge one another to further develop their skills and improve practice. As mentioned in standard 4.1 significant changes have occurred in the Kangarilla and Tii-taka room. Educators are making adjustments in these rooms and were observed frequently communicating to one another, including changes in the routines and their movements between the indoor and outdoor environment.' (Exceeding Rating, 2017 NQS Assessment Report)

'The director stated that together educators talked about 'growth mindset' and the current focus to collaboratively develop the whole site and to have common goals. Training and development is now linked into site goals and is fully supported by the site governing council.' (Exceeding Rating, 2017 NQS Assessment Report)

'Interactions convey mutual respect, equity and recognition of each other's strengths and skills. New Centre Values developed, identifying and clarifying our professional focus on providing the best outcomes for our children in a respectful, welcoming environment. Psychological Health Checklist provided to educators. Director and Assistant working closely with educators to identify concerns and establish strategies to improve working environment.'

Staff to child ratios/rosters are reflected on regularly and adapted as required to meet standards.

Staff policies are reviewed annually and referenced to in newsletters and staff performance development.

Staff meeting agenda allow for critical reflection of practices and processes.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Staff to child ratios are thoughtfully considered to ensure continuity for families and children. Educators are available to engage with families during busy times as this is supported with additional staffing being put in place

QA5 Relationships with children- Strengths

Theme 1: Practice is embedded in service operations

Educators observe children's play to see if other materials are needed to extend play. Educators and children maintain respectful interactions and conversations evident in children asking questions, children looking for comfort from educators, children playing near educators or involving educators into their play.

Educators provide children with warnings for transitions and finishing times, and the opportunity to continue their



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experience after the transition. Children interests are also considered around routine transitions, showing flexibility in routines, following children's needs if hungry, thirsty, tired, need to go to the toilet, nappy change, inside/outside play. Educators help children in sleep routines, checking to see what they take to bed which is written on their sleep name tag, the child's bed is made in same place each time so the child knows what bed/cot they are in. Children who are toileting have a choice of toilet or potty and educators work with families to develop toileting plans to ensure consistency between the centre and home.

Educators display around each room - children's work, program, extension ideas, photo's, learning stories, big book documentation, observations and children's voice where parents can see and read when entering our centre. Important notices go on top of sign in/out sheets and placed in newsletters and in pockets.

Children have individual plans and goals that are incorporated into the program. Children with additional needs are provided with support through Inclusive Directions, Preschool Support Program and Early Intervention.

Children have confidence in asking educators for materials, tools and equipment to extend their play in all areas of the centre. Educators are near and close by the children's play to be available for support in small group play, large group play, individual play, extension ideas and conflict resolutions between peers.

Educators role model being sun smart by wearing sun hats, sunscreen and appropriate clothing when outside. Educators role modelling how we communicate to other educators, to parents and all children, supporting children in how they communicate to each other, supporting conflict resolutions and support using "Stop. I don't like it when you....." and "I feel....." statements.

Educators supporting children in play situations from turn taking, sharing, conversations within play with peers, entering other children's play, having their say in play with peers or discussions at mat time.

Educators setting up different experiences inside and outside to meet children's needs and interests and opportunity for small group play to large group play and individual play.

Interactions with each child are warm, responsive and build trusting relationships. Educators establish positive relationships with families creating a welcoming environment where the children feel safe and valued. Opportunities for positive communication between educators and children are encouraged where genuine interest, understanding and respect are demonstrated.

Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Educators encourage children to attempt new challenges and use a range of resources and techniques to ensure the program is inclusive.

Each child is supported to work with, learn from and help others through collaborative learning opportunities. The children are encouraged to participate collaboratively in routines, events and experiences contributing to decisions with respect for the contributions of others. Educators model collaborative, cooperative behaviours demonstrating how to build positive relationships.

Each child is supported to self-regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. The educators guide children in developing positive relationships with others.

Orientation Survey Term 2 100% strongly agreed, agreed that the staff are doing a good job to help their child feel secure and welcome.

