

2017 Quality Improvement Plan



Quality Improvement Plan for QA1

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	<p>Children develop strong sense of self identity and confidence to learn:</p> <p>Children know they can achieve and are encouraged and supported to do so by others in their world</p> <p>Children have a sense of belonging to our Centre Community; they feel safe, loved and confident here.</p> <p>Children have the skills to manage their emotions so they can have deeper, more regulated participation in the curriculum</p>		<ul style="list-style-type: none"> Planned experiences which foster opportunities for children to be connected to others in the Centre and feel safe and secure within it. Prioritising a new “Responsive Relationships” approach, with reflection and skills development in the everyday curriculum will support all to achieve success. Implement “you, see, me” and the “Way to A” across both rooms Planned experiences will challenge children in life skills- to develop independence, and dispositions for their future learning. <p>Learning dispositions include curiosity, persistence, enthusiasm, creativity, emotional resilience & independence, social confidence, respect, resourcefulness. Staff will attend T&D around disposition and numeracy.</p> <ul style="list-style-type: none"> Staff will strive to connect the events within the Centre more closely with families to encourage their personal connection and valuing of their child’s learning in our Centre. Staff will celebrate children’s learning with families through projects and curriculum based events 	<ul style="list-style-type: none"> PRESCHOOL: EYLF tracking data shows 100% chn achieve improvement of 1 bandwidth across all areas of the curriculum 50% achieve improvement of 1+ bandwidth across more than 1 area, 50% achieve improvement of 1+ bandwidth for all areas 50% achieve improvement of 2 bandwidths in one areas of strength or interest ALL chn: Dispositions for learning are identified through the individual Learning Plan Process for all children. 90% staff participate in the full suite of T&D offered to support children’s sense of identity and confidence. 2 education staff are trained at practitioner level for Matre Mao 	<p>End of year</p> <p>T1, T2, T3, T4 By Term 2 70% End year 100%</p> <p>Term 1, Term 2, Term 3, T4</p> <p>Term 3</p>	

			<ul style="list-style-type: none"> Allied Health staff support the training and development of all Centre staff in the practices of Circle of Security and Matre Mao to enhance their understanding of the importance of connection in fostering strong self esteem and identity. 			
1.1.1	<p>Improvement in children's Communication skills</p> <p>Children listen and speak to show what they know and to relate to others</p> <p>Children use language to find and solve problems in their every day lives.</p> <p>Beach Road Partnership Priority</p>		<ul style="list-style-type: none"> The EYLF will guide all curriculum reflection, planning and assessment with focus on each specific aspects of Emergent Literacy (POP) across the year for all children via self-directed, collaborative and teacher led experiences P=Phonological awareness (sounds and listening to words), O=Oral Language- speaking and understanding sounds, words, sentences, telling stories P= Print awareness- seeing symbols as having meaning- reading and writing) Staff prioritise time to talk about literacy learning with every parent. Work with DECD speech pathologists and Allied CC staff to establish greater understanding of how to support and challenge children's oral language and emergent literacy. All staff will engage in professional development around promoting oral language- supported by DECD and CC Speech pathologists.- Tara to lead "you see me" project. 	<ul style="list-style-type: none"> 100% Parents in Preschool engage in conversations with staff/ children about literacy Preschool Statement of Learning data shows <i>Well Developed</i> level proficiency in Literacy for 50% chn Preschool Statement of Learning data shows more than 1 bandwidth movement across the year for all chn in Literacy (Effective communication.) All children (0-4) show progress against the EYLF outcomes for effective communication 100% educators attend professional learning about communication skills 	<p>T1, T2, T3, T4</p> <p>Term 4</p> <p>Term 4</p> <p>Cycle 1, 3 yearly</p> <p>Term 2 80% Term, 4 100%</p>	
1.1.1	<p>Improvement in children's mathematical thinking- problem solving focus</p> <p>Beach Road Partnership Priority</p>		<ul style="list-style-type: none"> The EYLF will guide curriculum reflection, planning and assessment with a focus on problem solving (with 	<ul style="list-style-type: none"> All staff will actively plan for inquiry learning- (personal daily planning, Program) PRESCHOOL: 	Term: 1,2,3,4	

			<p>numeracy).</p> <ul style="list-style-type: none"> Loose parts play, nature play and the Principles of Reggio Emilia Approach will focus staff on creating and following on learning problems for all age groups. Eg. Problems discovered through play and routines that are worth solving by children (with supportive adults) and which relate to the ages and abilities of all children 0-5 years. 	<ul style="list-style-type: none"> Children in preschool will demonstrate to a <i>Developing</i> level problem solving (as identified in the EYLF tracking process) at the Statement of Learning or earlier. Preschool Statement of Learning data shows 1 bandwidth movement across the year for all chn in numeracy Indicators of Literacy and Numeracy show all children demonstrate numeracy competence within play situations. 	<p>Term 4</p> <p>Term 1,2,3,4 ILPs</p>	
1.1.3	Our Integrated program, including routines, is organised in ways that maximise opportunities for each child's learning		<ul style="list-style-type: none"> Routines continue to be reviewed and developed to support engagement and sense of security for all children and staff The learning spaces are designed to reflect the needs of those children in them, as well as be designed for more flexible use. Attention to calming colours and purposeful documentation that adds to the learning Staff are supported through resourcing and training to develop their skills at creating calming and engaging learning spaces. 	<ul style="list-style-type: none"> Staff indicate less stress at routine times via surveys and DECD psych healthy survey Staff reflection journals show an increase in calm and engagement within the centre. Allied health staff identify supportive strategies for calming practice- link to PD 	<p>Term 1,3</p> <p>Termly review</p> <p>Termly review</p>	

Quality Improvement Plan for QA3

3.2.1	<p>Both our outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p> <p>Both indoor and outdoor spaces promoting</p>		<ul style="list-style-type: none"> Outdoor learning space focus: Implement redevelopment of the big steps and rubberised soft fall to reflect the integrated ways we use the space, offer challenge, link to nature and manage WHS risks. Remove and relocate the slide to reduce injury risk to children. Staff use equipment and materials indoors and outdoors flexibly to 	<ul style="list-style-type: none"> Outdoor learning is highly engaging for all children and accessible to all, all year round Children's engagement increases as identified through ILP docs and reflective journals. External observations from families, providers and our Allied Health 	<p>Over 3, -term 1</p> <p>Under 3- term 2</p> <p>Termly</p> <p>T1, t2, t3, t4</p>	
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	calming and regulation in Under and Over 3s		<p>ensure indoor spaces reflect the needs of children in long day care and to support wellbeing.</p> <ul style="list-style-type: none"> • Us the ROSIE Scales to create learning spaces which minimize clutter and inspire learners and educators 	<p>professionals.</p> <ul style="list-style-type: none"> • Scales are used and 3-5 actions implemented. 	<p>Over 3 Term 1</p> <p>Under 3 Term 2</p>	
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Quality Improvement Plan for QA5

5.1.1	Strengthen respectful, warm reciprocal and supportive relationships with children.		<ul style="list-style-type: none"> • Embed across Long Day Care and Preschool a culture within the staff which values and prioritise high quality relationships. • Use resources such as Matre Mao and Circle of Security to support this and the Respect Reflect relate document to assess our responsiveness to children. • Build responsiveness to children into the Performance Development Plans for all staff in preschool, Long Day Care are and Community and Family support. (FSC, OT, SP) • Support children's language skills to successfully engage in sustained conversation with an adult; "you, see, me" project 	<ul style="list-style-type: none"> • .Reflective practice is documented and acted upon. • Staff build on the RR project through PD and site goals • RR goals are stated in 100% PD plans for all educators. • AH input into staff skill development is regular and targeted • RRR data shows an improvement in the adults responsiveness to children over time. (Term 2 and 4) 	<p>Ongoing</p> <p>Term 2 & Term 4</p> <p>T2</p> <p>Daily on the floor. 1x PD per term</p> <p>Term 4 (week 2)</p>	
5.2.1	Every child develops the skills to work with and learn from children through collaboration.		<ul style="list-style-type: none"> • Collaboration and problem solving is prioritised in the curriculum- via use of space, organisation of materials, inquiry process, teaching methodology- Teachers model, teach and scaffold problem solving • Ongoing focus on Self regulation and social skills runs through the curriculum to support collaborative awareness. This is supported by Allied Health, Family Support & Community Programs within the Centre 	<ul style="list-style-type: none"> • All children work on small projects together with support from others • Parents identify improvement in social skills via PRESCHOOL ILP process or informal conversation. • Teachers create purposeful problems for children to solve through <i>inquiry as researchers</i>. 	<p>Ongoing</p> <p>Term 1, 3, 4</p> <p>Termly Program Review</p>	