Theme 2: Practice is informed by critical reflection

The dignity and the rights of every child are maintained at all times. The educators develop an understanding of the children's personalities and friendship preferences through observations and use this information to support their social and behaviour skills. The environment is designed to reduce stressful incidents and strategies are in place to provide consistent support for children with identified behaviour difficulties. Appropriate behaviours are discussed with children and educators support and encourage them to try to negotiate and resolve their conflicts with others.

Centre uses the RRR scales in Term 1 to critically reflect on practices and implement further strategies to support



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relationships with children.

Orientation Survey Term 2 100% strongly agreed, agreed that once settled their child enjoyed attending NCCC.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Educators greet children and parents as they enter and leave the centre. Educators make an effort to speak to each parent to see if there is any information regarding their child such as sleep, toileting or individual needs, who's picking them up, routine changes, booking changes. Educators make an effort to speak to all parents/guardians at pick up time to let parents know how their child's day was, a few experiences they were involved in, sleep, toileting/nappy changes and eating. Information gathered from incidental conversations with families is documented on the communication notes, which is accessed by all staff in the staff room.

Room is set up with a range of experiences related to children's interests. Educators are responsive to children and will provide other experiences suggested by the children. Assistance is provided to children when separating from parents. If children are having trouble separating from parent, educators will help the child to say goodbye and help them settle into an experience, developing strategies with parents that are meaningful to the child, to help overcome separation anxiety.

Systems are in place for information regarding families and children to be accessible by all necessary educators.

Each child is supported to feel secure, confident and included. Practices and routines are developed which demonstrate a respect for the child's family and community contexts as this is important for a constructive collaborative relationship. Strategies and programs are in place to develop children's abilities and confidence. We provide parents with a sheet identifying strategies to support and encourage a positive start at the centre.

QA6 Collaborative partnerships with families and communities - Strengths

Theme 1: Practice is embedded in service operations

'Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program. Plans are in place to support children with additional needs and educators across the service facilitate the connection to support services for all children and families. Seamless support is in place and ensures the support of all children in the service program.' (Exceeding Rating, 2017 NQS Assessment Report)

There are a number of strategies to ensure current information about the service is available to families. Positive collaborative relationships are developed with families where information about their child is shared and their concerns are dealt with empathetically and promptly

Parents sign in sheet provides a quick effective way to pass on current information. (eg. Notification to sign accident record) Special notices in pockets regarding excursions/fundraising. Parents approached to identify preferred method for communication to ensure centre information accessed – pocket, phone, email as well as personal approach.

Current information is available to families about community services and resources to support parenting and family wellbeing. The centre has a range of resources available to support families and any parent information sessions are displayed in the front office with reminders included in the Newsletter.

Continuity of learning and transitions for each child are supported by sharing relevant information. Information relating to the child's needs and experiences are communicated to educators as children transition across the site with appropriate procedure in place for releasing children to authorised individuals.

Orientation Survey Term 2 93% strongly agreed, agreed that they feel welcome at NCCC. 96% strongly agreed, agreed that their views about their child's learning and wellbeing are respected. 93% strongly agreed, agreed that staff at NCCC were professional and helpful throughout the enrolment process.

Theme 2: Practice is informed by critical reflection

Parent surveys inform the centre philosophy, policies, procedures, values and the Quality Improvement Plan.

Access to inclusion and support assistance is facilitated. Children identified with learning, behaviour, health, physical and intellectual needs are identified and appropriate support is provided through inclusive centre program and the delivery



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of programs provided by support services. Educators receive ongoing training, they engage in whole centre training days which include professional learning and reflection with peers, to extend their skills and knowledge, and reflect on what is required to provide an inclusive program for all children.