Quality Improvement Plan for QA6

6.2.1	Parents engage with educators around their		<ul style="list-style-type: none"> • All parents are Invited to participate in the decisions about their child's 	<ul style="list-style-type: none"> • 100% PRESCHOOL Parents participate in the assessment and 	2x a year at ILP time	
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	child's learning and wellbeing		<p>education though formal and informal processes including Community events celebrating learning, excursions, parenting workshops, fun community workshops, meetings and interviews (Preschool), special events.</p> <ul style="list-style-type: none"> • PRESCHOOL ILP process and goal setting • Long Day Care goal setting and assessment • All staff know the goals for children and can talk about them with accuracy to parents in formal and informal situations (Data wall). 	<p>reporting process via the ILP and Statement of Learning Report and informal interviews</p> <ul style="list-style-type: none"> • 2x community events over year focus on families and learning. Attend = 50% • LDC....TBA 	(T1,2,4)	
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing		<ul style="list-style-type: none"> • Information is shared in a variety of ways about the additional services we offer, between staff, families and community. • Family Support, Community Development and Allied Health staff regularly engage at the Centre with staff and families to have a strong awareness of what is available in times of comfort and need. • Family Support Program targets Family mental health in 2017 	<ul style="list-style-type: none"> • Our family support programs are attended by members of our Centre Community • Our offering of services, and links to services increased gradually over the year. • Offering of services reflects a focus on supporting family mental health. 	<p>T1, T2, T3, T4</p> <p>T2, T4</p> <p>T2, T4</p>	
6.3.4	Strong commitment to providing balanced view of Australians within the site- particular focus on our Aboriginal cultures and those represented within the Centre		<ul style="list-style-type: none"> • Images and resources reflect a range of cultures and diversities. • Staff involvement into developing awareness of ATSI perspectives and our role to enhance this as educators. • Family Support and Allied Health Target focus group for Under 2 	<ul style="list-style-type: none"> • The site looks like it represents and values many cultures and abilities • Curriculum planning and implementation includes ATSI perspectives and their link to Hackham West Community • Increase ASTSI participation in programs at the Centre • Increase enrolled in LDC or Kindy 	<p>Ongoing</p> <p>Termly Overview T1, T2, T3, T4</p> <p>Term 2</p> <p>Term 1, 2018</p>	

Quality Improvement Plan for QA7

Element 7.2.2	Our staff reflect critically and regularly as individual and in groups on their own achievements, learning needs and aspirations		<ul style="list-style-type: none"> • Build on the Responsive Relationships model of reflective practice with all Long Day Care and Preschool staff through PD led by Allied Health staff • Staff readily engage more frequently with AH staff on the floor to practice and reflect on their skills • Performance Dev conversations are held. • Professional Development in prioritised again in 2017 to reflect current/ ongoing needs; supportive relationships, supporting self regulation, and age level curriculum- eg literacy and numeracy indicators/ EYLF awareness. 	<ul style="list-style-type: none"> • Staff are observed to be improving their skills as identified through their own reflective journals (preschool) and Perf and Dev Process • 100% of staff have 2 performance conversations per year. • Allied Health staff commit to supporting reflection daily in attendance at the Centre. 	Ongoing Term 3 Ongoing Ongoing.	
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