Orientation survey Term 2 92% strongly agreed, agreed that they were happy with how their child was settling in at NCCC.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

'There is an effective enrolment and orientation process to support all families based on active communication, consultation and collaboration. The enrolment process is tailored to the needs of families and transition visits are included. During Term 3 the enrolment process commences for the preschool and interviews are organised with families to assist the process. Families are provided with an enrolment pack and stay and play sessions are offered in the preschool. Additionally, a strong aspect of the Barossa Valley Partnership has been the continuity of pedagogy and learning across sites, which is one of the strengths of the site as mentioned in 6.3.' (Exceeding Rating, 2017 NQS Assessment Report)

'Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Families have the opportunity to partake in the service governing council, which over the past years has become more involved in service operations. Additionally, families can also contribute to termly cleaning of the site, attending planned excursions or participating in cooking experiences.' (Exceeding Rating, 2017 NQS Assessment Report)

'Comprehensive and current information about the service is provided to families in an accessible format. Parent pockets are maintained in the main walkway of the service and floor books are placed at the entrance on low tables for families and children to look through. The front foyer of the service included the parent library, service policies and procedures, prescribed information and the philosophy statement. Information is also provided to families in regular newsletters and on the service's website.' (Exceeding Rating, 2017 NQS Assessment Report)

'Family expertise is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program. Families are invited to share information from their home lives and their holidays within children's portfolios. On enrolment, information is gathered about the child's family values, backgrounds, family recipes along with stories in children's native languages. On arrival to the service all families were greeted and had opportunities to share information about their child's wellbeing and needs for the day.' (Exceeding Rating, 2017 NQS Assessment Report)

'Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing. The service has connections with the local Lutheran community playgroup, the bush playgroup and playgroups within the local areas of Tanunda, Angaston, Truro and Greenock. They also have connections with inner north country health services taking a 'wrap around approach to children and families needs'.' (Exceeding Rating, 2017 NQS Assessment Report)

'Links with relevant community and support agencies are well established and maintained consistently. Established links have been made with agencies such as Novita, community health and local health professionals, such as occupational therapists and speech pathologists. Spot groups have been developed through the support of occupational therapists, speech pathologists and physiotherapists focusing on small groups of children who need additional support.' (Exceeding Rating, 2017 NQS Assessment Report)

'The continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. As mentioned in standard 6.1 the Barossa Valley partnership has worked at improving children's transitions to school and works in partnerships with other services to support all families in the local community. A continuity of learning plan is in place and educators at the service form relationships and meet with educators and leaders of the schools in the local area. As part of the DECD local partnership growth has been observed across educators and school leaders through this process.' (Exceeding Rating, 2017 NQS Assessment Report)

'The service establishes effective relationships and actively engages with their local community. The service is actively involved in the Barossa Valley community contributing to festivals, the Christmas parade and with local businesses. The service also engages their local community through events such as Grandparents day, the obstac-athon and other fundraisers. The service has also worked with schools in the local area to map out the same days for student free days, ensuring better support for all families in the community.' (Exceeding Rating, 2017 NQS Assessment Report)

There is an effective enrolment and orientation process for families. Currently families are welcomed, provided with



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information about the centre, our programs and how they can become involved in the centre community. They are invited to stay to meet educators and explore the learning environment. As part of the enrolment process, preschool families meet with the Director to share important information about their children, and discuss any concerns they may have prior to starting preschool. A successful 'Stay and Play' Week occurs at the beginning of each preschool year, and child care families are encouraged to access 2-3 stay and play visits prior to starting child care to familiarise themselves and their children with the centre educators and routines.

Families have opportunities to be involved in the service and contribute to service decisions. Families are encouraged to participate in the centre as part of the governing council and contributing to the learning program. Families are informed regarding who the Governing Council members are. Families are encouraged as part of enrolment process, at the information session and through the newsletter to share their skills, knowledge and expertise to broaden the potential learning for our children.

The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. We are guided by the information provided by families concerning their needs, play preferences and life experiences with regard to their family and community context. The information sheet we have developed is filled in with the enrolment form providing more information about the children's family context, their interests, concerns, needs and parents skills which could enrich the learning program.

Links with relevant community and support agencies are established and maintained. The centre has established links with a range of professional and community services with whom we work collaboratively to provide continuity in the delivery of support programs for our children. The families are included in the development and delivery of the program designed to meet the individual learning and developmental needs of their children.

The service builds relationships and engages with their local community. The centre is part of the community with local community groups being involved in projects, visits to local shops, bush gardens, linear park, the local primary school, and community celebrations. We are a training facility for local high school students, TAFE and University students and volunteers.

We are active participators in the Barossa Partnerships group, and as a staff team, take part in opportunities to train, and network with other members of the Barossa Partnerships, strengthening our links with the community.

Orientation Survey Term 2 84% strongly agreed, agreed that there was a good transition process to help their child adjust to the program. 82% strongly agreed, agreed that they received adequate information before their child started at NCCC about the education and care program.

QA7 Leadership and service management- Strengths

Theme 1: Practice is **embedded** in service operations

'Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. The service has access to finance and administration support and they utilise Spike and the Early Years System (EYS) for bookings. With the additional staff in support roles information about updates and enrolments are kept up to date and families new to the service are given additional support.' (Exceeding Rating, 2017 NQS Assessment Report)

'Well-managed administration systems ensure effective operation of the service and contribute to continuous service improvement. The service leadership team works with the finance and administration staff in ensuring a collaborative approach is taken to support the preparation of finances for the whole site.' (Exceeding Rating, 2017 NQS Assessment Report)

'The service is aware of the need to notify the Regulatory Authority of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.' (Exceeding Rating, 2017 NQS Assessment Report)

'Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. The staff professionalism policy supports the service grievance procedure in that staff are encouraged to approach each other first and then talk to the team leader and the director. Grievances are documented and staff are encouraged to learn about different work styles and approaches. Families are also supported in following the procedure and are invited to talk to the director if they have any concerns.' (Exceeding Rating, 2017 NQS Assessment Report)



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DECD policies and procedures are followed by a diligent leadership team who keep abreast of latest developments and processes that pertinent to the centre.

The centre has permanent educators across both services and every effort is made to provide continuity of contract educators. Continuity of care for children with additional needs is prioritised in decision making regarding rosters and contracts. Regular relievers are in place.

A culture of shared leadership is evident across the centre. Educators have taken the lead on aspects of curriculum development including sustainability, communication of programs to families and strategies to support children with additional needs. Educators mentor other educators in areas identified as their strengths.

Processes are in place for performance development of all educators with connections made to job roles, Step 9 and AITSL.

Support is provided by the leadership team and resources are targeted to support both individual and whole educators needs.

Educators are committed to the values and beliefs encompassed in our centre philosophy.

Information is provided to families to enhance their knowledge and understandings of the quality areas through newsletters, profile folders, learning stories, feedback surveys and Governing Council reports.

The records as outlined in national law are securely stored at the centre. All educators are aware of protocols regarding access and return of documentation. Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. The centre reviewed this area recently initiating a number of practices to improve retention, confidentiality and disposal of records.

Leadership ensure that people accessing records have the appropriate clearance required eg. Child Related Criminal Screening.

Records regarding children with additional needs are kept in a secure location accessible to all relevant educators. These records are organised in an effective manner that best supports educators to support these children.

All enrolments across the centre are entered into appropriate administrative systems to ensure legal requirements are met and the centre operates at a high standard.

Family details regularly updated (T1 preschool, Term 2 childcare). Phone message folder in front office showing records of calls to families regarding their children (illness, accidents etc).

Grievance procedures in parent handbook and on front office wall.

Parents offered quiet space – not interrupted , confidential space provided if preferred to discuss any issues or concerns.

The induction of educators is comprehensive. New educators receive an induction folder containing relevant documentation to inform them about their roles, responsibilities, rights, the centre structure and background and programs offered using EYLF. The centre philosophy and values are reviewed by educators and families. Review of Induction ongoing.

Every effort is made to promote continuity of educators and co-ordinators at the service. The centre has been able to retain a strong core group of educators and coordinators who work effectively, collaboratively with respect and consideration for others.

Provision is made to ensure a suitably qualified and experienced educators or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. The centre has a highly qualified educators who competently develop the teaching and learning program based on observation identifying children's needs, interests and extension.

The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

Orientation Survey Term 2 96% strongly agreed, agreed that NCCC is well managed and the staff seem organised and there are good administrative processes in place. 86% strongly agreed , agreed that the enrolment forms were clear



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and straight forward to complete.

Theme 2: Practice is informed by critical reflection

'Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educator and families. The governing council is involved in the review of policies for the whole site with all policies being reviewed on a regular basis. The parent notice board is utilised to notify parents of which policies are being reviewed and the governing council put through the recommendations for policy reviews.' (Exceeding Rating, 2017 NQS Assessment Report)

Leadership reflect regularly upon centre needs and educator's connections to provide consistency for children using the service.

All educators have plans in place identifying learning goals for further improvement, development and reflection on their performance.

A rigorous and comprehensive self-review process in regards to QIP goals involving whole educator teams was regularly undertaken. Through discussion educators are able to develop a common understanding of goals, how they are to be achieved and measured for success.

Performance development processes are in place and reviewed with performance issues addressed and followed up.

Educators Professionalism and conflict resolution – Policy/procedures discussed with educators 1 to 1 or at educators meeting re the above. Educators are supported if going through conflict resolution.

Centre uses the RRR document each year as formal process to critically reflect on centre practices with children.

Administrative systems are established and maintained to ensure the effective operation of the service. Systems are continually being monitored and improved supporting us to work more effectively.

Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. Comprehensive Parent Handbook provides information regarding our policies and procedures. There is a cycle of review for policies and procedures.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Governing council in place. Successful AGM with all positions filled. Governing Council operates both services (childcare and preschool) as a united group with one agenda that ensures that all the business requirements of both services are met. Governing council is consulted regarding all changes related to service delivery. Governing Council input is highly valued and extensive efforts are made to ensure they are well informed about matters pertinent to the centre. Governing Council is made up of experienced council members and a mix of family types that is an accurate representation of our community.

Consultation with families is sought to determine their values and beliefs to inform centre philosophy.

Processes are in place to collect feedback from families for further improvement in centre processes.

As part of Child Care performance development, a Governing council rep (as the employers of staff) participates in performance meetings, employment panels and reports to Governing Council.

Policies for review are distributed to Governing Council members, educators, and any interested parents to review and comment on. Reviews are evident in Governing Council minutes where policies are ratified. "Policies" is a permanent item on Governing Council meeting agenda to ensure we check policies needing review regularly.

Appropriate governance arrangements are in place to manage the service. The Governing Council is involved in the development of centre policies, practices, financial management, ensuring centre is staffed according to regulations, the facility is maintained to a high standard and our financial viability. Records of decisions regarding these responsibilities are in the Governing Council meeting minutes. Families are introduced to the GC members in our centre newsletter and photographs are displayed.



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Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. Educators and parents are informed regarding grievance procedures and complaints which are dealt with promptly with empathy and confidentiality. There are processes to support children to develop the skills to deal with grievances and complaints.



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Barossa Valley Partnership Plan 2018

Barossa Valley Partnership staff support students at each stage of their development, through a shared focus on children and young people. We will do this by:

Providing quality teaching and learning programs

We will:

Build capacity of staff, and leverage from the skills of our staff, at all stages of their career

Develop a collective understanding of quality in our staff, students and broader community

Develop a culture of peer collaboration across the Partnership

Focus on Numeracy in 2018

Ensuring continuity of learning across and within sites

We will:

Build positive, respectful relationships which support common understandings between sectors, ensuring seamless transition

Establish and expand networks across sites

Identify technological solutions to promote sharing, engagement and communication across sites

PRIORITY STATEMENT

The way in which we get learners thinking about content makes a difference. It is important that teachers reflect on how we can move from a teacher instructed to learner constructed pedagogy; where learners are doing the thinking.

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Task Design

'Intentional teaching involves educators being deliberate, thoughtful and purposeful in their decisions and actions.' (EYLF, DEEWR, 2009)

'Curriculum in the early childhood setting...means all the interactions, experiences, activities, routines and events, planned and unplanned that occur in an environment designed to foster children's learning and development.' (EYLF, DEEWR, 2009)

Learning Design Assessment & Moderation

Build consistency of professional judgement about the evidence and quality of involvement and well being and progress toward outcomes and IPNL child learning.



Strategy Goals By 2020:

Further develop expertise in Designing Learning Experiences that engage and intellectually challenge every child; Adult and child initiated; intentional teaching and scaffolds.

Which High Impact Teaching Strategies might fit for your preschool ?

Questioning

Questioning is a powerful tool. Effective teachers deploy it regularly for many purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. It unfolds opportunities for students to talk together, discuss, argue, and express opinions and alternative views. Used effectively, questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on the impact of teaching strategies. www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf
Effect size 0.46 (Hattie, 2009)

Developing Executive Function and Self Regulation

The development of self-regulation and executive function is consistently linked with successful learning. Self regulation includes managing emotions and behaviour but also managing motivation, which leads to the teachers role in 'igniting children's exploratory drive' or 'enabling learning dispositions', also strategies such as child led inquiry based learning, promoting curiosity and adding complexity
Executive function includes Working memory, Mental flexibility, Self control (self regulation)
Indicative effect size 0.54. +7 (Self regulation)
https://educationendowmentfoundation.org.uk/public/files/Early_Years_Toolkit/EEF_EYToolkit_Reference_Self-

Metacognition

Metacognitive strategies empower students to think about their own thinking. Awareness of the learning process enhances control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.
Effect size 0.69 (Hattie, 2009) / Months of progress: +8

Feedback

Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.
Effect size 0.73 (Hattie, 2009)

Differentiated teaching

Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals so all students experience challenge, success and improved learning. Differentiated teaching refers to methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Response to Intervention (RTI) combines highly tailored differentiation with evidence-based interventions which are monitored constantly.
Effect size RTI 1.07 (Hattie, 2009)



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Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Numeracy (QA 1) (QA 4) (QA 5) (QA 7)	Achieve or exceed an average of 3.5 in the Involvement Scale	Implement and review the high impact teaching strategies to promote Executive Functioning and Self Regulation to support the development of children's number sense.	Term 1- Tammy to lead Exec Function intro session Term 1 PDP mtgs Staff identify Pedagogical change in relation to EF Term 2 Julie lead self regulation revision session All staff attend staff meetings	Staff will attend, participate session an identify changes to practice Goals set in PDP plans Monitor through PD processes	Staff meeting time Release time to prepare for observations and discuss afterwards
		Introduce performance observations and feedback as a support for performance development plans determined by individual staff.			
		Use identified evidence based program strategies from Big Ideas in Number to develop children's number sense.	Term 1 week 6 –available staff attend Big Ideas in Number Intro Session and share with colleagues Term 2-4 all staff to include specific strategies in program	Strategies will be identified in fortnightly programs.	ECL Staff Meeting time Programming time
		Numeracy learning design is developed through educators collaboratively developing formative assessment processes that: <ul style="list-style-type: none"> Identify what learners know, understand and can do, prior to and during learning, and Use this information to inform and adjust next teaching steps. 	Term 2 & 3 – Sally lead all staff in exploring formative assessment through the EYLF planning Cycle	Staff team will complete a learning design task, implement and assess using EYLF planning cycle	Pupil Free day
		Director/Assistant Director to be involved in the LDAM professional development strategy. Develop program and process to share Formative assessment learning with whole team.	Termly PD Sessions attended by Director/Assistant Director with all portfolio preschools	To be determined once program commences	Shared Partnership Pupil Free Day 5 TRT days through LDAM strategy



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		Use RRR Observation scales to monitor children's levels of involvement (which is one aspect of program quality).	Involvement observation will be collected on March 20 by ECL & BCCC staff Determine second collection with partnership colleagues	RRR Observation scales to provide data to support pedagogical change	2 TRT days Partnership Funds Reciprocal support from BCCC educators ECL
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Rationale:

It is not clear if or how the practices support all children across the service. There were limited examples provided of how children are supported to learn from work with and help others consistently at an exceeding level across the service.

(Tier 1 NQS Review Report)

Educators evaluate the effectiveness of learning opportunities, environments, experiences offered and the approaches taken to enable children's numeracy learning.

(Centre self- review using Numeracy and Literacy Results Plus Preschool Rubric Dec, 2017)

Reflect upon the intention of planned activities to ensure that each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

(Recommendation 2017 NQS Report)

There are planned opportunities for staff to share and to critically reflect on their practice.

(Centre self- review using Numeracy and Literacy Results Plus Preschool Rubric Dec, 2017)

For all employees to realise their potential and to focus efforts on outcomes and improvements that align to organisational priorities to benefit children and young people.

(DECD Guideline, Performance & Development)

Every teacher needs to improve, not because they are not good enough, but because they can be even better

(Dylan Wiliam)

Intentional teaching involves educators being deliberate, thoughtful and purposeful in their decisions and actions (EYLF).

The development of self-regulation & executive function is consistently linked with successful learning.



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Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Educational Program & Practice (QA 1) (QA 4) (QA 5)	Children will consistently experience quality education (as measured by involvement scale) which includes outdoor play and connections with nature across the whole centre	<p>Create a cycle of programming that involves all Child Care staff and regular observations, child voice and assessment of all children. (Child Care)</p> <p>Common programming time between Preschool and Child Care staff to provide continuity for children's learning (supported by Educational Leaders)</p> <p>Review daily routine</p>	<p>Term 1 – Child care staff Review current Childcare daily routines and make adaptations</p> <p>Involvement observation will be collected on March 20 by ECL & BCCC staff</p> <p>Term 2 – review records of children who attend both Child Care and Preschool. (SFD)</p>	<p>Children's uninterrupted play time is maximised as agreed on centre Philosophy</p> <p>Children have the choice of accessing both the indoor and outdoor environments for longer periods</p> <p>Childcare and Preschool staff will collaborate together each fortnight to ensure consistency in programs for children accessing both services.</p> <p>RRR involvement scale</p>	<p>Child care staff meetings</p> <p>Whole staff meetings</p> <p>Programming & documentation time for all child care staff</p> <p>TRT funds</p>

Rationale:

It is not clear if or how the practices support all children across the service. There were limited examples provided of how children are supported to learn from work with and help others consistently at an exceeding level across the service.

(Tier 1 NQS Review Report)

Critically reflect on the programs in the Kangarilla and Tii-taka room to ensure that it is consistent and that the cycle of planning, documenting and evaluating is an interactive process that drives the development of the program.

(Recommendation 2017 NQS Report)

Reflect upon the intention of planned activities to ensure that each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

(Recommendation 2017 NQS Report)

Intentional teaching involves educators being deliberate, thoughtful and purposeful in their decisions and actions (EYLF).



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Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Continuity of Learning (QA 1) (QA 3) (QA 5) (QA 6)	Children's wellbeing and involvement remain high across transition points through the implementation of familiar pedagogies	Strengthen Relationships and professional cohesion between centre and feeder schools. Early Years and Reception teachers undertake joint Professional Development to build common understanding to support continuity of learning (e.g. Playful Literacies) Continue to embed and refine the processes used in Reciprocal Visits between Early Years and Reception teachers Preschool Teachers participate in at least one reciprocal visit with a feeder school.	Term 1 -Partnership to register all participants in Playful Literacy eCourse Term 1-3 – Preschool Educators and select Child Care staff complete training and engage in discussion with feeder school/preschool staff Partnership develop implementation plan including expectations and feedback for reciprocal visits Teachers to coordinate visits Term 3 – Use aspects of RRR Wellbeing Scales to create spotlight activity. Share spotlight activity with feeder schools and encourage feedback 2 weeks after transition begins. Term 4 – Wellbeing Spotlight Activity completed 2 weeks after Transition begins.	Feedback through PDP mtgs Children's RRR Involvement and Wellbeing data	Reciprocal Visits funded by Partnership T&D Partnership to fund PFD's Site Budget – ECA online learning
		Explore options as a whole centre to integrate play spaces for the benefit of children's development, belonging and wellbeing.	Term 1 – Sheree & Julie to collaborate with & seek feedback from centre staff. Term 2 – All staff <u>trial</u> options to integrate. Term 2-4 – Julie & Sheree seek	A plan will be in place for 2019 to embed further integration of shared play spaces.	Release time – Site budget



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			further feedback from stakeholders (parents and children).		
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Rationale:

It is not clear if or how the practices support all children across the service. There were limited examples provided of how children are supported to learn from work with and help others consistently at an exceeding level across the service.

(Tier 1 NQS Review Report)

For all employees to realise their potential and to focus efforts on outcomes and improvements that align to organisational priorities to benefit children and young people.
(DECD Guideline, Performance & Development)

Every teacher needs to improve, not because they are not good enough, but because they can be even better
(Dylan Wiliam)

Build consistency of professional judgement about the evidence and quality of involvement and well being and progress towards outcomes and child learning.

Reflect upon the intention of planned activities to ensure that each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
(Recommendation 2017 NQS Report)

There are planned opportunities for staff to share and to critically reflect on their practice.
(Centre self- review using Numeracy and Literacy Results Plus Preschool Rubric Dec, 2017)



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Action Plan					
Quality Area	Task	Timeline	Responsibility	Resourcing	completed
QA2	<p>Review effective hygiene and handwashing practices and implement into everyday practices.</p> <p><i>All educators implement effective hygiene and hand washing practices. (Recommendation 2017 NQS Report)</i></p>	Review in 1 st staff meeting, Term 2	All staff	Whole staff meeting	7 th May, 2018
QA3	<p>Develop a facilities upgrade plan.</p> <p>Coordinate with DECD facilities officer to quote for:</p> <ul style="list-style-type: none"> • Relocation of Entrance gate • Removal of bridge entrance • Indoor painting • Upgrade of toilets (Preschool) • Outdoor fans (Child Care) • Indoor blinds (Preschool) <p>Develop budget to support upgrade</p> <p><i>There was evidence collected by the authorised officers during the assessment and rating visit of some wear and tear across the service. (Tier 1 NQS Review Report)</i></p>	By end term 2	Sally & FAMIS	<p>Leaders admin time</p> <p>Site budget</p>	<p>13th June, 2018</p> <p>Plans and timelines for works in place.</p> <p>Budget finalised to be able to complete works</p>
QA3	<p>Implement Centre SEMP Plan which includes in 2018:</p> <ul style="list-style-type: none"> • Communication systems (explore LearnLink staff group) • Investigate option of Portfolios to USB's • Establishment of Chicken Yard. <p><i>Our 'Education for Sustainability' vision is to be lifelong learners who care and respect ourselves, each other and the environment. (Centre SEMP vision)</i></p>	<p>End of Term 2</p> <p>End of Term 4</p> <p>End of Term 4</p>	<p>Sally, Catherine, ECC</p> <p>Di, Governing Council</p> <p>All staff</p>	<p>Leaders Admin Time</p> <p>Negotiated Release time</p>	<p>Term 2 – beginning transition to Office 365. Finalising ground works for Chicken Yard.</p>



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QA4	<p>Contracted/permanent staff will engage in Code of Ethics training via PLINK.</p> <p><i>Management, educators and staff are collaborative, respectful and ethical. (Revised NQS)</i></p>	End term 2	All staff		
QA6	<p>Ensure regular parent feedback system (formal & informal) will be in place.</p> <p>Trial a regular online KinderSurvey for families to complete.</p> <p>Once a term via centre newsletter request feedback from families regarding specific centre practices</p> <p><i>By working together parents and educators can enhance a child's learning and wellbeing. (EYLF)</i></p>	<p>End of Term 4</p> <p>End of Term 4</p> <p>Beginning Term 2</p>		Site Budget	<p>Term 1 – Orientation survey sent to all families.</p> <p>Term 2 – Families asked for feedback re. shared yard.</p>
QA7	<p>Regularly reflect on and document our individual actions that contribute to the educational leadership of the site with the shared leadership team</p> <p><i>There was limited evidence to demonstrate that the educational leader is consistently leading the effective development of the curriculum at the service. (Tier 1 NQS Review Report)</i></p>	Ongoing	All Staff		



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